

Useful Links

Glossary of Acronyms
Strategic Risk Register
Committee Remit

AGENDA


Polite Reminder

Please take a 10 minute break every hour of meeting

Meeting: Academic Quality Committee
Date: Monday 6 November 2023 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: 30 May 2023	Approve	ZT	
3	Matters Arising / Actions Outstanding	Note	ZT	2-2
4	Fife College Students' Association Update	Note	TE	3-7
5	Curriculum Update Report	Note	DL	8-13
	5.1 Academic Update: New Campus Project	Note	DL	14-19
6	Performance Update			
	6.1 Complaints 2022-23 and Early Learner Feedback 2023-24	Note	IH	20-22
	6.2 External Review Update: Education Scotland	Note	IH	23-30
	6.3 Performance Data Report	Note	IH	31-35
	6.4 School and University Partnership Report	Note	IH	36-41
7	Student Early Withdrawals 2023/24 at Fife College: Update	Note	DL	
8	Learner Voice Framework: Annual Update	Note	IH/TE	42-46
9	Self-Evaluation 2022-23 (<i>for information, previously approved by email correspondence</i>)	Note	MP	47-49
10	Review of Meeting	Discuss	All	N/A
11	Date of Next Meeting Monday 12 February 2024 at 3.30pm	Note	ZT	N/A

For Information:

Learning and Teaching Committee Minutes



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	30.05.23	To submit any further feedback on the draft Learning Strategy to the Director: Governance and Compliance.	All Committee members	30.06.23	Complete
2	30.06.23	To receive a copy of the Education Scotland report in due course.	I Hawker	06.11.23	Complete
3	30.06.23	To provide a sector analysis of Performance Data at the next meeting.	I Hawker	06.11.23	Complete. On today's agenda
4	30.06.23	To continue to monitor withdrawals and the impact of early interventions and report this to future meetings.	D Lesley	06.11.23	Complete and ongoing
5	30.06.23	To issue the self-evaluation template by email to members and attendees.	M Philp	31.05.23	Complete
6	30.06.23	To complete and return the self-evaluation template.	All Committee members and attendees	30.06.23	Complete



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Fife College Students' Association (FCSA) Update	
Date of Meeting:	6 November 2023
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:	Taylor Edwards, 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
Strategic Risk(s):	(4) Failure to focus on wider wellbeing of staff and students (5) Failure to achieve recruitment targets across GIA and Non-GIA income activity and to deliver relevant, inclusive and sustainable curriculum, ensuring successful outcomes for all students (10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys
Publicly Available:	Yes
Author Contact Details:	Taylor Edwards, taylorwards@fife.ac.uk
Date of Production:	26 October 2023



BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Fife College Students' Association (FCSA) Update

1 General

Taylor Edwards took up office as FCSA President for Education and Representation on 1 July 2023. As per our new election regulations Taylor was elected for a two-year team until 30 June 2025. Kayleigh Gallacher was elected as FCSA President for Welfare and Equality and started her two-year term on the same date as Emma.

2 Class Reps 2023-2024

This year we introduced an FCSA SharePoint for Staff. On this site we host all the Class Rep details including the Registration Form, guidance on expectations for supporting the Class Rep system, and meeting dates for the upcoming year.

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 as some staff preferred to submit requests in other ways. We understand that some people are not confident with Forms however, the separate approaches creates extra demand on the FCSA staff and reduces the ease of our reporting.

We delivered 161 class talks between 28 August and 6 October. This is 36 more than we delivered in 2022/23. This included speaking to evening and distance classes. From the form the booking breakdown is as follows: Please note this data does not include requests made not using the form:

2. I would like

[More Details](#)

- An in-person talk 119
- A member to join a Teams meet... 2



3. At which campus?

[More Details](#)

[Insights](#)

- Dunfermline 34
- Glenrothes 36
- Kirkcaldy 48
- Levenmouth 2
- Rosyth 1





We can confirm that no additional Class Talks were booked for Rosyth and Levenmouth only have the two and one request for each campus.

Recruitment

As of 8 October, we received notification of 343 registered reps. This compares to previous years as follows

Year	Number Registered	Difference
2023/24	343	-
2022/23	299	+44
2021/22	268	+75
2020/21	426	-83
2019/20	276	+67
2018/19	416	-73
2017/18	374	-31

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.

Registration

The FCSA introduced more automation to the Class Rep Registration process, linking the Form to a process which would automatically complete back office administrative tasks. The amount of time this saved the team was reduced due to the significant time had to be spent in resolving issues with incorrect and incomplete data that had been input to the form when reps were being registered by the academic staff. To reduce this next year, the form will be more prescriptive, which might mean it takes longer to complete.

Business Systems have agreed to support us in complete the REMS part of Class Rep Registration. This is needed so that we can monitor which courses do have Reps

Training

Due to staff shortages within the FCSA it has not been able to launch the Class Rep Training as early as we had hoped this year. We aim to have this live by mid-November.

Meetings

Due to staff shortages within the FCSA we have to postpone the first planned round of Class Rep meetings for the beginning of November. The full list of planned meetings is on the FCSA Staff SharePoint.

Each round of meetings will have a focus for the Reps, these themes have been discussed and arranged in line with other work within the College.

Mixers and Promotion

To help acclimatise students to their rep roles the FCSA held informal Class Rep Mixers week commencing 23 October on the three main campuses. The Academic Quality Staff and Class Reps for each curriculum cluster were invited along for 30 minute sessions on their campuses.

Due to low Class Rep registration numbers in Rosyth and Levenmouth, the decision was taken to focus our staffing capacity on other areas of FCSA and we will arrange an offering later in November for these campuses.

A total of 23 sessions were arranged, across the Glenrothes, Kirkcaldy, and Dunfermline and were hosted by Taylor.

Due to our reduced capacity, promotion of the events was limited to only an email to the student's email addresses and attendance was low across all campuses.

3 POINT FOR DISCUSSION – Rep Registration Deadline/Programme Reviews

We would like the Committee to consider possible solutions for the following situation.

What currently happens:

The first promoted deadline for registering Class Representatives is the last Friday before the October Break. The rationale for this is that if selection is done much earlier than this week the class do not properly know each other and have not had time to build positive relationships.

Programme/Course Team reviews start taking place at the end of October/beginning of November.

The issue:

This is a short turnaround (with most of the time being holiday days) to allow a rep to be registered, complete training, gather feedback and be invited to the Programme Review meetings.

Due to this the majority of reps are not invited to the meetings and are not able to provide input in another way.

Going forward

To help ensure that the learner voice is well represented in the Programme Review meetings it would be helpful to adjust the timings of one of these two approaches. We would like the Committee to consider and make their preferred recommendations.

4 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.

Each engagement record is classed into one of four categories: Concerns, Commendations, Queries and Suggestions.

To date we have received the following:

Engagement Type	2023/24	2022/23	2021/22
Concern	47	35	27
Query	35	14	11
Suggestion	2	0	0
Commendation*	0	2	4
Total	84	51	42

*We have not yet promoted the Thank You Forms which alongside the FCSA Award nominations account for almost all commendations from students. We are anticipating fewer commendations this year due to reductions in capacity to promote this element of our work.

5 FCSA General

FCSA Freshers took place in September and October and covered all campuses. Student and Staff feedback has been very positive. Approximate footfall to the stalls was 2600 – our measurable activities registered 697 students taking part. These include our Video Game Challenge, Sport Activities, and FCSA Quiz Nights. The numbers were impacted due to industrial action affecting the on-campus numbers for Dunfermline days which we are not in a position to rearrange.

The FCSA was shortlisted for a SPARQS Awards, along with our partners in the College's Learning and Skills Team for the work done to engage Prison Based Learners in the work and life of the College. We came in third place behind the Open University and the College's Quality Team.

The FCSA has been shortlisted for a CDN Award, along with our partners in the College's Planning and Performance Department for our joint project in engaging students in the content and design of the College's new strategic plan.

The FCSA has been shortlisted for a Fife College Innovation Award along with our partners in the College's Digital and Creative Industries for the creation and delivery of the FCSA Talent Agency.

