Fife College

AGENDA

A meeting of the Academic Quality Committee will be held on Wednesday 17 February 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: New Learning Campus: Academic Progress – D Leslie, K Fraser, I Hawker

No	Item	Action	Lead	Pages
1	Welcome, Apologies and Declarations of Interests	Note	SC	N/A
2	Minutes of Previous Meeting: 28 October 2020	Approve	SC	
3	Matters Arising / Actions Outstanding	Note	SC	2-2
4	Curriculum Update Report	Note	DL	3-11
5	Fife College Students' Association Update	Note	SF	12-16
6	Learner Survey 1	Note	IH	17-20
7	Performance Indicators: Fife College v Sector *(Verbal Update)*	Note	IH	N/A
8	Digital Learning Update	Note	DL	21-23
9	Key National Reports / Changes to National Policy	Note	DL	24-26
10	Date of Next Meeting: Wednesday 9 June 2021 at 3.30pm, Venue TBC	Note	SC	N/A

For Information:
Learning and Teaching Committee Minutes: 29 January 2021

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	Status	Comments
1	10.06.20	To update the Committee on how digital learning is progressing at a future meeting.	D Leslie	21.02.21	👍	Complete, on agenda
2	28.10.20	To pass on the Committee's best wishes to the FCSA General Manager for the CDN College Colleague of the Year Award.	M Philp	06.11.20	👍	Complete
3	28.10.20	To report on the College's progress with SIMD10 actions at the next meeting.	D Leslie	21.02.21	☞	To come to future meeting as information not yet available

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Curriculum Update: February 2021	
Date of Meeting:	Wednesday 17 February 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
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
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Date of Production:	4 February 2021

Academic Quality Committee: Curriculum Update – February 2020

Executive Summary

Student Profile	The College's current credits realisation indicates an on track position to achieve our 132,489 SFC credit target. 92% of the projected credits have been realised to date. This includes the 3,395 deferred COVID-19 credits; however, if we exclude these, we are sitting at 90% (against 89% at the same time last year). We are continuing to respond to evolving circumstances and striving to mitigate restrictions impacting delivery modes as much as possible. Student recruitment for courses starting in February is still ongoing. To date, the College has met 102% of the overall FT student recruitment target (vs 97% last year), 101% of the FT FE target (vs 96%) and 103% (vs 97%) of the expected FT HE target. Recruitment is also underway for our new Scottish Government funded Skills Boost and Accelerator programmes, launched as an early response to support economic recovery and scheduled for delivery between February/March and the end of this academic year. The 2021-22 projected SFC credit target remains at 132,489. Progress on commercial targets will be reported to the Finance, Commercial and Estates Committee in March 2021. Overall retention figures are being affected by the ongoing pandemic and ensuing challenging personal circumstances for many students. However, the College is providing extensive support to students; this is resulting in still very good early withdrawals figures to date (4.6% vs 3.9% at this time last year and 4.3% at the end of last year). The current further withdrawal rate is sitting at 5.8% vs 5% at this time last year and 10.8% at the end of last year. 2021-22 FT recruitment is progressing with two of the four Faculties already showing 49% of offers accepted vs eligible targets for FTFE and one Faculty showing 81% offers accepted vs eligible targets for FTHE. Marketing activity is prioritising the areas experiencing a slower response. Overall figures to date are approximately 4% higher than this time last year and expected to increase more rapidly as the pandemic situation improves.

	PT recruitment will be reported on at a later stage in the year.
	Work is underway to finalise details of the 2021-22 portfolio and to produce the 2022-23 portfolio with a view to marketing information being available in September 2021.

2020/21 Credit Targets Report (as at 4 February 2021)

Faculty	F1 Credit Target^	Actual Credits (as at 4 February 2021)	Variance (Actual vs Target) *
Business, Enterprise and Tourism with Supported Learning	27,374	22,155	-5,219
Care, Social Science & Education	33,476	35,404	1,928
Creative Industries	36,196	33,253	-2,943
Engineering, Science, Technology & Built Environment	35,730	31,195	-4,535
Learning and Teaching Practice	-	3	-
SPS Contract	700	532	-168
Total	**133,476**	**122,542**	**-10,934**

^ Credit target is the overall credit target for 2020-21

* Based on SFC's actual credit target of 132,489, the College is currently –7.5% under target

