

## AGENDA

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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.

A meeting of the Academic Quality Committee will be held on Wednesday 13 June 2018 at 3.30pm within the Boardroom, Halbeath Campus, Dunfermline.

No	Item	Action	Lead	Pages
1	Welcome, Apologies and Declarations of Interests	Note	SC	N/A
2	Minutes of Previous Meeting: 21 February 2018	Approve	SC	
3	Matters Arising / Actions Outstanding	Note	SC	2-2
4	Curriculum Update Report	Note	DL	3-6
5	Fife College Students' Association Annual Report	Note	JA/CH	7-11
6	Performance Indicators: Fife College v Sector	Note	IH	12-33
7	Early Experience Learner Survey 2: Feedback and Action Plan	Note	IH	34-51
8	Progress Made on EREP Report ( <i>Presentation</i> )	Note	IH	N/A
9	Awards and Prizes	Note	DL	52-70
10	Work based learning report ( MA performance)	Note	DL	71-73
11	CLPL Update	Note	DL/IH	74-80
12	Guest Speaker: STEM Strategy ( <i>Presentation</i> ) <i>Nicky Inglis will attend</i>	Note	NI	
13	Update from Committees: 13.1 Learning and Teaching Committee	Note	DL	
14	Review of Remit and Self Evaluation	Discuss	SC	81-85
15	Date of Next Meeting Wednesday 31 October 2018 at 3.30pm Boardroom, Halbeath Campus, Dunfermline	Note	SC	N/A

**Key:**

Outstanding and deadline passed

Progressing and on target

Complete

**Board of Governors: Academic Quality Committee****Actions Outstanding / Progress Made**

	<b>Date of Meeting</b>	<b>Action</b>	<b>Responsibility</b>	<b>Deadline</b>	<b>Status</b>	<b>Comments</b>
1	26.10.17	To receive an update on the College's Performance Indicators once the national PI data had been received.	Iain Hawker	13.06.18	👍	Complete. On today's agenda
2	21.02.18	To receive the results of Learner Survey 2 at the next meeting.	Iain Hawker	13.06.18	👍	Complete. On today's agenda
3	21.02.18	To provide an update on progress made with the EREP action plan at the next meeting.	Iain Hawker	13.06.18	👍	Complete. On today's agenda



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

<b>Curriculum Update: June 2018</b>	
<b>Date of Meeting:</b>	13 June 2018
<b>Purpose:</b>	To provide members of the Board with an update on progress made with curriculum matters
<b>Intended Outcome:</b>	To note the update
<b>Paper Submitted by:</b>	Dorothee Leslie
<b>Prior Committee Approvals:</b>	N/A
<b>Financial Implications:</b>	N/A
<b>Equality and Diversity Implications:</b>	N/A
<b>Risks Assessed:</b>	N/A
<b>Publicly Available:</b>	Yes
<b>Author Contact Details:</b>	Dorothee Leslie; <a href="mailto:dorotheeleslie@fife.ac.uk">dorotheeleslie@fife.ac.uk</a> ; :01592 223190
<b>Date of Production:</b>	4 June 2018

## BOARD OF GOVERNORS OF FIFE COLLEGE

### Academic Quality Committee

#### Curriculum Update: June 2018

#### 1 Introduction

This paper provides a brief update on curriculum matters, including credit position for 2017-18, Performance Indicators currently available for 2017-18 and Student Recruitment to date for 2018-19.

Brief additional information on some other key topics is also included and available in more detail within the Learning, Teaching and Quality Committee minutes.

#### 2 Credit Position and Curriculum Portfolio

The College's credit target for 2017-18 (132,765) will be met, with remaining credits linked to external partnership activities being recorded in June and July. The credit target for 2018-19 has been confirmed as 132,685 including 4,690 credits currently ring-fenced for delivery of HE level Childcare courses. This remains a sector level item of discussion with the Scottish Funding Council.

The 2018-19 portfolio and credit allocation per Faculty has evolved slightly, in line with confirmed SFC funding. An overall *picture* is provided below for AYs 2017-18 and 2018-19. The 2019-20 planned portfolio will be confirmed by the end of this month, with targets agreed at Faculty and Curriculum area levels.

Faculty	Budgeted Credits 2018-19	Current CP Credits 2017-18
<b>Built Environment, Science and Sport</b>	<b>21,804</b>	<b>21,184</b>
<b>Business, Enterprise and Tourism</b>	<b>31,712</b>	<b>31,632</b>
<b>Creative Industries</b>	<b>23,570</b>	<b>23,586</b>
<b>Care, Social Sciences and Education</b>	<b>31,528</b>	<b>30,489</b>
<b>Engineering, Energy and Mathematics</b>	<b>16,989</b>	<b>16,658</b>
<b>Community and Supported Learning</b>	<b>7,273</b>	<b>8,966</b>
<b>TOTAL</b>	<b>132,876</b>	<b>132,515<sup>1</sup></b>

<sup>1</sup> 2017-18 target is 132,765  
Credits also expected from Prisons contract

### 3 **Student Recruitment 2017-18**

Student recruitment for this academic session shows an overall figure of 92.5% with a small number of P/T enrolments still to be recorded for end of session programmes. As per 2016-17, the FT enrolment figures are below target, particularly on FT courses at HE level.