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Curriculum Update: October 2023	
Date of Meeting:	6 November 2023
Purpose:	To provide Committee members with an update on progress made with curriculum matters
Intended Outcome:	To note the update
Paper Submitted by:	Dorothee Leslie, Vice Principal Academic Strategy
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be informed on progress made with current curriculum matters
Financial Implications:	N/A
Learner Implications:	None
Equality and Diversity Implications:	N/A
Strategic Risk(s):	<p>(4) Failure to focus on wider wellbeing of staff and students</p> <p>(5) Failure to achieve recruitment targets across GIA and Non-GIA income activity and to deliver relevant, inclusive and sustainable curriculum, ensuring successful outcomes for all students</p> <p>(10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys</p>
Publicly Available:	Yes
Author Contact Details:	Dorothee Leslie (dorotheeleslie@fife.ac.uk) 01592 223190
Date of Production:	23 October 2023

Actual Performance as at October 2023

STUDENT PROFILE

STRATEGIC HIGHLIGHTS

- The College was within the 2% threshold allowed by Scottish Funding Council (SFC) of the credits target of 131,782 for academic year 2022/23. Therefore, the College secured the totality of our core funding for the past session. This target included core and Foundation Apprenticeship (FA) credits.
- Student satisfaction remains high, with 92.5% of students being satisfied with their college experience. This is an increase of 2.5% from 2021/22. 94.3% of students said they would recommend Fife College to others (vs 94% for 2021/22). Participation in the survey increased by 8.3% to 74.3% (vs 66% last year); this is projected to be due to more students returning to campus.
- Credits to date for the current academic year are at 84% against the annual SFC target. The credit allocation supporting our live target across the portfolio is under review to ensure early mitigation of recruitment challenges in certain areas. Resources are being reviewed appropriately to ensure that priority areas are supported adequately. This review will support the finalisation of the 2024/25 portfolio offer.
- Full time student recruitment for 2023/24 is now complete for courses starting before 23 October. Total FT recruitment to date is at 102% against expected numbers. FTFE is achieving 102% of credit target to date (vs 103% last year), with FTHE figures better than this time last year at 100% (vs 83% last year). Early withdrawal figures are showing a marked improvement on previous years. This is reflecting proactive retention strategies, together with the earlier cut-off date agreed by SFC. Close monitoring of student engagement remains a priority to ensure that students remain on course to a successful completion of their studies. Retention incentives have been tailored to specific areas and they will continue to be deployed at key times.
 - Care, Social Science and Education has recruited to 99% of eligible targets to date, with additional provision planned for courses starting later in the year. FE recruitment is sitting at 99%, while the HE courses are at 100%.
 - Engineering, Science, Technology and Built Environment is showing overall recruitment to date for the faculty is sitting at 95% vs eligible target. The faculty is recruiting larger than expected numbers of Modern Apprentices in several areas; however, final HE recruitment figures (91%) are lower than expected, and late take up of some FE level courses are impacting on the faculty's credit realisation at this stage. An in-year review of the resources allocated, and activities planned are underway to mitigate any potential income shortfall.
 - Creative Industries is showing a 109% overall recruitment to date vs eligible targets. This is reflecting a continued improvement across the faculty, with all three curriculum areas showing figures of 99% and above both at FE and HE level.

- Business, Enterprise and Tourism with Supported Learning is sitting at 102% of recruitment expected to date. Recruitment figures to date are similar at both levels, with HE at 103% and FE courses currently sitting at 102%.
- Part-time recruitment is on track (FE 59% and HE 69%), with many courses still to start later in the session. All Faculties continue to review and increase their part-time offering in line with specific industry demand (e.g., Engineering, Care) and to ensure it is providing accessible learning in more flexible formats.

2023-24 Credit Targets Report

Faculty	Live Credit Target [^]	Actual Credits ⁺	Variance (Actual vs Target)*
Business, Enterprise and Tourism with Supported Learning	22,489	17,497	-4,992
Care, Social Science & Education	30,352	28,039	-2,313
Creative Industries	28,004	26,974	-1,030
Engineering, Science, Technology & Built Environment	35,098	26,821	-8,278
Total	115,943	99,330	-16,613

[^] Credit target is the overall credit target for 2023-24 based on the current live target within our student record system. There is other activity in planning across the faculties. All of this will ensure the College is targeting over the SFC credit target.

⁺ Actual credits as at 23 October 2023

^{*} Based on SFC's actual credit target of 118,604, which includes our core credit target plus FAs, the College is currently -16.2% under target

2023-24 Full-Time Student Profile

FT FE

Faculty	Live Credit Target [^]	Credits Achieved ⁺	% Credits Achieved vs Credit Target	Credit Variance (Achieved-Target)
Business, Enterprise and Tourism with Supported Learning	9,202	9,421	102%	219
Creative Industries	14,295	16,081	112%	1,786
Care, Social Science & Education	16,836	16,735	99%	-101
Engineering, Science, Technology & Built Environment	16,873	16,218	96%	-655
Total FT FE	57,206	58,455	102%	1,249

FT HE

Faculty	Live Credit Target [^]	Credits Achieved ⁺	% Credits Achieved vs Credit Target	Credit Variance (Achieved-Target)
Business, Enterprise and Tourism with Supported Learning	5,175	5,310	103%	135
Creative Industries	8,940	9,165	103%	225
Care, Social Science & Education	8,184	8,151	100%	-33
Engineering, Science, Technology & Built Environment	2,674	2,429	91%	-245
Total FT HE	24,973	25,055	100%	82

[^] Credit target is the number of credits that the College has planned to deliver following the 25% cut-off.

⁺ Actual credits as at 23 October 2023

* Current figures above are based on those courses with a start date before or equal to 23 October 2023.

Additional Curriculum Update

The revision of the 2023/24 portfolio, in line with the reduction in activity targets, has allowed us to accelerate a refocussing of the course offer in some areas and to better align resources with areas of economic growth (e.g., removal of some duplication or low priority activity). Recruitment figures to date for 2023/24, associated with new and emerging opportunities (e.g. work with DWP in Care sector or project activity in the Digital and Just Transition areas) are supporting last changes for the 2024/25 portfolio offer. These changes will inform resource planning (e.g. upskilling, reskilling) before the start of academic year 2024/25.

Data Science skills are now embedded in many curriculum areas, with planning in place to mainstream these across the full portfolio. Professional development continues to be supported, including through the Digitally Driven Innovation Project (ESESCRD). All curriculum areas are now able to evidence the development of sustainability skills and practices across their courses, although work is still in progress to ensure consistency (e.g. in relation to certification).

Health and Wellbeing remain a focus across the portfolio and is supported through a combination of course content and holistic approaches to design and delivery, working with professional services teams as appropriate.

Online delivery is sitting at 12% across the portfolio with work underway to ensure that all staff are equipped with the relevant digital skills and knowledge to deliver interactive and effective digital learning. VR projects are progressing (e.g. Care area), as is the AI agenda, with discussions at national level regarding awarding bodies guidelines.

Our 2023/24 MA contract is sitting at 400 (including 135 Engineering and 78 Construction Building), with 267 apprentices signed up to date and the contract on track to meet the end of November target of 280. Health Care Support and Pharmacy are continuing to grow, and we have been successful in gaining the technical apprenticeship at SCQF level 8 in pharmacy with the anticipated numbers from NHS of 50 students per semester starting in February.

Induction, including the academic welcome sessions and the following six weeks programme, with targeted support by the Student Experience team have supported early retention. Recruitment is now underway for our February start short full-time courses. The faculties, marketing and admissions teams will continue working closely to support and monitor this. The School College Partnership Team, Student Experience Team and the Business, Enterprise and Tourism with Supported Learning are working with Skills Development Scotland and with schools to provide targeted transition support to a cohort of Christmas leavers.

Collaboration with the Local Authority, including work under the City Deals' umbrellas and access to UK Shared Prosperity Funding stream continues to grow e.g. in relation to Multiply (Numeracy) or Digital upskilling of Fife residents. New projects are under discussion to support the Smart Cities agenda and the training and recruitment pipeline for the Health and Social Care sector. The ESOL (English for Speakers of

Other Languages) collaboration and shared delivery has been reviewed to support better progression and with a view to increase resources at regional level and in line with demand for labour in specific sectors.

In addition to the agreed contract extension for year 7 (2023/24) with the Scottish Prison Service, the College is engaging in discussions on a request for a potential year 8, including an additional prison.

The working groups supporting the development of an integrated Dunfermline Learning Campus for pupils, students and staff are now in place. A short update is included on the agenda.

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Academic Update: New Campus Project	
Date of Meeting:	6 November 2023
Purpose:	To provide Committee members with an update on progress made by the Collaboration and Integration Working Groups
Intended Outcome:	To note the update
Paper Submitted by:	Dorothee Leslie, Vice Principal Academic Strategy
Prior Committee Approvals:	N/A
Board Impact from Decision:	To provide assurance that the new campus will meet the needs of our learners and that opportunities are being maximised
Financial Implications:	N/A
Learner Implications:	None
Equality and Diversity Implications:	N/A
Strategic Risk(s):	(13) Failure to deliver new appropriate accommodation in Dunfermline and deliver outcomes for the College
Publicly Available:	Yes
Author Contact Details:	Dorothee Leslie (dorotheeleslie@fife.ac.uk) 01592 223190
Date of Production:	25 October 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Academic Update: New Campus Project

Summary Update

As noted in the previous update, the **Collaboration and Integration Workstream**, working alongside the Communication / Stakeholder Engagement will oversee the development of a campus operating model.

The three working groups tasked to take forward the Collaboration and Integration agenda for the new Dunfermline Learning Campus have confirmed their membership and started their work based on the agreed remits (see **Appendix**).

A short update on specific actions and activities to date is provided below.

Professional Learning and Relationships for staff

Staff relationships across both schools and college

The group discussed the key themes to identify a common purpose to support pupils and staff members. It was agreed to consider someone at practitioner level from Fife College to join the group.

Combined learning opportunities collaboratively taught once between the 2 schools as not to duplicate work will be explored, while considering FC/Schools time commitments. The School College Partnership team is actively supporting this point through the development of subject led discussions between schools and college at regional level.