2020-21 Current Performance Indicators

Mode/Level	Early Withdrawal %		Further Withdrawal %	
	19/20*	20/21^	19/20*	20/21^
FT/FE	7.6%	8.2%	18.5%	10.4%
FT/HE	4.8%	4.9%	13.1%	7.2%
PT/FE	2.3%	1.7%	5.8%	2.4%
PT/HE	2.3%	3.8%	4.6%	1.5%
FT Total	6.4%	6.9%	16.3%	9.2%
PT Total	2.3%	2.1%	5.6%	2.3%
Overall Total	4.3%	4.6%	10.8%	5.8%

The above data is based on total enrolments considered for PIs only
* Figures as at end of Academic Session
^ Figures as at 4 February 2021

2021-22 Full-time Student Profile (as at 4 February 2021)

FT FE

Faculty	Eligible Target	No of Applications Active	Total Offers Accepted	% Offers Accepted vs Eligible Target
Business, Enterprise & Tourism with Supported Programmes	511	173	113	22%
Care, Social Science & Education	952	691	464	49%
Creative Industries	904	566	443	49%
Engineering, Science, Technology & Built Environment	799	348	180	23%
Total FT FE	**3,166**	**1,778**	**1,200**	**38%**

FT HE

Faculty	Eligible Target	No of Applications Active	Total Offers Accepted	% Offers Accepted vs Eligible Target
Business, Enterprise & Tourism with Supported Programmes	500	256	203	41%
Care, Social Science & Education	663	652	538	81%
Creative Industries	569	326	239	42%
Engineering, Science, Technology & Built Environment	244	60	26	11%
Total FT HE	**1,976**	**1,294**	**1,006**	**51%**

* FT figures above are based on courses with a start date of before 8 October 2021.

Additional Curriculum Updates

Academic and professional services teams are continuing to collaborate closely to support both students and staff and to monitor levels of engagement within our revised delivery arrangements. We are operating a restricted blended learning model with very small numbers of students and staff involved in on campus delivery, mostly for MA courses. Learning hubs are available on campus four days a week to support vulnerable learners and allow for access to resources (e.g. ICT) where required. These are operating within very rigorous health and safety procedures and based on voluntary engagement.

Academic Guidelines continue to be updated regularly in line with Scottish Government guidance. They are considering student and staff feedback and continue to support tailored approaches within an agreed College level framework.

The School College Partnership team is working hand in hand with Fife Council's Education counterparts to ensure that school pupils engaged in College based learning receive full support.

A renewed emphasis is being placed on supporting mental health and wellbeing. Additional funding has been received by the College (£58K) and by the Students' Association (£41K) to continue to improve and enhance adapted delivery arrangements while restrictions apply. Current arrangements include:

➢ Guidance Phone/Teams Appointments, Guidance & Attendance Mailboxes, Counselling Phone Appointments, Health and Wellbeing Adviser Referrals, Attendance Advisers - monitoring engagement, Health and Wellbeing Hub on the Student Portal
➢ Mental Health Awareness Sessions, Mindfulness Sessions, Making Health Choices Workshop, Social Media promotion and raising awareness of national and local campaigns e.g. Suicide Awareness

The additional College funding will be used to support:

➢ Personalising of a Student Health App
➢ Additional Counselling Sessions
➢ Training/Upskilling
➢ Student Workshops

The additional Students' Association funding is under discussion with a view to increasing staff resources.

All elements of the **digital learning** agenda are continuing to progress rapidly as detailed in the Digital Learning update provided for this meeting. This includes:

- ➢ A pilot project, working with the Fife College Students' Association, to facilitate student peer to peer interaction within their class groups. Class reps will be taking a central role in this project.
- ➢ Preparations to support prospective students in accessing blended learning when they start College, with a pilot already in place for February start students.

The College is maintaining a **high level of collaboration with external partners** and supporting economic recovery through a variety of activities including:

- ➢ Direct engagement with employers to support employees' upskilling and reskilling through the FWDF and additional monies made available to support SMEs / non levy payers.
- ➢ Roll out of City Deal (DDI) funded courses aimed at supporting digital and data science upskilling for a range of client groups (e.g. by industry sectors or for targeted student groupings).
- ➢ Pro-active collaboration with Local Authority (e.g. Economic Development Directorate), DWP, DYW Board and Opportunities Fife Partnership to support regional initiatives and recovery plans.
- ➢ Launch of a suite of additional Scottish Government backed new courses - Skills Boost and Accelerators - as part of the East Central Scotland Four Colleges Collaboration (Fife College, West Lothian College, Edinburgh College and Forth Valley College working with SDS and SFC) to provide early opportunities to those impacted by the pandemic (e.g. unemployed or at risk of unemployment). These courses are aimed at the 16-24 age group via the Youth Guarantee funding stream and at the over 25 age group via the National Transition Training fund.