The 2018-19 offer will reflect these statistics with a decrease of the FT places on offer and an increase of the PT places on offer.

### 4 **Student Recruitment 2018-19**

Applications opened in December. To date 6,386 applications have been received for FT courses against a target of 6,675 places (95.7%).

Detailed figures will be made available at the June Board meeting, including for continuing and progressing students who are not as yet recorded in our system. PT recruitment will be reported on at a later stage.

A particular emphasis has been placed on our HE courses with a targeted campaign launched recently (see link below)



### 5 **Performance Indicators**

A detailed report for 2016-17 is available under agenda item 6. Current withdrawal data for 2017-18 shows a slight improvement on 2016-17 with early withdrawals sitting at 6.1% (vs 6.5% for 2016-17) and further withdrawals currently sitting at 10.7% (vs 13.8% for 2016-17).

Recruitment processes, entry criteria and requirements for transition information have been further reviewed to ensure that the correct students are placed on the correct courses.

### 6 **Learning and Teaching Survey**

A detailed report for Learner survey 2 is available under agenda item 7.

### 7 **Self-Evaluation / Quality**

The new online Self-Evaluation System Evaluation for Enhancement (e4e) has been introduced.

The revised operational planning and review cycle has been finalised and is being implemented in line with the development of the new College strategic plan. Successful engagement days with Education Scotland have taken place to support the implementation of our Enhancement Plan. Progress made on the EREP will be reported on under agenda item 8. Guidance has been issued for the 2017-18 EREP and planning is in place to meet the October 2018 deadline.

A detailed programme of CLPL addressing identified training and development needs is underway to support the realisation of our objectives.

## **8 Learning and Teaching Strategy**

A summary report on the outcomes of the work carried out by the implementation groups is included in the CLPL update provided under agenda item 11.

**Dorothee Leslie**  
**Vice Principal, Academic Strategy**

**4 June 2018**



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

<b>Fife College Students' Association (FCSA) Update Report</b>	
<b>Date of Meeting:</b>	13 June 2018
<b>Purpose:</b>	To update members of the Academic Quality Committee on the development and delivery of the FCSA during the 2017-18 Academic Year.
<b>Intended Outcome:</b>	To note the position.
<b>Paper Submitted by:</b>	Jen Anderson
<b>Prior Committee Approvals:</b>	N/A
<b>Financial Implications:</b>	N/A
<b>Equality and Diversity Implications:</b>	N/A
<b>Risks Assessed:</b>	N/A
<b>Publicly Available:</b>	Yes
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<b>Date of Production:</b>	4 June 2018

## BOARD OF GOVERNORS OF FIFE COLLEGE

### Academic Quality Committee

#### FCSA Update

#### 1 General

This report provides an overview of the development and delivery of the FCSA during the 2017-18 Academic Year.

#### 2 Development

2017-18 was the first year of our new Strategic and Operational Plans and to date we have met all of our initial targets. This has resulted in improvements across our six aims and provides us with a strong position for continued development in the next twelve months.

##### Strategic Aim progress

##### *Learner Engagement*

From last year's feedback we have improved the class rep model which resulted in more reps registered, trained and attendance at meetings. We have recorded more engagements with our learners on the Student Engagement Tracker and are currently developing online class rep training and a new FCSA Learner Voice promotion campaign.

##### *Representation*

This year every Campus Representative and Equality Officer had at least one student undertaking the remit, this is the first time this has happened as the FCSA. In total 22 students held voluntary officer roles, which is also a high for the FCSA. We already have 6 students committed to return as voluntary officers again next year. We have introduced Class Rep Information points on the 5 main campuses which are updated regularly as well as introducing an online microsite within iLearn specifically for Class Reps.

We have held initial discussions with the Prisons team about developing a Rep model that will benefit our prison learners.

##### *Participation*

Historically the FCSA has been inconsistent in impact assessment of our activity. This year we have introduced a more statistical based approach so we can begin to properly evaluate student participation and effectiveness of events. This includes recording footfall for all FCSA events and regular surveys carried out by our Student Engagement Coordinator.

### *Development*

The FCSA and Fife College are the first to have completed a full review of the SA Framework self-evaluation and this will help to inform the introduction of a new advisory board for the FCSA. We regularly meet with internal and external partners to discuss best practice and to align our development with the needs of our members and other invested parties. Our staff have been shortlisted for National Awards this year due to the work they have delivered and the FCSA now regularly presents at external events and conferences.

Jen Anderson has been elected to the NUS Scotland SEC and will take up this part-time post in July.

### *Health*

We have delivered a wide range of health promotion events, covering physical, mental and sexual health. As well as introducing Action for Health information points on each campus we have developed a new Action for Health Open Badge which will be open to students and staff at Fife College. Users will be able to earn this badge through taking part in a variety of activities, including online training and physical exercise. Other events included our recent Mental Health May, FCSA Sport Week and the smoking cessation facebook group called FCSA Quit with Jen. From all of our work this year we have submitted consideration for a 4 star award at the NUS Scottish Student Sport Healthy Body Healthy Mind Awards.