Professional learning with an emphasis on digital capacity

It was noted that Digital is the first route being looked at to help develop the relationships, but not the focus of the groups.

There is a requirement for a baseline on requirements vs which level staff are at now. The college has rolled out several initiatives to develop digital capabilities (e.g., JISC discovery tool to ensure capabilities match role). A baseline of digital capabilities for lecturers has been introduced with 8 areas of capabilities. Webinar short videos provide staff with videos to support through tasks as well as other smaller initiatives. The baseline for professional service staff is being developed. Opportunities to use CDN baseline digital capabilities across schools and college are in discussion.

Schools staff survey highlighted that digital was a key area that required development; training was provided in the last 6 months and is ongoing. The need to update current equipment was identified as a key theme. Young People having improved access to devices has prompted staff preparedness to invest the time into teaching with the devices. Collaborative learning opportunities between the 2 schools / college to be explored so as not to duplicate work but with a clear understanding of respective time commitments required.

Leadership and management of change

It was identified that there is a level of apprehension from school staff. Resilience is a key theme. Potential opportunity for schools to join the College's Change Academy. The Change Academy is to help build capacity within the college to help support continuous improvement projects within the college.

Staff visits to the new building have highlighted the need to support the management of the operational changes taking place. Apprehension related to identity was identified with the school pupils, emphasising the need for a positive message of collaboration.

Some members of the group will attend the *Learning places Scotland* event taking place on 14th November and bring feedback. It was suggested to invite students/teachers who have moved to a new school to share their experience of moving to a new school.

Skills and Transitions for young people

Joint planning and collaborative activities

The STEM focus has been prioritised to date, with the opportunity to create an in-house STEM transition project (starting from P6/7 and driven by the schools) to improve sustainability (reduced reliance on external companies). Fife College are currently in the process of getting young STEM leaders, who will help lead the learning / support the necessary focus on young people's transitions into their future and not only between primary and secondary school. The new DLC could provide a hub for the delivery of this activity.

Programmes to support enhanced transitions

School based curriculum pathways exist and need to be blended with college pathways so the young people have a clear view of where they can go and how to get there. When running course choices with the schools, the school choices and colleges are always separate, this would also be useful if this was integrated. Opportunities to focus on specific subject areas to support successful transitions (e.g., Maths) were discussed.

Opportunities to enhance employability focused learning pathways

The need to link the further development of curriculum pathways / curriculum design and rational to support uptake of STEM related subjects to LMI was highlighted in support of improved learning pathways towards measurable outcomes.

Site Operational Matters / Construction Development



General Overview of site progress in October 2023 / Physical delivery of the campus

The new Fife College DLC build programme is generally making good progress on site with construction, recent extreme weather has had some impact on work to the elevations and it is currently expected this can be recovered. Detailed assessment and review of the joint operational aspects of DLC continues between the partners. The condition of the overall facility at the time of the new schools opening and the college still under construction has generally been agreed. Some external areas will be completed to meet the opening of the schools and provide the safest and best possible routes to and from the school during this time while still accommodating construction of the college.

The school construction is progressing towards completion in June 2024 with an operational commencement in August 2024.

Collaboration agreement

Liaison between the main contractors is good and they communicate frequently at a site operational level to facilitate each other's needs to maintain programme on both sites. The collaboration agreement development is an ongoing matter, it is recognised that the schools will have to have in place their full complement of Facilities Management for opening. Greater integration with the college can be further reviewed as both facilities address their joint needs in 2025 and investigate more opportunities to align operations.

Joint community offer

The connection of a site wide path network for community and DLC use is being developed with potential for enhancing health and wellbeing for the schools, college and community. Placement of benches along the pathways has been agreed in response to clearly expressed community need.

Next Steps

Professional Learning and Relationships for staff

- Looking at monthly structure at FC to roll out capabilities with support from PD Digital Lead. Focus on 2/3 capabilities to start with.
- Audit of staff PL requirements for schools to support coordination.
- Schools to look at what information we have and to coordinate this with capabilities
- Agree shared priorities and agree implementation strategy.
- Timescales for delivery of PL sessions to be considered. Item to be included in future agendas

Skills and Transitions for young people

- Development of transition programme and evaluation for schools and pupils (P6 – S1)
- Design and delivery of S2/S3 Internal school activities linked to LMI
- Development and Implementation of curriculum pathways (e.g., Engineering)
- Further discussion (incl. with HEIs) re Maths
- Sustainability topic to be considered further
- Final review of group membership and inclusion of STEM Education and Primary sector Head teacher representatives
- Definition of responsibility for / ownership of tasks

Site Operational Matters / Construction Development

As per summary above

Appendix

Professional Learning and Relationships for staff

- Developing positive staff relationships across both schools and college
- Professional learning with an emphasis on digital capacity to support hybrid learning and innovative pedagogies in the new learning spaces
- Professional learning to support leadership and management of change

Skills and Transitions for young people

- Establishing joint planning and collaborative activities focused on wellbeing, learner voice, mental health and inclusion to support transitions to college
- Developing programmes to support enhanced transitions for the most vulnerable young people
- Exploring unique opportunities to enhance employability focused learning pathways

Site Operational Matters / Construction Development

- Ensuring the successful physical delivery of the campus
- Developing a joint community offer
- Developing a collaboration agreement

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Complaints 2022-23 and Early Learner Feedback 2023-24	
Date of Meeting:	6 November 2023
Purpose:	To provide members of the 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
Strategic Risk(s):	(4) Failure to focus on wider wellbeing of staff and students (10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	16 October 2023

BOARD OF GOVERNORS OF FIFE COLLEGE
Academic Quality Committee
Complaints 2022-23 and Early Learner Feedback 2023-24
Complaints Reporting 2022/23

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

As a public service organisation the College follows 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.

The total number of complaints received during 2022/23 was 105, which is an increase of 48% compared to session 2021/22, when we received 71 complaints.

Complaints Received by Department

The main departments/areas that complaints were received about during 2022/23 were:

- FE Care, Social Sciences, Counselling and ESOL – 18 (17%)
- Computing and Technologies – 12 (11%)
- SPS – 8 (8%)
- College – 7 (7%)
- Media, Sports and Performing Arts – 7 (7%)
- Inclusions – 6 (6%).

Complaints Received by Category

The majority of complaints received in 2022/23 were related to:

- Course Related issues – 49 (47%)
- Customer Care - 30 (28%)
- Services – 9 (9%)
- Other – 8 (7%)
- Applications, Admissions and Progression – 6 (6%)
- Facilities – 3 (3%).

The following table shows the outcome status of complaints in 2022/23 compared to 2021/22 and 2020/21:

	2022-23	2021-22	2020-21
Upheld	28%	14%	18%
Not Upheld	11%	30%	53%
Partially Upheld	23%	28%	27%
Resolved	38%	28%	2%

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.

SPSO Appeals

Three complaints (2 received in 2022/23 academic year and 1 received in 2021/22 academic year) were referred to the SPSO by the complainants requesting further investigation. However, SPSO did not take any of them forward as they were satisfied that the College had conducted a thorough investigation and provided a satisfactory response to the complainant.

This illustrates the good collaborative working relationship the complaint handling team has developed with investigators, and the hard work that ensures a comprehensive response which covers all the salient points raised in the complaint.

Learner Feedback

2022/23

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

74.3% of Fife College learners responded to the second Learner Survey (up from 66.0% in the previous session). The second Learner Survey includes the Student Satisfaction and Engagement Survey (SSES) required by the Scottish Funding Council.

Satisfaction remained high with 92.6% of learners stating they agreed with “Overall, I am satisfied with my college experience”. This is up 2.6% from the previous session. National statistics for the SSES 2022/23 will be published by the SFC in November 2023 which will enable sector benchmarking.

2023/24

The first of two surveys this academic session launched on 23 October, closing 3 November 2023. Last session’s dashboard has been enhanced and will be live from survey launch date now. This will give insights at all levels, from College wide to individual class instances, 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.

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

External Review Update: Education Scotland	
Date of Meeting:	6 November 2023
Purpose:	To provide members of the 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
Strategic Risk(s):	(4) Failure to focus on wider wellbeing of staff and students (10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	16 October 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

External Review Update: Education Scotland

Education Scotland Engagement 2022/23

Education Scotland undertook two reviews at Fife College during the academic year 2022/23:

- Annual Engagement Visit (AEV)
- UK Visa and Immigration (UKVI)

The formal feedback on findings from Education Scotland were presented to the Board in the full Education Scotland report at the Board meeting on Thursday 28 September 2023.

An action plan was formulated based on the content of the Education Scotland AEV report. 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. A few actions are noted at this time as Complete. Full details of the current action plan are in Appendix A and we will work with our College HMIE on the content and follow up of the action plan during session 2023/24.