Despite the very challenging circumstances, the College has **made excellent progress towards the realisation of its SDS target for the delivery of MAs** in 2020-21, with 214 of the original 259 contracted places signed up and another 52 in the high probability category. The end date for confirmation of total number realised is Thursday 25 March; we are not anticipating that we shall fulfil the new target of 282, but we should surpass the original target of 259 - aiming for around 270 at this point.

The indicative dates for notification of awards for the 2021-22 contract are: Standstill period 1 February 2021 – 11 February 2021, Award of Contract 12 February 2021. We have requested 420 Starts, including new frameworks in: Industrial Applications, Waste Management, Facilities Management and Electrical Installation.

The 2019-20 Outcome Agreement evaluation and 2020-21 interim Outcome Agreement have been submitted to the **Scottish Funding Council.** Regular and positive engagement has been maintained with our outcome agreement manager. SFC sector PIs for 2019-20 are not expected to be published until March to allow for deferred students' performance to be taken into account.

Regular engagement is in place with Education Scotland, including inputs from our College HMI in CLPL activities, including the implementation of our new Learning and Teaching observations model.

An update on the work of the **Learning Strategy work stream** supporting the development of the **Dunfermline Learning Campus** has been provided at the beginning of this meeting.

Local and regional partnerships continue to grow with an increasing **representation at senior level on external boards and committees** e.g. NHS workforce planning, local community planning, Children in Fife Partnership, SSERC (Scottish Schools Education Research Centre), SQA etc.

As described earlier in the year, participation on national groups remains active and in support of College objectives. This includes new subject focused groups created by College Development Network to support new pedagogies.

A SLWG has been agreed between the College and the Education and Children's Services Directorate to progress enhanced support to **care experienced** students i.e. opportunities for guaranteed places for care experienced applicants.

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Fife College Students' Association (FCSA) Update Report	
Date of Meeting:	17 February 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:	Sarah Ferguson
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Sarah Ferguson; sarahferguson@fife.ac.uk
Date of Production:	8 February 2021

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Fife College Students' Association (FCSA) Update

1   General

Sarah Ferguson has resigned as FCSA President for Education and Representation with effect from 15 January 2021. Sarah is moving onto permanent employment with Fife College as part of their Student Funding Team.

As Sarah remains a student at Fife College, Sarah will serve in the voluntary role of Lead Representation Officer and will continue as one of the Student Board Members until the end of June 2021. Sarah was an asset to the team and the FCSA thanks Sarah for her efforts during an incredibly challenging time and wishes her well in her future endeavours.

Since the winter break we have noticed a drop in engagement through our usual channels. In discussions with other Students' Associations (SAs) and Student Unions (SUs)this is being noted by most; student feedback is highlighting a lack of motivation due to the current restrictions. These restrictions are potentially amplifying a downturn that we would see traditionally at this time of the year. The FCSA is working on a few projects to help re-engage learners.

2   Class Reps 2020-2021

To the end of January 2021 we have so far registered 432 Class Representatives. This is an increase on the same point last year when we had a total of 410 reps registered. Recruitment for reps for the January start classes is now open and being promoted through our normal channels.

As noted previously this year we used a Youtube video to introduce the role to the widest range of students. So far the video has received 1,264 views via our Youtube Channel.

Training
As noted in the October Update we have introduced Online Class Rep Training this year which is split into Levels which reps can complete at their own pace and ability.

As of 8 February the number of individual students completing each level is as follows:

Level 1 - 149
Level 2 - 135
Level 3 - 135
Level 4 - 132
Level 5 - 112

At this point last year 132 reps had completed the standard SPARQS training sessions. Although we have not had as many complete all 5 levels of the training yet, the fact that we have more reps completing levels 1 – 3 means more students are aware of the basics of the role. Levels 4 and 5, whilst definitely worthwhile, focus more on the theoretical models of feedback which are contained in the SPARQS Training.

1

Traditionally these concepts would not appear in the ASN version of the SPARQS training session.

Reps are asked to provide evaluation of the level as part of completing the unit and we will use this feedback to make further developments to the training. We are aiming to have 75% of all registered reps completing Level 1 in the 2021-22 session (current rate 35%).