### *Sustainability*

As with our Health work we have delivered sustainability focussed events on each campus and have developed a new Green Club open badge. To improve our financial sustainability we have embraced digital technologies to reduce travel times and our student officers are now able to attend meetings from any campus via video conferencing.

## **2 Class Reps 2017-2018**

This year we had 504 registered Class Representatives. This is an increase of 83 on last year's total figure. We trained 199 reps with assistance from SPARQS. This is an increase of 52 on the previous year. We also had 53 reps who previously completed training in 2016/17 and returned for a second year.

This year we have worked with SIM to develop a system where we can identify which classes do not have a rep. This allows us to reach out to these areas and to help them understand the benefits of both having and being a class rep.

We introduced shorted meetings with 20 minute slots for curriculum areas on each campus. The reps feedback on this has been positive with almost all stating the

shorter meetings are better. However attendance continues to decline following the first round of meetings as it has in previous years. Next year we are going to reduce the amount of scheduled meetings so these will take place every other month, and will promote class rep drop in clinics on each campus. Reps attending the clinic will be allocated the same amount of time as attending a regular meetings so their progression to the FCSA Awards will not be affected by the reduction in schedule meetings.

We are also going to introduce a new Class Representative Handbook which will interact with the College's Quality processes and strengthen the learner voice throughout the college.

### **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 three categories: Concerns, Commendations and Suggestions. To 4 June we have logged 197 Concerns, 59 Suggestions and 38 Commendations. Increases here are due to greater engagement from reps and the FCSA being able to actively ask for examples of good practice and student feedback through our expanded cohort of officers.

### **4 FCSA Student Executive**

Following the removal of elections for Voluntary Officers we currently have 22 Voluntary Officers. This is an increase on our total of 14 for the full year last year. We are actively encouraging more students to become involved.

Jen is the lead for the Equality Officer Remits - LGBT, Womens, Students with Disabilities, Black and Minority Ethnic and Care Experienced. Craig is also on offer to support these officers.

The new Representation Officers are the leads for their respective Campus Representatives. Gloria is also on offer to support these reps.

### **5 FCSA Open Badges**

To 4 June our Student Volunteers have amassed a total of 1768 hours. This includes our Reps and voluntary officers. Last year's total was 1845 with the majority of this time coming in the second half of the year. Whilst we are confident that we will exceed last year's total as we can identify areas where less time has been volunteered this year. The main difference is fewer students being able to attend external events such as the NUS Scottish and National Conferences. This accounted

for an additional 87 hours last year compared to this year. The main reasons students haven't been able to attend are given as the 100% attendance policy and events being close to assessment times.

The majority of our Student Executive have noted that working towards the Open Badges and the FCSA Awards is a key reason they have joined the FCSA Exec.

So far this year we have issued 59 Bronze Awards (6+ hrs volunteering), 19 Silver Awards (10+ hrs) and 12 Gold Awards (20+ hrs). Last year's totals were 47, 21, and 15 respectively.

As noted previously we are also introducing badges for FCSA Action for Health and FCSA Green Club.

## **7 Other Updates**

We have launched the FCSA Staff Recognition Awards where students will nominate members of staff who they feel deserve extra recognition. Every member who receives a nomination will receive a certificate confirming this. We will then shortlist all nominees and the shortlisted candidates will be invited to the FCSA Awards night at the end of June. There are four categories – Individual Teaching Staff Award, Individual Support Staff Award, Team Teaching Award, Team Support Award.

We'd also like to congratulate Cecil Saunders on being voted the FCSA Pet of the Year 2017-18.

**Jen Anderson**  
**President – Welfare and Equality**  
**Fife College Students' Association**

**4 June 2018**



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

<b>Performance Indicators: Fife College v Sector</b>	
<b>Date of Meeting:</b>	13 June 2018
<b>Purpose:</b>	To update members of the Academic Quality Committee on the Fife College performance indicators 2016-17 and give a comparison with the sector position.
<b>Intended Outcome:</b>	To note the position.
<b>Paper Submitted by:</b>	Iain Hawker
<b>Prior Committee Approvals:</b>	N/A
<b>Financial Implications:</b>	N/A
<b>Equality and Diversity Implications:</b>	N/A
<b>Risks Assessed:</b>	N/A
<b>Publicly Available:</b>	Yes
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<b>Date of Production:</b>	4 June 2018



## **Fife College Performance Indicators 2016/17**

**April 2018**

**Quality Team  
Ext. 3139**

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## Introduction <sup>1</sup>

This report details Fife College (FC) Performance Indicators (PI) for Academic Year 2016-17 by:

- College
- Level/Mode of Study
- Faculty
- Curriculum Area

Performance Indicators have been 'Traffic Lighted' to indicate areas of high performance and areas which may require improvement, using Red, Amber and Green on the following basis<sup>2</sup>:

**Table 1**

Performance Indicator	GREEN %	AMBER %	RED %
<b>Completed: Successful</b> (students achieving course 'measure of success' reported to SFC)	100 to 71	70 to 62	<62
<b>Completed: Partial Success</b> (students completing course but not successful 'measure of partial success' reported to the SFC)	0 to 10	11 to 18	>18
<b>Further Withdrawal</b> (withdrawal rate between 'required date' and end of course)	0 to 12	13 to 18	>18
<b>Early Withdrawal</b> (students that didn't attend after 'required date' of course)	0 to 7	8 to 15	>15
<b>Total Withdrawal</b> (student withdrawal rate for whole course)	0 to 16	17 to 24	>24

Note that where a PI falls between any of the bands it is rounded up or down as appropriate (0.5 and above up) and then the colour of the band is allocated.