Education Scotland Engagement 2023/24

At this point in time, we perceive Fife College having engagement in 2023/24 as follows:

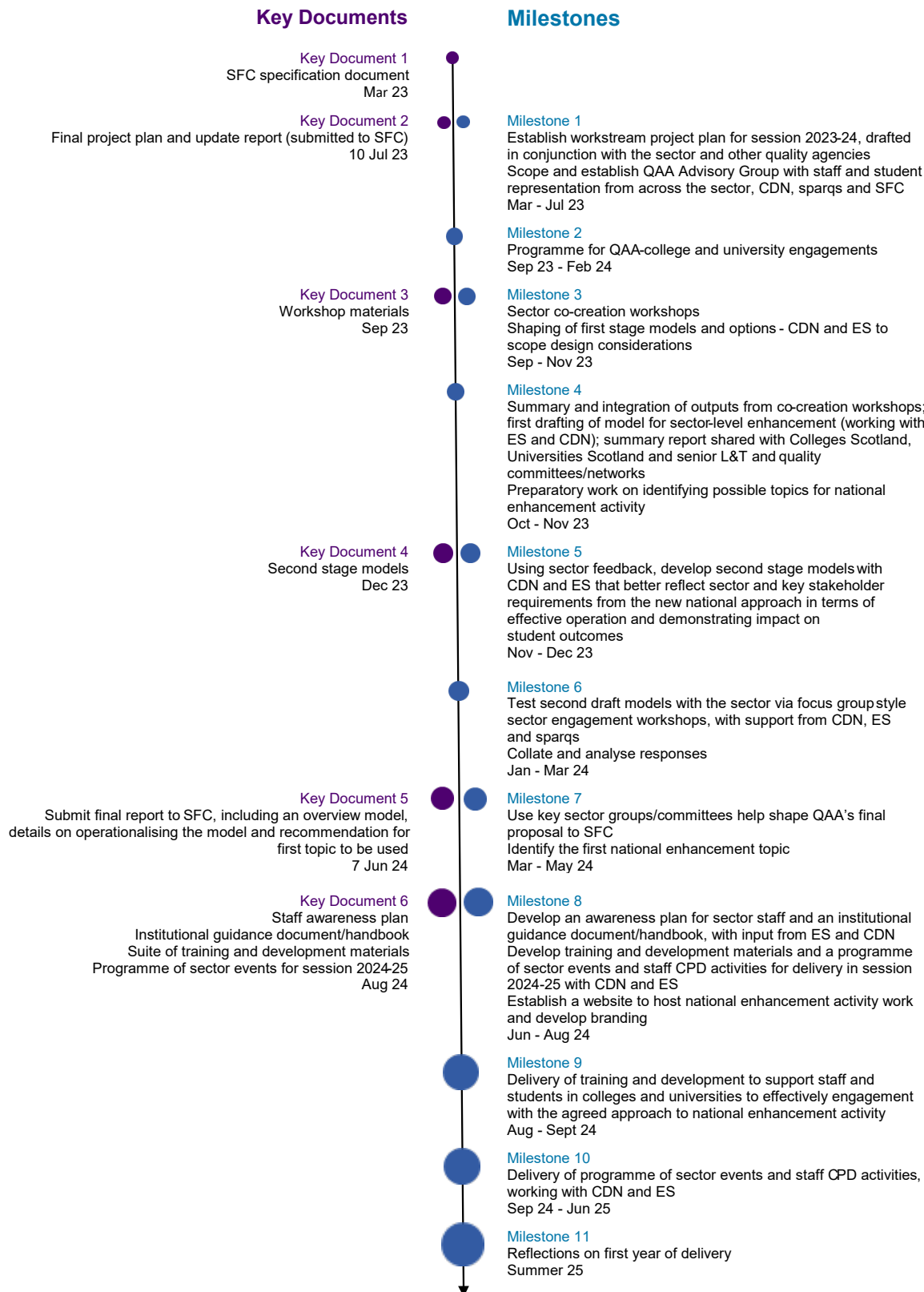
1. On-going engagement with link HM Inspector (Peter Connelly) including
 - a. Follow up and review of the “Areas for further progress” identified in the AEV during the previous session.
 - b. Support visits on themes identified and agreed in discussion with the College and College HMIE e.g.
 - i. Retention;
 - ii. Curriculum delivery and student engagement;
 - iii. Observation of learning.
2. An Annual Engagement Visit.
3. Thematic Review(s).

Tertiary Quality Project (TQP)

Quality Assurance Agency (QAA) has established a cross-sector advisory group to support development and delivery of a new **tertiary review method**. Membership which is drawn from colleagues and students with experience of quality arrangements and methods in both the college and university sectors in Scotland, along with those with experience in a range of other methods in the UK and internationally. The TQP is working with Education Scotland, Scottish Funding Council, College Development Network and SPARQS (Student PARTnerships in Quality Scotland). to create a single quality review process for colleges and universities. The model will replace the current “How Good Is Our College?” (HGIOC)

framework. Fife College is proactively engaging in the review process where possible, through current groups attended and other events and review/feedback processes.

A current timeline of the project is shown below:



APPENDIX A – DRAFT ACTION PLAN

Education Scotland Annual Engagement Visit May 2023									ACTION PLAN	
Category	Action No	Sub action	Ed Scot Comment on Area for Development	Responsible Lead	Action Responsibility	Action Being Progressed	Review Date / Milestones	Due Date	Action Status (RAG)	Expected Outcomes
Retention	1		A few learners waited too long for access to college support services to help address their additional needs.	Vicki Anton						Support services appointments for all requests (once unconditional offer made or student enrolled) in 1-4 weeks
		1a			Michelle Sweeney	Introduction of QR codes for learners requiring support to self refer - take straight to e form (previously paper based) that just needs name, course and background info.		09/01/2023	Complete	
		1b			Michelle Sweeney	New PLSP process to be developed. inc review of application to capture more specific information relating to support required	Procedure developed by Jan 2024 for roll-out for new 2024/25 applications	02/01/2024	On target	
		1c			Michelle Sweeney	Prioritise appointments using application information (sensory, medical and ASD)	Sept 2024 - Target 7 working days for priority PLSPs	09/01/2024	On target	
Retention	2		The overall withdrawal rate for full-time FE learners is 5.2% higher than the published sector norm.	Lisa Calderwood						Reduction in withdrawal rates
		2a			Directors, AH, AQM	Evaluate impact of 'Retention incentive' activities through qualitative (eg student focus groups) and quantitative (PI) measures	Implement 'Retention Incentive' activities - £5K per Faculty by Feb 2024	02/01/2024	On target	
		2b			Directors, AH, AQM, AQL	Facilitate community/team building & fun activities in addition to incentive activities in 3a		02/01/2024	On target	
		2c			AQLs	Quantify number of students who were referred to another course following admission/advice session 'skills tests'		15/12/23	On target	
		2d			AQLs	Evaluate impact of F2F information sessions, format and content		15/12/23	On target	

		2e		Brian Ratcliffe	Development of dashboards to identify risk factor / learner analytics	Dec 2023: Design specification and resource requirements to be identified	Summer 2024	Not Started	
		2f		Directors, AH, AQM, AQL	Using learner analytics focus resources/support on 'high risk' learners	Follow on from action 2e above	Summer 2024	Not Started	
		2g		Lisa Calderwood	Annual PI review meetings this session to focus on withdrawal figures for RAG rating.	Review meetings scheduled for 27 and 28 November 2023	12/01/2023	On target	
		2h		Sharon Burns	Enable students with network access issues 'at home' to download iLearn course and work offline		01/11/2023	Complete	
Retention	3		The overall withdrawal rate for full-time HE learners is 5.1% higher than the published sector norm. For part-time HE learners the figure is 1.7% higher.	Lisa Calderwood	as 2a-2h above				Reduction in withdrawal rates
		3a		Lisa Calderwood	Review success and withdrawal PIs against progressing and direct entry students. Evaluate against entry criteria for HE courses.		02/01/2024	On target	
Attainment	4		The overall rate of learner success for full-time FE programmes remains below the sector average but has improved by 4.5% from the previous year.	Lisa Calderwood					Increase in Completed Successfully (CS) PI
		4a		Lisa Calderwood	Facilitate CLPL sessions on PI and Unit Dashboards for curriculum management and other academic staff	Unit dashboard publication Oct 2023. CLPL sessions to be held in Nov & Dec 2023.	30/11/2023	On target	
		4b		AH/AQM/AQL	More robust / targeted PI analysis including use of Unit Dashboard	Feb 2024: Feedback on dashboard layout and function to Quality Team.	02/01/2024	On target	