Meetings
Although overall attendance at regular meetings has been poor, individual engagement from reps has been good. The difficulty is that it tends to be the rep coming for assistance so this does not provide strong two-way communication.

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.

Each engagement record is classed into one of four categories: Concerns, Commendations, Queries and Suggestions.
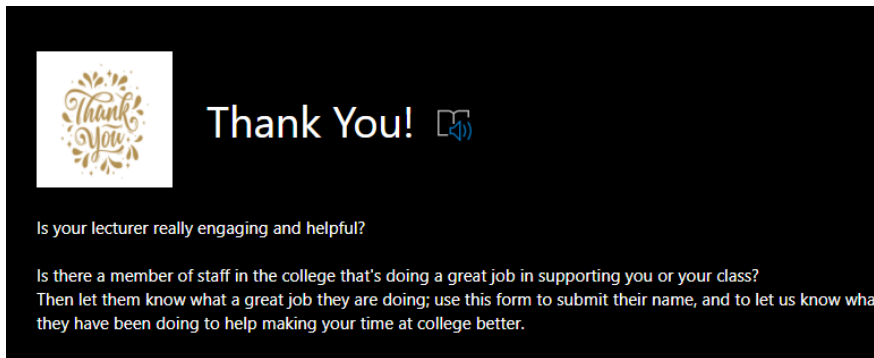
Type	Year to 8 Feb	Last Year to 6 Feb 20
Commendation	4	12
Concern	105	147
Query	3	24
Suggestions	13	23
Total Issues	125	206

The Queries number here is probably an inaccurate reflection of the true number as the team have noted they are not regularly taking note of all the comments that come in via the FCSA Digital Office. We are monitoring this category as we will use this to influence the production of future materials, covering any areas where students are regularly requiring further information.

Similarly the recorded commendations are lower due to the introduction of the Thank You forms (covered in the next section). It is difficult to accurately gauge the difference in Concerns which are being raised as there are a few reasons which could be feeding into this. One may be that traditionally we would find a lot of concerns around assessments and person to person issues, both of which have less prominence at this current time.

4   'Thank You' Forms

To help improve morale and motivation across Fife College we introduced the Thank You form in October 2020. This is a mechanism to allow students to pass on their thanks to the College staff who are making a difference to them.

2

Thank You! 🔊

Is your lecturer really engaging and helpful?

Is there a member of staff in the college that's doing a great job in supporting you or your class?
Then let them know what a great job they are doing; use this form to submit their name, and to let us know what they have been doing to help making your time at college better.

This form is promoted each month via the FCSA Digital Office, and at all the Class Rep meetings. To 8 February we have received 157 responses from students to staff. Each response is forwarded onto the staff member and their line manager to highlight the positive impact they are having on our students during this difficult time.

This initiative has been well received by students and we will continue this into 2021-22.

5   FCSA Digital Democracy

The lockdown has hastened our adoption of Digital Democracy measures which were planned to be rolled out in the coming years.

The introduction of the online President Oversight Group improves our accountability and transparency in a more accessible manner. Our Presidents submit their monthly reports to the group, who then have a week to ask questions and vote on the report. The questions can be sent anonymously and are answered to the whole group without the person asking being identified and the vote is carried out anonymously. There are currently 25 members of this group – membership is based on the individual's continued interaction and, as with most committees, members who do not engage on a regular basis will be removed.

Each of our Voluntary Officer remits have their own channel for collaboration and committee work with the FCSA Digital Office and we currently have 17 Voluntary Officers. This is an increase on our total of 11 at this point last year. We are actively encouraging more students to become involved.

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

Sarah is the lead for the Campus Representatives.

6   FCSA Elections

Elections for the FCSA Presidents are now underway. Nominations for both positions open on 1 March 2021. This year we are launching a 'Suggest A Student (SAS)' campaign to encourage students and staff to recommend students who they think would be a good president.

The FCSA will then contact the suggested students with information about the roles and the reasons why others have nominated them. From there the student will have to complete all the standard parts of the nomination process.

3

Voting is due to be completed at the end of April and the new Presidents will take up office from 1 July 2021.

7   FCSA General

The FCSA and Fife College were awarded the 'Bronze' award in the Healthy Body, Healthy Minds Award scheme. As previously noted FCSA and Fife College are the only institution, both at College and University levels, who have attained any award under the new scheme. This new award goes with our initial 'Working Towards' Award We are now being asked to help other organisations on their work towards the award. We hope to achieve the Silver award tier by August 2021.