Trends and variances are traffic lighted as GREEN (better/an improvement) or RED (worse/a decline).

## About the Data

All of the data contributing to this report has been obtained from the data published by the Scottish Funding Council (SFC) which in turn is based on the submissions made by the college through the Further Education Statistics (FES) returns and does not include courses that do not lead to a 'recognised qualification' or where a course is studied as flexible learning and the result is not yet known..

For clarity, the classification of a Full-Time (FT) course in this document is in line with the SFC Guidance which is courses of at least 600 hours for 15 credits plus or 480 hours if a 1 year HNC (12 credits).

<sup>1</sup> All data is taken from the PI Tool published by the SFC in March 2018

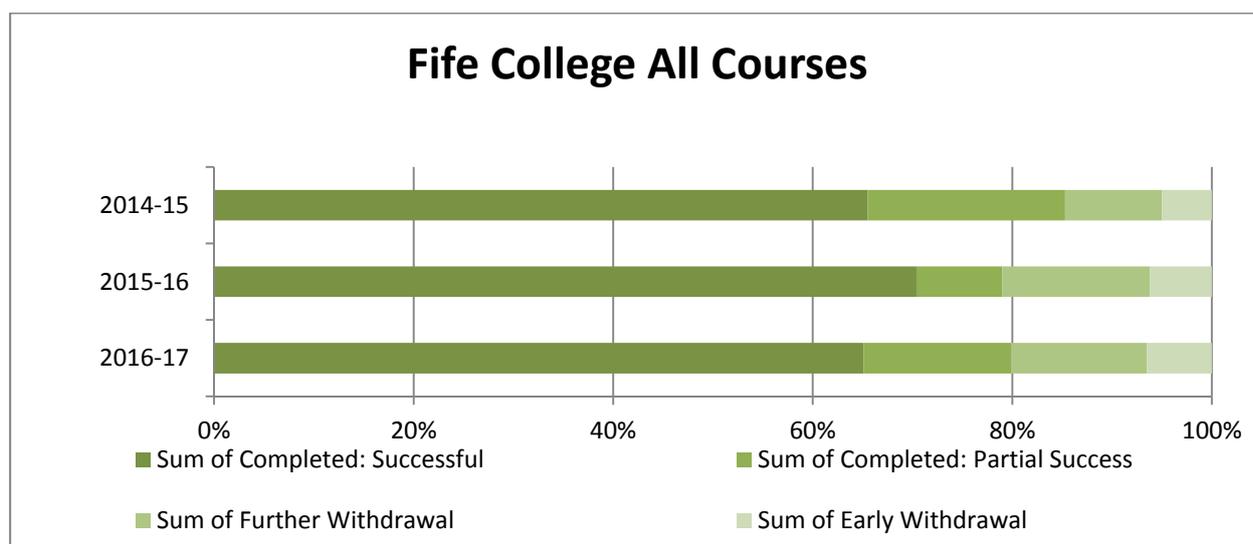
<sup>2</sup> The parameters of the RAG ratings for 2016-17 have changed from 2015-16; please see Appendix 1 [2015-16 RAG Ratings](#) pp. 8 for 2015-16 RAG ratings.

## Fife College Performance Indicators

### All Courses

Comparisons between Fife College PIs for sessions 2014-15, 2015-16, 2016-17 and the sector PIs for 2016-17 are detailed in the following table below:

Performance Indicator	FC 2014-15	FC 2015-16	FC 2016-17	% FC Trend 2014-17	Sector 2016-17	Variance from Sector 2016-17
Completed: Successful	65.5	70.4	65.1	-0.4	73.3	-8.2
Completed: Partial Success	19.8	8.6	14.8	-5.0	11.8	+3.0
% Completing	85.3	79.0	79.9	-5.4	85.1	-5.2
Further Withdrawal	9.7	14.8	13.6	+3.9	10.0	+3.6
Early Withdrawal	5.0	6.2	6.5	+1.5	4.9	+1.6
Withdrawing	14.7	21.0	20.1	+5.4	14.6	+5.5