		4c			Sarah Kerr / FCSA	Student focus groups. Topics what's going well on course, what is not going well, external issues		03/01/2024	On target	
		4d			Faculties	Consideration of progress reporting for learners against a course assessment plan including spread of assessments with increased semester 1 resulting focus.		16/2/2024	On target	
		4e			Faculties	Increased and consistent use of ILR to alert 'at risk' learners	Review of ILR status touch points by 1/12/23 1/3/24	06/01/2024	On target	
Attainment	5		The overall rate of success for part-time FE learners has decreased by 5.2%.	Lisa Calderwood		as 4a-4e above				Increase in Completed Successfully (CS) PI
Attainment	6		For full-time HE learners, the overall rate of success has decreased by 4.8% and is below the sector average.	Lisa Calderwood		as 4a-4e above				Increase in Completed Successfully (CS) PI
Attainment	7		In media, hairdressing, beauty, and complementary therapies, and performing arts, the overall rates of learner success are low and significantly below the sector average.	Pippa Tillier						Increase in CS
		7a			James Bisset, Fi Craig	Review 2023/24 published entry criteria to ensure relevance to level of course.		10/01/2023	Complete	
		7b			James Bisset, Fi Craig	Facilitate learner forums to review marketing of courses on website and course information leaflet		10/01/2023	Complete	
		7c			James Bisset, Fi Craig	Events Calendar developed to publicise upcoming engaging activities (both internal and external).	Monthly	31/5/2024	On target	
		7d			Pippa Tillier	Increase engagement with external company (BraveHeart) to raise awareness of business opportunities and requirements.		31/1/2024	On target	
		7e			Pippa Tillier	Review impact of guidance sessions and topics covered (schedule of work) in supporting students to achieve.	10% audit sample 15/9/23 Full year schedule 15/12/23	31/1/2024	On target	
		7f			Pippa Tillier	Support deep dive of PI data and reasons for low success rates including review of sector data and visits to other colleges with above sector performance in related areas.		31/3/2024	On target	

Attainment	8		Feedback to learners on their assessment results and progress is inconsistent. Some learners do not receive feedback within college agreed timescales and a few indicate that they had waited a significant length of time.						Compliance with feedback timescales
		8a			AQMs, AQLs	Re-inforce feedback/result turnaround time of 2 weeks to staff and students		11/01/2024	On target
		8b			Sharon Burns	Audit assessment submission dates vs feedback dates	Coding completed 1/11/23	03/01/2024	Not started
Attainment	9		The college has not yet been able to systematically evaluate learning and teaching approaches to ensure standards of delivery are consistent across the college. This inhibits improvement in learning and teaching and professional development in some areas of	Mark Goodall					Improvement in T&L practice (incl. sharing of good practice), student retention and student achievement. Increased focus of supportive development for staff.
		9a			People Development Team	Continue L&T observations that are required for qualifications and share good practice as appropriate		07/01/2024	On target
		9b			Director of OD/HR and Iain Hawker	Work with EIS Union via JCC to agree options for systematic evaluate learning and teaching approaches across the College.		02/01/2024	On target
Attainment	10		In a few programme areas, performance indicator data has not been analysed sufficiently to identify the reasons for poor performance over time and to implement actions for improvement.	Lisa Calderwood					Identification of root cause factors to support improvement in student retention and achievement.
		10a			Lisa Calderwood	Review PI analysis meeting and template to increase reflection on issues		15/10/2023	On target
		10b			Lisa Calderwood	Spotlight On courses identified earlier		12/01/2023	On target

		10c			AH	Facilitate full course team involvement in PI review and action planning (aligned to GTCS professional registration standards)		04/01/2024	On target	
		10c			AH	Ensure robust analysis submitted by PI review meetings utilising PI dashboard, attendance data etc		12/01/2023	On target	
Progression	11		The college has in place a range of platforms for remote delivery and learners indicate that this can lead to confusion and inconsistency in approach.	Sharon Burns						Standardised use of platforms.
		11a			Sharon Burns	Learners auto-enrolled onto courses on iLearn. Personalised block to support this on landing page.	1/11 commence trial with Creative Industries 1/12 faculty 2 6/1 faculty 3 1/2 faculty 4	16/2/2024	On target	
		11b			Sharon Burns	Monthly digital learning plan developed to support learners using iLearn LINK https://ilearn.fife.ac.uk/course/view.php?id=10855			Complete	
		11c			AQLS Sarah Kerr (survey results)	Identify where platforms other than iLearn are being used		01/02/2024	Not Started	
		11d			James Ritchie	CLPL to familiarise staff with functionality of iLearn in addition to current webinars	1/2/2024	20/06/2024	On target	
		11e			Andy McGregor	Moodle Mondays to showcase short 5min videos.	10/1/24 audit - to give stats before inter-semester week 1/3/24 audit	20/06/2024	On target	
		11f			AQMs/People Development	Focus on one of the mandatory 8 digital capabilities for staff. iLearn skills alignment with this.	Audit report of interaction 1/4/24	20/06/2024	On target	
		11g			Sharon Burns	Development of app to support learners who access on mobile device		01/11/2023	Complete	

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Performance Data Report	
Date of Meeting:	6 November 2023
Purpose:	To provide members of the Committee with an update on student performance data for 2022-23
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
Strategic Risk(s):	<p>(5) Failure to achieve recruitment targets across GIA and Non-GIA income activity and to deliver relevant, inclusive and sustainable curriculum, ensuring successful outcomes for all students</p> <p>(10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys</p>
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	16 October 2023

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

- Fife College enrolled 12,266 students in session 2022/23 that met the criteria for SFC Performance Indicator (PI) measures. This was a decrease from the previous year of 1,238 students.
- FT enrolments were down by 114. Largest decline of enrolments were PTFE with 5,281 down 1,348 on previous year and lowest in past 3 years.
- PT enrolments decreased by 1,124, recording a new 3 year low of 6,845.
- The largest increase was PTHE with an increase of 224 from 1,340 to 1,564 enrolments. This is the highest enrolment level in the past 5 years.
- FTHE also saw a decrease of 226 enrolments to 1,743, again the lowest in the past 5 years.

Performance Indicators

- At College level, retention showed an improvement to 1.3%, supported by a decline in Further Withdrawals.
- All four categories, FTFE, PTFE, FTHE and PTHE showed improvements in retention of between 0.8% and 3.8%.
- Only PT showed a reduction to sustain or better the last sector figures of 2021/22. PTFE 8.3% withdrawal (Sector 10.7%) and PTHE 8.3% withdrawal (Sector 9.5%).
- FT improvements in retention moved the College close to sector average, but figures still remain below the last published sector figures of 2021/22.

At the time of this paper being written, due to the resulting boycott we are unable to report on Partial and Completed Successful students as results are missing for over 16,000 units/topics. Of circa 72,000 units/topics, over 55,000 results have been input (77%).

An update and full report can be provided at the next Academic and Quality Committee.

NB. Sector 2022/23 data is expected to be published by SFC in late Spring 2024.

PI Data 2022/23							(as at 4 Oct 2023)	ENR - Enrolments
Subject to confirmation from SFC and final results								EW - Early Withdrawal
ALL	ENR	EW	FW	TW	PS	CS	FW - Further Withdrawal	
2016/17	11465	6.5	13.6	20.1	14.8	65.1	TW – Total Withdrawal	
2017/18	12309	5.8	11.2	17.0	13.8	69.2	PS - Partial Success	
2018/19	13533	4.3	9.1	13.4	11.7	74.9	CS - Completed Successfully	
2019/20	12009	3.9	10.0	13.9	12.6	73.5		
2020/21	12891	4.8	13.2	18.0	10.4	71.7		
2021/22 Sector	179955	5.7	11.4	17.1	12.7	70.1		
2021/22	13504	5.2	13.6	18.8	10.8	70.4		
2022/23	12266	5.8	11.7	17.5				
Yr on Yr Diff	-1238	0.6	-1.9	-1.3				
5 Yr Diff	-1267	1.5	2.6	4.1				

Orange filled boxes - better or equal to sector 2021/22

FTFE	ENR	EW	FW	TW	PS	CS		FTHE	ENR	EW	FW	TW	PS	CS
2016/17	3774	9.9	19.3	29.2	13.4	57.4		2016/17	2275	5.1	13.7	18.8	12.9	68.4
2017/18	3523	9.4	17.3	26.7	14.3	59.1		2017/18	2340	5.3	15.2	20.5	12.7	66.8
2018/19	3529	8.7	17.0	25.7	16.4	57.9		2018/19	2242	4.2	14.5	18.7	13.6	67.6
2019/20	3698	6.4	15.9	22.3	15.5	62.2		2019/20	2221	4.6	12.6	17.2	12.8	70.0
2020/21	3563	9.7	24.9	34.6	12.7	52.7		2020/21	2207	5.2	15.6	20.8	13.3	65.9
2021/22 Sector	42923	10.1	19.1	29.3	11.7	59.0		2021/22 Sector	29631	6.8	16.8	23.6	13.9	62.5
2021/22	3566	9.6	24.9	34.5	8.3	57.2		2021/22	1969	6.4	22.3	28.7	10.2	61.1
2022/23	3678	9.9	20.8	30.7				2022/23	1743	7.6	17.8	25.4		
Yr on Yr Diff	112	0.3	-4.1	-3.8				Yr on Yr Diff	-226	1.2	-4.5	-3.3		
5 Yr Diff	149	1.2	3.8	5.0				5 Yr Diff	-499	3.4	3.3	6.7		
PTEF	ENR	EW	FW	TW	PS	CS		PTHE	ENR	EW	FW	TW	PS	CS
2016/17	4359	5.1	10.0	15.1	15.3	69.5		2016/17	1057	3.3	7.7	11.0	21.5	67.5
2017/18	5101	4.7	7.4	12.1	13.1	74.8		2017/18	1345	1.3	3.0	4.2	17.2	78.6
2018/19	6419	2.3	4.1	6.4	9.1	84.4		2018/19	1343	1.9	2.9	4.8	8.9	86.3
2019/20	5013	2.1	5.6	7.7	11.0	81.3		2019/20	1077	2.2	4.6	6.9	9.5	83.7
2020/21	6029	1.9	6.4	8.3	8.2	83.5		2020/21	1092	4.6	6.5	11.1	8.7	80.2
2021/22 Sector	95873	3.7	7.0	10.7	13.0	76.3		2021/22 Sector	11528	3.8	5.7	9.5	11.7	78.8
2021/22	6629	2.8	6.2	9.0	12.7	78.3		2021/22	1340	3.5	7.7	11.2	9.1	79.7
2022/23	5281	3.1	5.2	8.3				2022/23	1564	3.1	5.2	8.3		
Yr on Yr Diff	-1348	0.3	-1.0	-0.7				Yr on Yr Diff	224	-0.4	-2.5	-2.9		
5 Yr Diff	-1138	0.8	1.1	1.9				5 Yr Diff	221	1.2	2.3	3.5		

Performance Indicator Performance Reviews

All courses run in 2022/23 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. Due to student retention being a concern, the RAG rating this year will be reviewed based on withdrawal rates and not the usual success rates.