We continue to work and support SAs 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 is now acting as a mentor for other staff and officers in other Colleges and College SAs.

Craig Walker, FCSA Manager, was named the CDN College Colleague of the Year at the CDN Awards in December.

The FCSA and Fife College Awards have been moved back and will be held on Friday 8 October 2021.

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Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Learner Survey 1: 2020/21	
Date of Meeting:	17 February 2021
Purpose:	To provide members of the Academic Quality Committee with an update on the first learner survey of session 2020/21.
Intended Outcome:	To note the update
Paper Submitted by:	Iain Hawker
Prior Committee Approvals:	N/A
Financial 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:	22 January 2021

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Learner Survey 1: 2020/21

Learner Survey 1: 2020/21 - Summary

Learner Survey 1: 2020/21 asked a variety of questions and also gave an open opportunity for students to feedback on the issues that matter most to them based on early experiences at Fife College including blended learning during the pandemic.

An online survey was distributed to all Full Time students between 28 October 2020 and 14 November 2020 by both email and text message. Most respondents accessed the survey via a link sent in the text message.

The target list for Learner Survey 1 (LS1) 2020/21 consisted of a total of 4,977 students with 3,648 students responding, a 73.3% response rate and a 4.1% increase on Learner Survey 1 2019/20.

The Faculty of 'Care, Social Science and Education' had the highest response rate (76.0%) as well as the highest student population (1,231 responses from 1,619). The Faculties of 'Business, Enterprise and Tourism' and 'Creative Industries' both exceeded the college average response rate with the Faculty of 'Engineering, Science, Technology and Built Environment' receiving the lowest response rate of 65.8%, a 4.3% decrease from Learner Survey 1 2019/20 for this Faculty. All Curriculum Clusters achieved response rates exceeding 61.9% with 6 Clusters achieving over 70% response rate and 2 exceeding 80% ('Childcare and ESOL' and 'Administration, Tourism, Events and Enterprise'). Due to further restructuring it is not possible to compare year on year response rates by Curriculum Cluster or Academic Quality Lead (AQL) area.

Early Contact

Most students felt choosing their course was straight forward with good, detailed information available online (93.5%) and in the prospectus (94.3%). Most students found the online application system easy to use (94.0%). Just over half of students experienced information sessions or interviews prior to offer and acceptance, with 92.4% reporting these sessions were well organised and contained all the information needed. Those who did not experience an information session were less likely to have received the information they thought was important (23.7% versus 8.2% of those who did receive information sessions).

Online funding applications were highlighted as problematic with 49.5% of applicants reporting difficulties submitting or tracking funding applications. The online funding application system used was a new early draft implementation that had to be expedited due to the pandemic situation restricting usual working and staffing conditions within the Funding Team. Feedback raised from this survey has been incorporated into the design of a new online funding system for use in the next academic year.

Induction / Welcome to College

57.2% of respondents confirmed their participation in the online 'Welcome to College' events and 96.8% found the induction process simple and straightforward. Submitting a photo seemed to be more problematic with 23.2% having issues. Students felt that the time spent during induction with lecturers was helpful (96.8%) although only 67.1% felt that the online activities helped build friendships or a feeling of community within the class group.

Early Learning and Teaching

Students generally gave a very positive overview of early Learning and Teaching despite an unprecedented move to blended learning during the pandemic with only minor reductions in satisfaction on the Learning and Teaching questions from LS1 2019/20.

The Faculty of 'Creative Industries' were the most satisfied with all Curriculum Clusters exceeding college average although 'Media and Sport' cluster learners were the most positive overall (96.4% average Learning and Teaching satisfaction compared to 93.9% college average). 'Science, Mathematics and STEM' Cluster students had the lowest levels of agreement in this section of the survey although these students were most 'satisfied with the college experience overall' with a 94.5% agreement.

Overall satisfaction dropped from LS1 2019/20 to 89.4%. The Faculty of 'Creative Industries' tended to be most satisfied (90.4%) while the Faculty of 'Business, Enterprise and Tourism' was the least satisfied (86.9%). The Curriculum Cluster 'Science, Mathematics and STEM' was the most satisfied (94.5%) while 'Administration, Tourism, Events and Enterprise' was the least satisfied (84.9%) closely followed by 'Buisiness Management and Professional Programmes' (86.5%).