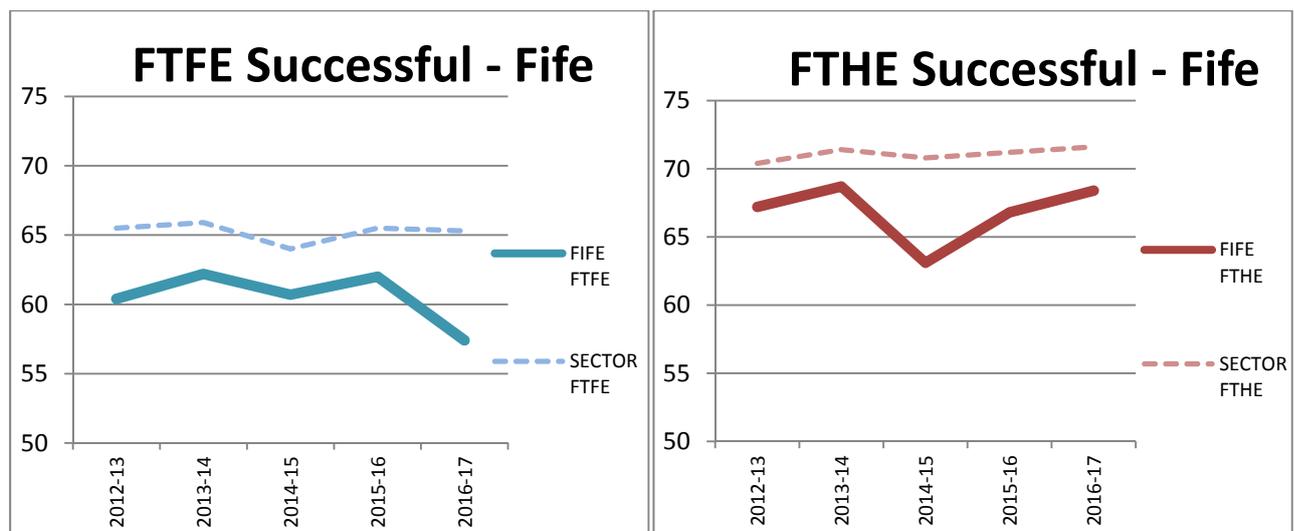


The Completed: Successful PI is on a downward trend over the period of three academic years (-0.4%); it is worth noting that this downward trend is significant when compared to AY 2015-16 (-5.3%).

Although the Completed: Partial Success PI seems to be on an improving trend with 5.0% less learners overall achieving only a partial success this could be explained when you take into account the withdrawal data, which increased by a corresponding amount.

The Early and Further Withdrawals both show a rising trend from 2014-15 where withdrawals have increased by 5.4% overall; however there has been a slight improvement in the number of Total Withdrawals compared with 2015-16.

### Full-Time Trends by Mode



Both the FTFE and FTHE trend for the Completed: Successful PI remains consistently below that of the sector.

The percentage of students that successfully complete their course of study is consistently greater for FTHE students than for FTFE students on recognised qualifications.

FTFE: Across the sector there was a small dip in the percentage of students who achieved their qualification aim and successfully completed their course in 2016-17. However this decrease was significant in Fife College.

FTHE: In 2016-17 both the sector and Fife College showed improvement in the percentage of students that achieved their qualification aim and successfully completed their course. For the second year in succession Fife College continued to close the gap between it and the sector.

A PI Improvement Strategy has been developed to support PI improvement that will lead to Fife College matching and then exceeding the sector Completed: Successful PI rate. This strategy tackles this both from course design, evaluation and analysis and data cleansing angles.

#### FTFE Internal RAG Ratings 2016-17

FTFE Performance Indicator	GREEN %	AMBER %	RED %
<b>Completed: Successful</b> (students achieving course 'measure of success' reported to SFC)	100 to 65	64 to 55	<55
<b>Completed: Partial Success</b> (students completing the course but not successful reported to SFC)	0 to 9	10 to 15	>15
<b>Further Withdrawal</b> (withdrawal rate between 'required date' and end of course)	0 to 15	16 to 25	>25
<b>Early Withdrawal</b> (students that didn't attend after 'required date' of course)	0 to 8	9 to 19	>19
<b>Total Withdrawal</b> (student withdrawal rate for whole course)	0 to 19	20 to 27	>27