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

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

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

Performance Indicator Mid-Year Reviews

In year course performance reviews of courses running in 2023/24 will be held and planned with each faculty in February/March 2024. This process was introduced four years ago.

Quality Improvement Plans

Two faculties this session are piloting a new Quality Improvement Plan (QIP) process. The process focuses on a single document for a faculty with targets and underlying curriculum area targets. Actions from quality review processes are being collated into the QIPs instead of sitting separately in different review documents. The QIPs are being reviewed on a monthly basis by the faculty Academic Heads and have been introduced to support:

- Streamlining of action plans into one location for a faculty;
- A system which engages an ongoing and continuous review and reflection process;
- Regular and focused monitoring and ownership by faculties;
- Introducing target setting down to curriculum area level of an Academic Quality Manager's course responsibilities.

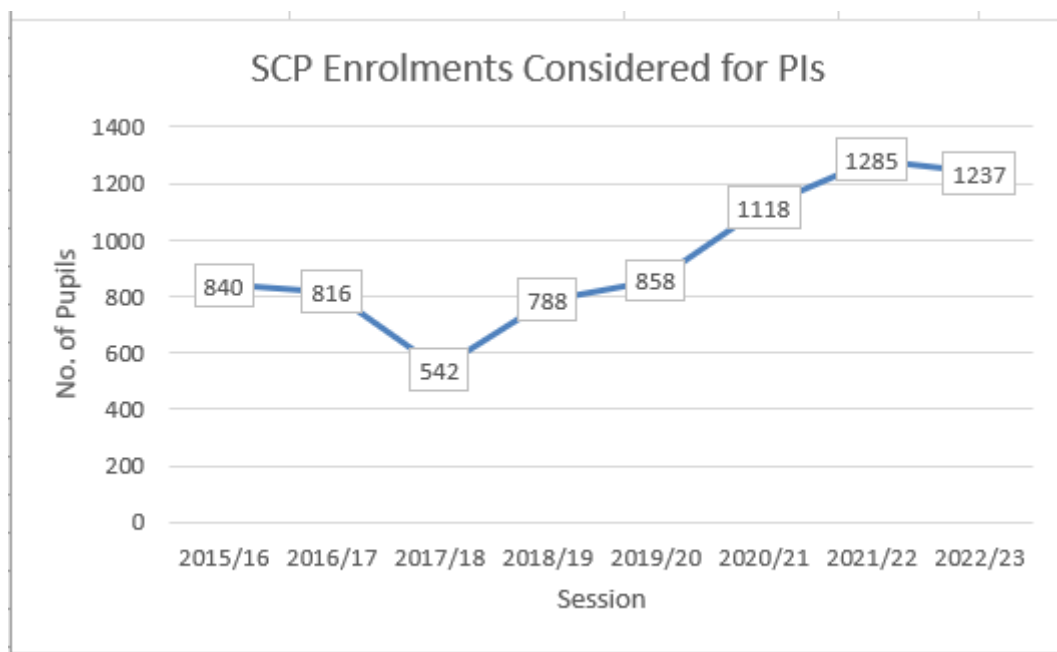
The process is to be reviewed in semester two to review impact and lessons learned. This will inform potential roll out across all faculties for session 2024/25.

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

School and University Partnership Report	
Date of Meeting:	6 November 2023
Purpose:	To provide members of the 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
Strategic Risk(s):	(4) Failure to focus on wider wellbeing of staff and students (10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	16 October 2023

BOARD OF GOVERNORS OF FIFE COLLEGE
Academic Quality Committee
School and University Partnership Report
School College Partnership (SCP)

SCP enrolments show a 48 pupil decrease from the previous academic year with a total of 1,237 school pupils enrolled on SCP. This shows a flattening out following four consecutive years of an increase in enrolments from 2017/18 which had 542 enrolments. Session 2021/22 remains as an all-time high for SCP enrolments.



In 2022/23, the largest enrolment from a school was 196 pupils (down from 212 last year, -3.7%). All 18 Fife Council secondary schools enrolled at least 19 pupils on a SCP programme (up from a low of 15 last year).

Session	Total Enrolments Considered for PIs	Early Withdrawal	%	Further Withdrawal	%	Total Withdrawal	%
2015/16	840	37	4.4%	114	13.6%	151	18.0%
2016/17	816	56	6.9%	77	9.4%	133	16.3%
2017/18	542	50	9.2%	64	11.8%	114	21.0%
2018/19	788	24	3.0%	43	5.5%	67	8.5%
2019/20	858	24	2.8%	83	9.7%	107	12.5%
2020/21	1118	33	3.0%	152	13.6%	185	16.5%
2021/22	1285	53	4.1%	147	11.4%	200	15.6%
2022/23	1237	73	5.9%	110	8.9%	183	14.8%
Yr on Yr Trend	-48	Up (Worse)	1.8%	Down (Better)	-2.5%	Down (Better)	-0.8%
3 Year Trend	119	Up (Worse)	2.9%	Down (Better)	-4.7%	Down (Better)	-1.8%
5 Year Trend	449	Up (Worse)	2.9%	Up (Worse)	3.4%	Up (Worse)	6.3%

There were 89 SCP programmes delivered in session 2022/23, down from 102 the previous session. 70 (79%) of the 89 courses recorded zero Early Withdrawals, 64 (72%) of the 89 courses recorded zero Further Withdrawals. A total of 183 (14.8%) of pupils withdrew from their course. Overall retention increased by 0.8% to 85.2%.

At the time of this paper being written, due to the resulting boycott we are unable to report on Partial and Completed Successful pupils as results are missing for 312 of the 1,237 pupils (25%).

An update and full report can be provided at the next Academic and Quality Committee.