Student Comments

Almost 2,000 student comments were included in the survey return, supporting the results from the quantitative section of the survey. When asked to comment on the more positive aspects of their experiences, 82.5% of comments described the hard work of lecturers and other college staff in welcoming students to the course and providing a helpful, supportive learning environment.

Students who were most satisfied with their learning and teaching experience discussed a more flexible approach offered in their course with recorded lectures and online group discussions facilitating learning while restricted by caring responsibilities, poor wifi, or work commitments. Being able to access these recorded sessions was also described as helping to reinforce learning and encouraging more in depth study of certain topics. Some students have particularly enjoyed the blended learning as it suits their learning and life style more than the timetabled traditional on campus delivery.

56% of suggestions for improvement concerned a lack of access to lecturers and reduced contact time. Students felt that they were missing out on subtle additional context by not being part of face to face class discussions. Some described technical delays to classes starting with power points, audio or video glitches. Some were most concered about the lack of practical work and felt it would be more difficult to perform well in assessments because of this.

A further 10% of comments discussed the stress and worry caused by studying from home during the pandemic. Some classes are not as flexible which is having a direct impact on those with caring responsibilities and work commitments. As many of the employers in the region are impacted by lockdown regulations, students are forced to take whatever work is available to make ends meet but these jobs are not always outwith class time. Changes to timetables as government pandemic control advice changes is often not forseeable by the college but does have an impact on previously agreed times working for an employer. This additional financial pressure is taking a toll on mental health and motivation to study.

Delays to student funding were a concern for many with 32% of comments discussing issues completing applications and proving status for funding as many government offices etc were closed or had reduced opening, preventing evidence being received on time. Many of these comments highlighted long delays in receiving funding because of these issues that were often outwith the student's control.

A relatively low number of comments (1%) discussed technical issues preventing study like poor wifi or appropriate technology / device available. While some homes had devices, with other family members working from home or also studying these devices were not always available at appropriate times for students. Praise for the staff distributing laptops / chromebooks etc showed that many students were well supported preventing these kinds of concerns from being more prevalent.

It was possible to see trends emerge from the data. Those students who were most satisfied commented on:

- Recorded lessons and discussions to re-watch at a later time
- A 'flipped classroom' approach being more engaging for some
- Lecturers being realistic on time scales for communication with individual students
- Lecturers being familiar and confident with the technology being used to deliver teaching
- Interactive lessons being more engaging, less traditional 'lecture' style classes
- Robust online materials available from key platforms (not too many platforms to check).

Students who were less satisfied commented on:

- Feelings of isolation
- Lack of practical time in workshops / studios / salons etc.
- Stress caused by interruptions from family / care responsibilities
- Missing live lessons due to other commitments
- Technical problems accessing the online aspects of blended learning / device availability
- Lecturers struggling with technology
- Less interactive methods of online study e.g. can't ask questions as all are on mute or too many people speaking at once
- Self-study taking longer than learning in a classroom environment.

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Digital Learning Update	
Date of Meeting:	17 February 2021
Purpose:	To provide members of the Academic Quality Committee with an update on Digital Learning.
Intended Outcome:	To note the update
Paper Submitted by:	Dorothée Leslie
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	No
Author Contact Details:	Sharon Burns; sharonburns@fife.ac.uk
Date of Production:	29 January 2021

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Digital Learning Update

Introduction

There has been much progress made in the area of Digital Learning over the past ten months following the appointment of the new post of Head of Digital Learning and an agreed Digital Learning Strategy. This paper gives a brief overview of the many areas and activities being progressed.

Restructure

The role of Digital Learning Technologist has been realigned to report to Head of Digital Learning. Recruitment is being progressed for four full-time posts in this role. Two new posts, a Digital Learning Designer and a Digital Skills Facilitator, are also being appointed.

Groups

A new Digital Learning Strategy Group has been formed and has met twice this session. The group includes colleagues across academic, SPS and professional services areas as well as student representation. A number of working groups have also been created to progress the actions and consultations giving some of the outputs detailed below.