**FTHE Internal RAG Ratings 2016-17**

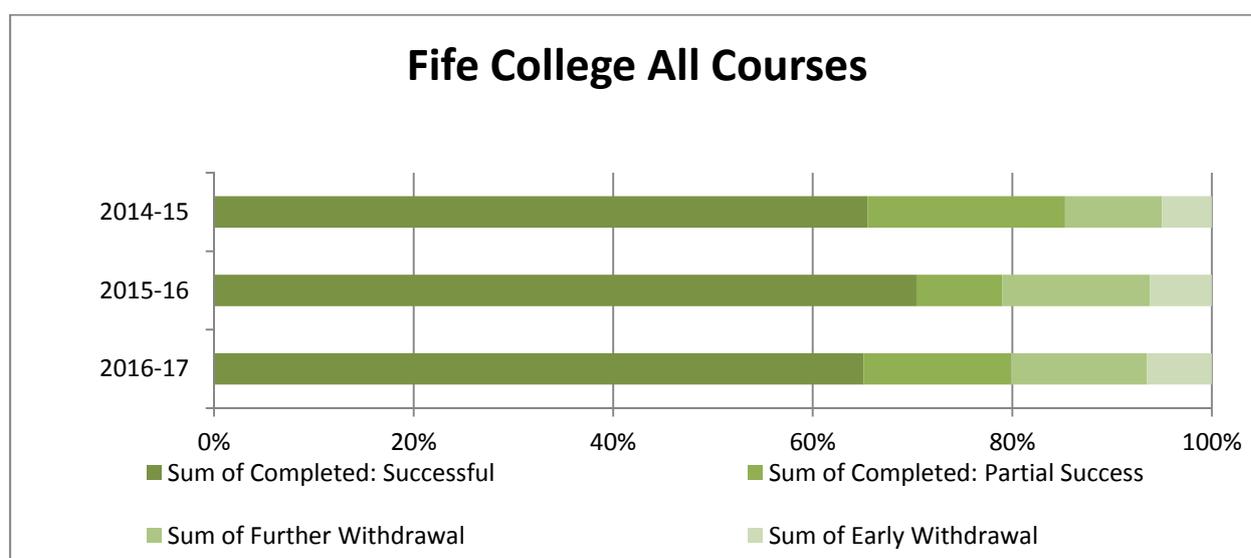
FTHE Performance Indicator	GREEN %	AMBER %	RED %
<b>Completed: Successful</b> (students achieving course 'measure of success' reported to SFC)	100 to 72	71 to 64	<64
<b>Completed: Partial Success</b> (students completing the course but not successful reported to SFC)	0 to 11	12 to 20	>20
<b>Further Withdrawal</b> (withdrawal rate between 'required date' and end of course)	0 to 12	13 to 17	>17
<b>Early Withdrawal</b> (students that didn't attend after 'required date' of course)	0 to 6	7 to 15	>15
<b>Total Withdrawal</b> (student withdrawal rate for whole course)	0 to 18	19 to 26	>26

Note that where a PI falls between any of the bands, it is rounded up or down as appropriate (0.5 and above is rounded up) and then the colour of the band is allocated.

Trends and variances are simply traffic lighted as GREEN (better/an improvement) or RED (worse/a decline).

3

FTFE Performance Indicator	FC 2014-15	FC 2015-16	FC 2016-17	% FC Trend 2014-17	Sector 2016-17	Variance from Sector 2016-17
Completed: Successful	60.7	62.0	57.4	-3.3	65.3	-7.9
Completed: Partial Success	10.4	7.3	13.3	+2.9	9.6	+3.7
% Completing	71.1	69.3	70.7	-0.4	74.9	-4.2
Further Withdrawal	17.7	21.5	19.4	+1.7	16.1	+3.3
Early Withdrawal	11.1	9.3	9.8	-1.3	9.0	+0.8
% Withdrawing	28.8	30.8	29.2	+0.4	35.1	+5.9



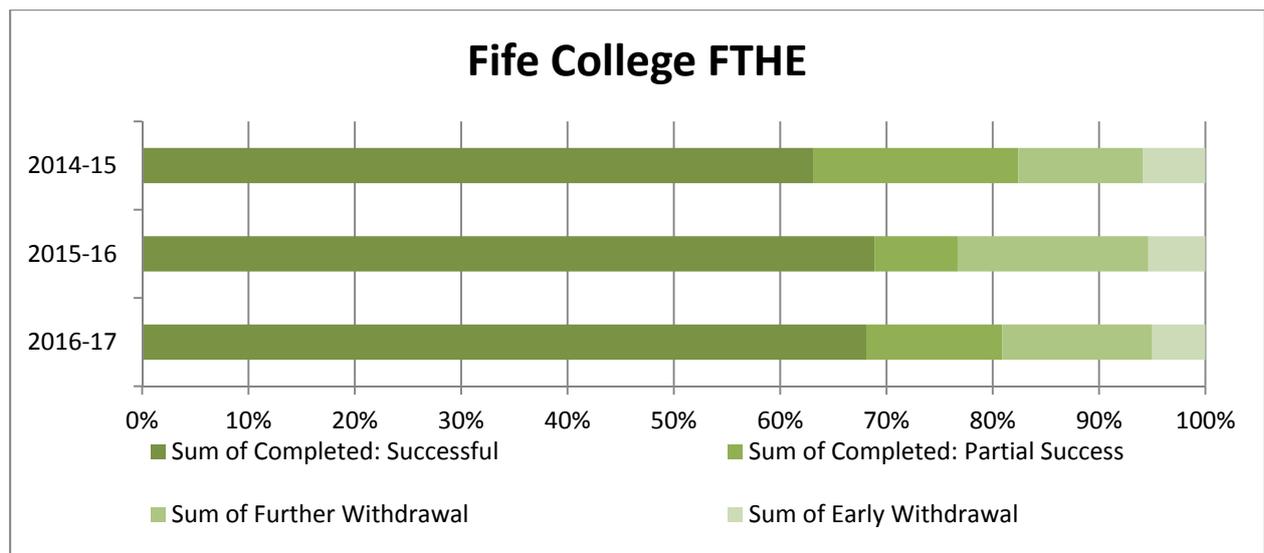
<sup>3</sup> Note change in RAG ratings for 2016-16 compared with previous years.