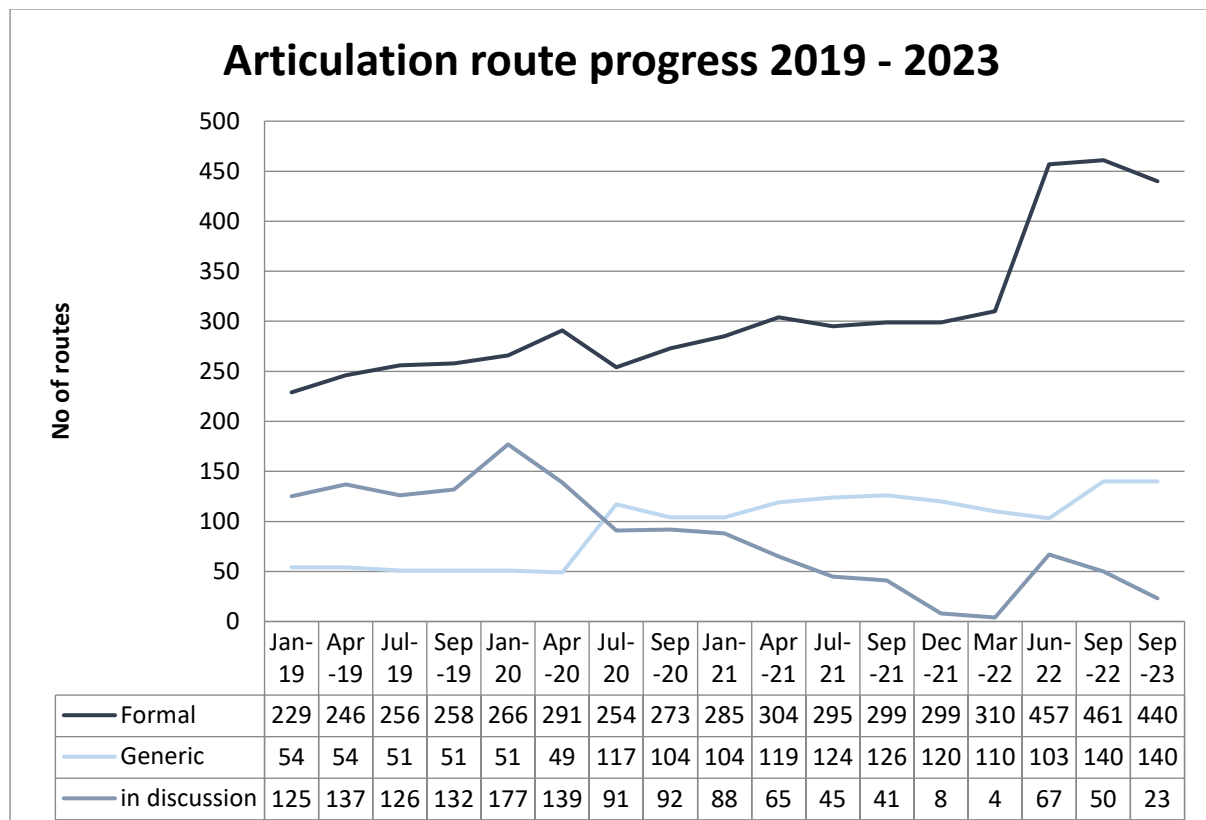
SCP Pupil Satisfaction

- ✓ SCP Pupil Survey **51.7%** response rate, an increase of **1.0%** from 2021/22
- ✓ **92.6%** SCP pupils "*Satisfied with their College experience*", an increase of **3.0%** from 2021/22
- ✓ Pupils in Faculty of Business, Enterprise, Tourism & Supported Programmes most satisfied at **92.8%**
- ✓ Highest ranking L&T questions: "Staff encourage students to take responsibility for their learning" – **97.3%** and "I believe all students at the college are treated equally and fairly by staff" – **94.8%**.

Universities

Articulation

In the past 12 months, we have continued to review both new formal and generic articulation routes. These figures are being affected by curriculum portfolio review and our HNC/D offer.



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 are in the process of finalising articulation agreements with University of Stirling (for several years we have just had generic routes with Stirling). We continue to build on our partnerships with Abertay University, Edinburgh Napier University and Robert Gordon University, with multiple new routes in discussion.

The updated version of the [HE and Degree Pathways Guide 2024/25](#) has been officially launched. Hard copies have been distributed to all Fife high schools and over 500 were distributed at the UCAS event in Rothes Hall last month. Encouragingly, the majority of the pupils that the team spoke to were already aware of articulation as an option and actively taking this into account. The guide publicises all the routes which we currently have in place. This year nine universities purchased advertising space which funds the printing costs and further demonstrates our strong partnerships and the universities' endorsement of the direct entry routes.

We also continue to be 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).

Franchise Degrees

- Abertay University

In the 2022-23 session, 69 students graduated from Fife College with an Abertay degree: 45 students achieved an ordinary degree and 24 gained an honours degree, 2 of whom gained first class.

For the 2023-24 session, 58 students have enrolled on the ordinary degrees of which 47 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 12 students have enrolled to continue to complete their honours year.

- Open University

We have now concluded the fourth 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 6 successfully gained an honours degree – 3 with 2:1. For 2023-24, 11 students have registered with the Open University to study this course with us, one student has returned part time to complete modules not gained in 2022-23.

- Queen Margaret University

In 2021 two new degrees were validated: BA (Hons) Childhood Studies (full time) and BA Childhood Practice (part time, for employed students). In the 2022-23 session, 8 students successfully completed their BA (Hons) Childhood Studies. 9 were enrolled on BA Childhood Studies, 8 were successful and 6 have progressed to the honours year for 2023-24. 2 students have joined the honours year, having completed their ordinary in

2021-22 and 2 have progressed from BA Childhood Practice, so there are 10 students enrolled on BA (Hons) Childhood Studies in total for 2023-24.

10 employed students are currently enrolled on year one of the part-time BA Childhood Practice and will continue for a second year to complete their ordinary degree. 5 are currently enrolled on the second year. In the 2022-23 session, all 5 students in the second year successfully completed their BA Childhood Practice.

In the 2023-24 session, 12 students have enrolled on BA Creative Enterprise, which supports articulation from 12 'Creative' HNDs e.g. photography, art & design, jewellery, furniture design etc. For 2023-24, HND Make-up Artistry: Film Television and Theatre has been included as a new route. In 2022/23, 14 students completed their BA Creative Enterprise, and 4 their BA (Hons) Creative Enterprise.

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 3 places have been taken up.

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 place for AFPs with Edinburgh Napier University and Queen Margaret University and Robert Gordon University (the latter added in 2022).

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 16 places with Robert Gordon University. After the last two years' attempts to recruit to this university, we are concentrating on 3 specific courses as it is difficult to anticipate whether there will be significant student interest in moving to Aberdeen. This year the College was also able to take up 23 extra AFPs from Edinburgh Napier in March 2023 that were left over from other colleges being unable to fill their places. This was made possible due to strong recruitment to the AFP/Associate Student courses and resulted in an additional £38K income.

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	£211K	£17K
2023/24	£211K	£29K

Universities and Colleges Admissions Service (UCAS)

On 26 January, the closing date of the 2023 UCAS cycle, applications were slightly down on last year for both Fife College and SWAP (Scottish Widening Access Programme) students applying to university:

- College – 394 applicants (up 16, +5%)
- SWAP – 60 applicants (down 29, -33%),

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

- College – 313 students (79%) have gained a university place. This is an increase of 6% from previous session.
- SWAP – 54 students (90%) have gained a university place which is 9% up on previous session. Some SWAP students have also opted to remain at Fife College and study a HN course before progressing.

The increase in places may be a result of the College and universities working together to ensure no disadvantage to students affected by the marking boycott.

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

- University of Dundee (3rd last year)
- Edinburgh Napier University (1st last year)
- Abertay University (2nd last year)

Action Short of Strike and Resulting Boycott

In 2023, EIS-FELA voted in favour of taking continuous Action Short of Strike (ASOS). The action began in May 2023 and along with other actions, included a resulting boycott. This means that although participating lecturers have marked student work, they did not disclose or process the results onto our College system.

For University Partnerships this meant that any students who had conditional offers to university, and were missing results as a result of ASOS, would be unable to confirm and take up their place.

Resolving this issue took considerable effort and teamwork from staff across the College, including Quality, Exams, Registry, Communications and Student Experience. With the help of these teams, 205 students were initially identified as being affected, with missing results ranging from 1 unit to all units, depending on the subject area.

The continued strong relationships with partner universities ensured that we were able to work together to identify and gather alternative evidence that would allow students to progress. Over 50 student enquiries had to be coordinated across teams then resolved by the University Partnership Co-ordinator and the Quality and Credit Rating Lead, including recording available results from our student record system and SQA and providing personalised letters detailing the situation to pass on to university admissions teams. At the same time, university partners had to be provided with detailed information about all students with missing results, in some cases requiring student attendance and evidence of completing units early to be used in lieu of results. All of this had to be completed before university term start dates, creating pressure to support students and complicated by the academic holiday meaning that some staff were unavailable.

The ASOS action continued until 12 October 2023, meaning there is uncertainty over future progression and student retention across colleges and universities. Similarly, the missing results continue to pose challenges for accurate reporting, most recently with Edinburgh Napier Associate Students and SWAP East student destination data.



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Learner Voice Framework: Annual Update	
Date of Meeting:	8 November 2023
Purpose:	To provide members of the 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:	Taylor Edwards 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
Strategic Risk(s):	(4) Failure to focus on wider wellbeing of staff and students (5) Failure to achieve recruitment targets across GIA and Non-GIA income activity and to deliver relevant, inclusive and sustainable curriculum, ensuring successful outcomes for all students (10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys
Publicly Available:	Yes
Author Contact Details:	Taylor Edwards, tayloredwards@fife.ac.uk Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	26 October 2023

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.

The following approaches continue to be adopted:

- Students are asked to complete a 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. 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 2023 are summarised below:
 - The full-time responses (of approx. 3,840 students) shows a 5.3% increase to 77.5%.
 - The part-time responses (of approx. 1,460 students) show a 12.5% decrease on the previous year to 65.8%, which is very positive with the increase in targeted student numbers.
 - The distance learning responses (of approx. 140 students) show an increase of 22.7% to 76.6%.
 - Overall the response rate was 74.3% from a target survey of 5,488 students. An increase of 8.3% from the previous session. 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 is continuing to show signs of recovery with a 4.8% increase in satisfaction in session 2021/22 to 89.6%, and a further increase in 2022/23 to 92.4% (up 2.8%).
- 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.
- 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.
- Class Reps should be invited to attend all College Programme/Course Review Meetings to ensure the learner voice is represented in these discussions.
- FCSA "Gimme 5" surveys 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. These optional surveys also prepare students for questions they may face at interviews and gather useful trend information

Our previous sunburst design and calendar (Appendix A) continues to be used in 2023/24. It has been colour coded to correspond with each feedback method's area (FCSA, Faculties and Quality).