Digital Skills for Students

Focussing on developing the digital fluency, skills, practices and confidence that students need to succeed in their curriculum studies, life and in the workplace. Increase independent learning by using digital technologies. The following are areas we have been focussing on to date:

Keep Warm
- Student has access to the Pre-course Information Space
  Student Guides:
  Student Guide: Blended and Online Learning
  Managing online identity and profile(s)
- Student undertakes a Pre-Digital Skills Check

Digital Familiarisation
- Student obtains familiarisation in essential platforms (Student Portal, MS Teams, iLearn, Office365) and has demos/practice – All Courses – Fife College – Online Learning
- Student is introduced to Jisc Digital Capabilities - Discovery Tool to undertake self-reflective questions to support independent thinking and responsibility for own skillset
- Digital Skills Toolkit relevant to course

Throughout Course
- Ongoing development of 'personal' digital skills
- Small chunks of learning/facilitation sessions on offer within the College
- Digital Wellbeing / Using Digital Technology in a Safe and Positive Way

Digital Skills for Staff

Supporting staff to obtain an essential level of digital skills appropriate to their position that ensures the effective use of digital technologies to support and enhance student engagement and the student experience. Current progress includes:
- Roll out of Jisc Digital Capabilities - Discovery Tool mid-March > end-June to coincide with PDR. Ongoing development of 'personal' digital skills
- Small chunks of learning/facilitation sessions on offer within the College
- Digital Skills Toolkit relevant to self

Digital Learning Standards
- Now approved and will be distributed to curriculum staff with scheduled facilitation sessions to support understanding. Can be viewed from the **Digital Learning Sharepoint Site**
- Templates will be available for staff to ensure standards are met
- Contextualisation of templates for departments

Digital Champions
- Role formalised for Digital Champions to support driving digital innovations and projects
- Approved to take a project-based approach with remission per project for staff on a semester basis
- Next steps - speak with the current Ambassadors and faculties to secure a representative from each department (both academic and professional)

Strategic Review of the VLE and Digital Tools
- A strategic review of the current status of the College's VLE and digital tools used has been completed
- Approved and can be viewed from the **Digital Learning Sharepoint Site**

Microsoft Teams Policies
- Plan to have bespoke Microsoft Teams policies for the College
- Commenced with Chats and Meetings - SLWG have agreed on settings
- One of the main changes is to allow staff the right to remove inappropriate student comments – policy/procedure to be developed

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Key National Reports / Changes to National Policy: February 2021	
Date of Meeting:	17 February 2021
Purpose:	To advise members of the Board 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
Financial Implications:	N/A
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:	4 February 2021

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

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 documents, guidelines and / or guidance are shared and discussed with academic teams and shared with professional services teams as appropriate.

The publication of reports, guidance documents and guidelines continues to be influenced by the need to respond to the COVID-19 circumstances and to plan for continued economic recovery. Recent publications tend to focus on lessons learned and on how to best prepare and plan for the "new normal".

An example of this would be the **Education Scotland** publication What Scotland Learned - 100 Stories of Lockdown, which offers interesting insights in how different learning approaches worked well in different settings (College example p169).

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.

Skills Development Scotland continues to publish data sets updated monthly to support revised planning at regional level.

SDS Data Set January 2021

They also publish regular updates of their Labour Market Infographic (December 2020)

Other publications such as the Business Insights from Scottish Enterprise also provide helpful data and commentary to support planning.

Several reports of direct interest to the College sector have been published over the past few months. These include:

The College Statistics 2019-20 published by the **Scottish Funding Council** provide a comparative statistical overview of the college sector in Scotland for the academic year 2019-20.

The **CDN** Publications:
Governing a College Using Virtual Meetings – reported experience, discussion, and advice for effective virtual governing college meetings (November 2020).

Chief Executive Report 1st August 2019 – 31st July 2020

The **JISC** Teaching Staff Digital Experience Insights Survey 2020: UK Further Education Findings Report

The **Robertson Trust's** recently commissioned report by the Poverty Alliance,
The Poverty-related Attainment Gap – An evidence review

A brief update is provided below on sector level activity previously highlighted.

Learner Journey Review: Regional online Senior Phase prospectus (Recommendation 2)

No further progress to date. However, some of the new projects / collaborations (e.g. East Central Scotland Collaboration) continue to support this ambition.

Adult Learning Strategic Forum for Scotland

The Forum met again in January with a renewed focus on Adult Learning Strategy Consultations and discussions around an adult learning national framework.

Employability

Following the publication of the [Scotland's Career Strategy](#) shared last year and the publication support documentation made available to Colleges, a presentation will be made to the Board this academic year to outline the College's progress towards adoption and full implementation of the revised Career Education, Advice and Guidance Standards.