Over the three year period the FTFE Completed: Successful rate has decreased by 3.3%, although there was a peak in 2015-16 figures.

Over the three year period the Completed: Partial Success rate has increased by 2.9%. The main cause for concern is the comparison to 2015-16 data, where partial success increased by 6.0% in 2016-17.

FTFE further withdrawals were also a cause for concern, with 1.7% more students deciding to withdraw after starting their course. This like the Completed Successful rates peaked in 2015-16.

FTHE Performance Indicator	FC 2014-15	FC 2015-16	FC 2016-17	% FC Trend 2014-17	Sector 2016-17	Variance from Sector 2016-17
Completed: Successful	63.1	66.8	68.1	+5.0	71.6	-3.5
Completed: Partial Success	19.3	7.6	12.8	-6.5	11.1	+1.7
% Completing	82.4	77.2	80.9	-1.5	82.7	-1.5
Further Withdrawal	11.7	17.4	14.1	+2.4	12.5	+1.6
Early Withdrawal	5.9	5.2	5.0	-0.9	4.8	+0.2
% Withdrawing	17.6	22.6	19.1	+1.5	17.3	+1.8



There was an improvement for Full-Time HE students with an increase in 5% completing their course successfully compared to 2014-15.

The Completed: Partial Success rates have improved over the three year period, with 6.5% less getting a Partial Success. However 5.2% more students received a Partial Success compared with 2015-16.

Further withdrawals are the main cause for concern for Full-Time HE. Over the three year period 2.4% more students left their course. However, compared to 2015-16, 3.5% less students have left which shows an improvement.

Strategies are in place to address the high withdrawal rate across many areas of the college.

## PIs by Education Scotland Subject Areas

<b>FIFE FE- ALL</b>	<b>Completed: Successful</b>	<b>Completed: Partial Success</b>	<b>Further Withdrawals</b>	<b>Early Withdrawals</b>	<b>Total Withdrawals</b>
Art & Design	61.8% ●	16.7% ●	13.3%	8.2% ●	21.5%
Business Management & Administrations	61.1% ●	17.1% ●	12.5%	9.3% ●	21.8% ●
Care	68.5%	12.2% ●	12.0%	7.4%	19.4%
Computing & ICT	63.3% ●	16.6%	14.6%	5.5%	20.0% ●
Construction	74.1%	11.7% ●	9.3%	5.0%	14.2%
Education & Training	65.2%	10.7%	16.8% ●	7.2%	24.1%
Engineering	81.9%	6.3% ●	8.4%	3.5%	11.9%
Hairdressing, Beauty & Complementary Therapies	53.6% ●	15.3% ●	19.8%	10.7% ●	30.5% ●
Hospitality & Tourism	56.4% ●	9.0%	21.4% ●	13.1% ●	34.5% ●
Land-based Industries	100.0%	0.0%	0.0%	0.0%	0.0%
Languages & ESOL	70.6%	9.2%	13.4% ●	6.7%	20.2% ●
Media	56.9%	12.3% ●	13.8% ●	16.9% ●	30.8% ●
Performing Arts	60.5% ●	24.8% ●	10.1% ●	4.5%	14.7%
Science	50.7% ●	20.9% ●	16.7% ●	11.6% ●	28.4% ●
Social Subjects	45.4%	29.2%	16.5% ●	9.0%	25.4%
Special Programmes	56.3% ●	15.3% ●	20.8% ●	7.6%	28.5% ●
Sport & Leisure	51.0% ●	19.3% ●	20.8% ●	8.9% ●	29.7% ●
<b>Areas performing above Sector Banding</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Areas performing at Sector Banding</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>8</b>
<b>Areas performing below Sector Banding</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>7</b>	<b>9</b>

FIFE HE- ALL	Completed: Successful	Completed: Partial Success	Further Withdrawals	Early Withdrawals	Total Withdrawals
Art & Design	75.3%	8.8%	11.8%	4.1%	15.9%
Business Management & Administrations	70.6%	10.6%	13.1%	5.7%	18.8%
Care	74.8%	6.2%	15.0%	4.0%	19.0%
Computing & ICT	71.1%	11.3%	13.4%	4.2%	17.6%
Construction	71.0%	19.0%	9.0%	1.0%	10.0%
Education & Training	62.5% ●	13.5%	14.4%	9.6% ●	24.0% ●
Engineering	50.7% ●	25.7%	20.1% ●	3.5%	23.6% ●
Hairdressing, Beauty & Complementary Therapies	74.1%	5.3%	12.6%	7.4%	20.0% ●
Hospitality & Tourism	53.2% ●	15.3%	25.2% ●	6.3%	31.5% ●
Media	69.8%	17.4%	9.3%	3.5%	12.8%
Performing Arts	74.0%	12.7%	8.3%	5.0%	13.3%
Science	39.4% ●	31.0% ●	23.9% ●	5.6%	29.6% ●
Social Subjects	74.3%	13.3%	6.2%	6.2%	12.4%
Sport & Leisure	59.6% ●	11.9% ●	22.9%	5.5%	28.4% ●
<b>Areas performing above Sector Banding</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Areas performing at Sector Banding</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>13</b>	<b>8</b>
<b>Areas performing below Sector Banding</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>6</b>