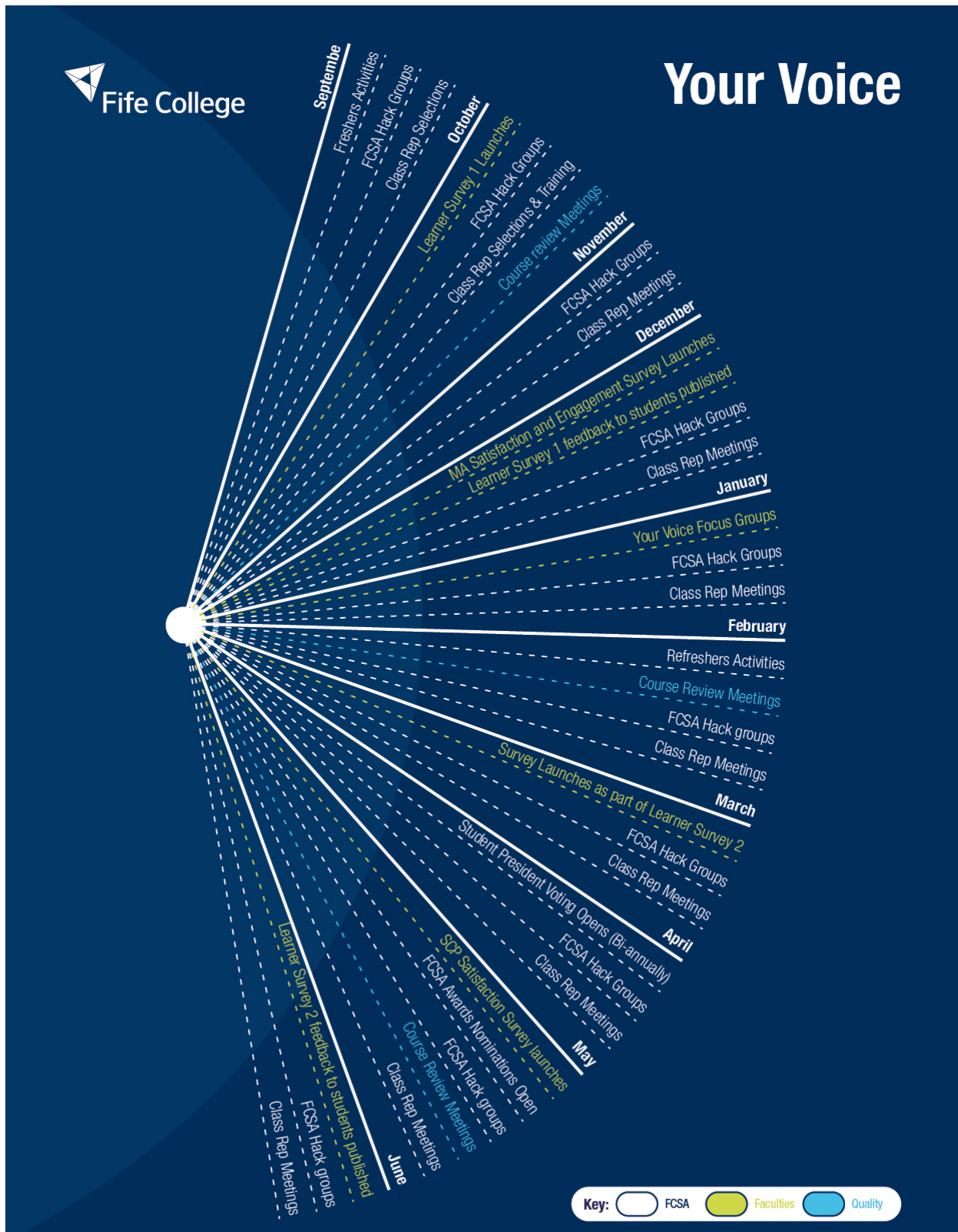
It is also important to note that other formal processes are in place for students to submit feedback:

Quality:

- Complaints [Complaints - Your Voice \(fife.ac.uk\)](https://www.fife.ac.uk/complaints)
- What's working well? [What's Working Well? – Your Voice \(fife.ac.uk\)](https://www.fife.ac.uk/what-working-well)

FCSA:

- Daily Drop-ins at the FCSA Offices on the larger campuses
- FCSA Thank You Forms
- FCSA Student Recognition Awards



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





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

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



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Self-Evaluation 2022-23: Academic Quality Committee	
Date of Meeting:	By email
Purpose:	To review the effectiveness of the Committee for 2022-23
Intended Outcome:	To discuss the feedback and agree recommendations and actions for the year ahead
Paper Submitted by:	Marianne Philp, Director: Governance and Compliance
Prior Committee Approvals:	N/A
Board Impact from Decision:	To provide reassurance to the Board of Governors that the Committee is operating effectively and in accordance with its delegated authority
Financial Health Implications:	N/A
Learner Implications:	N/A
Equality and Diversity Implications:	N/A
Strategic Risk(s):	(12) Failure to fully comply with statutory or regulatory requirements leading to a breach of legislation, resulting in legal action, a fine or another penalty against the College
Publicly Available:	Yes
Author Contact Details:	Marianne Philp; 01383 845009; mariannephilp@fife.ac.uk
Date of Production:	7 August 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee: Self-Evaluation 2022-23

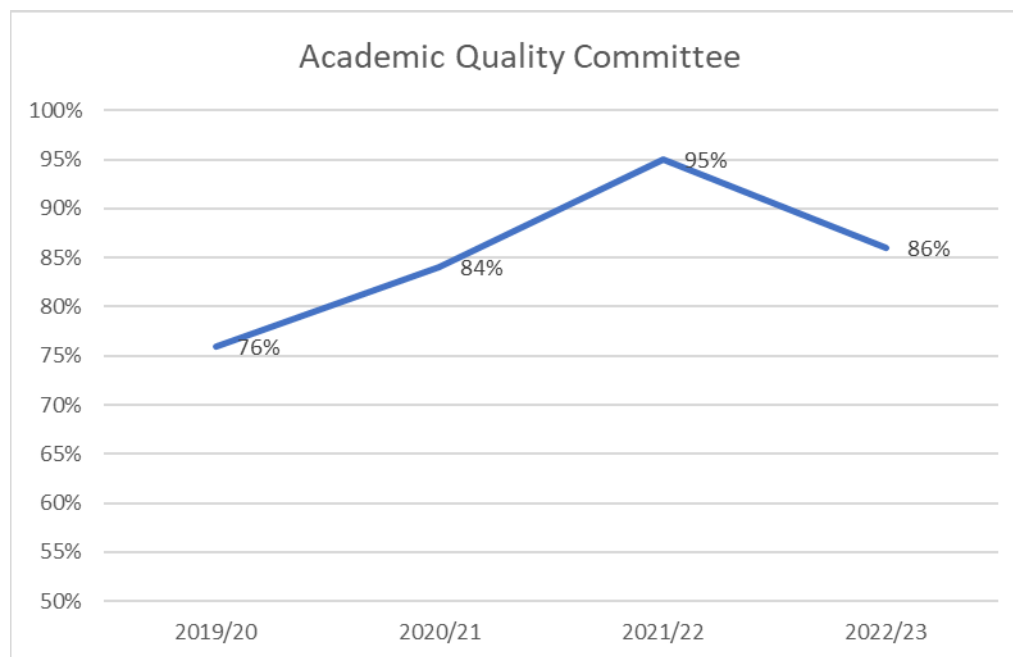
1 Introduction

Following on from discussion at the last Committee meeting, all attendees were asked to complete self-evaluation paperwork. There were a number of themes emerging across feedback received from the Board and all Committees and this has been summarised in one paper which will go to the Board at its September 2023 meeting for discussion. Members can review the draft paper and draft Board Development Plan on [Microsoft Teams](#) for information.

This paper gives some feedback specific to the Academic Quality Committee which will be added to paper to the Board.

2 General

No changes were proposed to the format or timing of meetings and no changes have been proposed to the Remit. Attendance for the year was 86% overall - see the graph below.



3 Feedback specific to the Committee

Academic Discussion: Members benefitted from having the opportunity to discuss a wide variety of academic issues, within the Committee's remit. There had been a balance between providing oversight at a top level and exploring some issues in more depth where they were of concern, eg withdrawals and attainment. This flexibility of approach and the ability of all in attendance to have open and honest debate about more challenging issues was seen as evidencing good governance arrangements.

Further Actions:

- To continue to monitor KPIs on withdrawals and attainment until trends return to pre-Covid levels.
- To identify other areas for more in depth discussion that may be useful to the Committee – eg online learning, recording student absence, increasing members' understanding of Curriculum planning process etc – in order to help drive forward the College's academic ambitions.

Supporting the FCSA: FCSA reports were helpful and clear and members were keen to ensure that the FCSA was supported by the Board and management where this would be helpful. Hearing views on the more significant challenges faced by students was key and this could prompt further areas of focus for discussion.

Further Action: To seek additional feedback from FCSA on key areas of student concern and consider having in depth discussion on these

Student Survey results: Completion rates remain the highest within the sector and members benefitted from seeing highlights of these. Feedback to students on what happened as a result of completing surveys was seen as very positive.

4 Recommendation

Members of the Committee are invited to discuss the findings and agree on action to be taken over the next year. This will also be reported to the Board at the next meeting and thereafter confirmation will be sent to the Scottish Funding Council that self-evaluation has been undertaken together with the Board's updated Development Plan.