## PIs by Department<sup>4</sup>

Department	Completed: Successful %	Partial Success %	Further Withdrawal %	Early Withdrawal %	Total Withdrawals %
Business, Enterprise and Tourism	63.2% ●	12.8% ●	15.7% ●	8.2% ●	24.0% ●
Childcare, Social Care, Social Sciences, Education, ESOL	63.6% ●	16.4% ●	12.9% ●	7.1% ●	20.0% ●
Creative Industries	66.9% ●	18.0% ●	10.5% ●	4.5% ●	15.1% ●
Engineering Technology	77.5% ●	9.3% ●	9.8% ●	3.4% ●	13.2% ●
Hair/Beauty/Complementary Therapies/ Sport	55.8% ●	15.4% ●	19.1% ●	9.8% ●	28.9% ●
Science and Built Environment	70.2% ●	13.9% ●	10.3% ●	5.5% ●	15.8% ●
Support for Learning	55.1% ●	14.8% ●	22.4% ●	7.7% ●	30.1% ●

<sup>4</sup> Colour of cells indicates RAG Rating in Table 1 on pg.1; colour of circles indicates whether performance is better (green) or worse (red) when compared to 2015-16.

## PIs by Faculty

Note that restructuring at the start of academic year 2017-18 has meant that the curriculum areas that previous formed the Academy of Hair, Beauty and Sport were relocated to the Faculty of Science and the Built Environment and the Faculty of Business, Enterprise and Tourism. The PIs for these new Faculties are shown below and benchmarked against the performance of the 'parent' faculty in 2015-16.

Faculty	Completed: Successful %	Partial Success %	Further Withdrawal %	Early Withdrawal %	Total Withdrawals %
Built Environment, Science & Sport	67.3% ●	14.6% ●	12.2% ●	5.9% ●	18.1% ●
Business, Enterprise and Tourism	60.7% ●	13.5% ●	16.7% ●	9.1% ●	25.8% ●
Care, Social Sciences & Education	63.6% ●	16.4% ●	12.9% ●	7.1% ●	20.0% ●
Creative Industries	66.9% ●	18.0% ●	10.5% ●	4.5% ●	15.1% ●
Engineering, Energy & Mathematics	77.5% ●	9.3% ●	9.8% ●	3.4% ●	13.2% ●
Widening Access & Transitions	55.1% ●	14.8% ●	22.4% ●	7.7% ●	30.1% ●

The Faculty of Engineering, Energy and Mathematics performed well with a green rating across all categories.

The cause for most concern was all faculties performed worse than they had in 2015-16 for the key performance indicator Completed: Successful with only Engineering, Energy & Mathematics in the green band. Science and the Built Environment moved from the green band to the amber band due to the restructuring. Support for Learning remained in the red band and Business, Enterprise & Tourism moved from the amber to the red band due to the restructuring.

With regards to Early Withdrawals, four departments performed better than in 2015-16 (Care, Social Sciences & Education / Engineering, Energy & Mathematics / Built Environment, Science & Sport / Support for Learning). Those who did not perform as well as 2015-16 were: Business, Enterprise and Tourism and Creative Industries. Although Creative Industries did not perform as well as in 2015-16 they still have a Green Banding for 2016-17.

With regards to Further Withdrawals three faculties did not perform as well as in 2015-16 (Business, Enterprise & Tourism / Creative Industries / Support for Learning). Similarly to the Early Withdrawal PI, Creative Industries did not perform as well as in 2015-16 but they still have a Green Banding for 2016-17.

Three of the faculties are graded as Amber for 2016-17 Further Withdrawal figures (Business, Enterprise & Tourism / Care, Social Sciences & Education and Built Environment, Science & Sport) with Widening Access and Transitions graded as red.

The Total Withdrawal % and the Completed: Successful % often reflect one another as a high withdrawal rate means that a high Completed Successful PI cannot be obtained. Two faculties with Total Withdrawal in the red band also have Completed: Successful rates in the red band.

## PIs by Curriculum Area<sup>5</sup>

Curriculum Area	Completed Successful %	Completed: Partial Success %	Further Withdrawal %	Early Withdrawal %	Total Withdrawal %
Administration, Enterprise & IT	63.9% ●	13.7% ●	11.9% ●	10.4% ●	22.4% ●
Beauty & Complementary Therapies	48.8% ●	24.0% ●	15.2% ●	12.0% ●	27.2% ●
Building Services	88.2% ●	5.7% ●	4.1% ●	2.0% ●	6.1% ●
Built Environment Technician	66.1% ●	15.1% ●	11.3% ●	7.5% ●	18.8% ●
Business, Management & Leadership	69.8% ●	13.9% ●	11.7% ●	4.5% ●	16.3% ●
Childcare	58.3% ●	15.8% ●	17.8% ●	8.1% ●	25.9% ●
Community Choices	49.4% ●	15.8% ●	25.5% ●	9.3% ●	34.8% ●
Computing	60.0% ●	18.6% ●	14.2% ●	7.1% ●	21.3% ●
Construction Crafts (Halbeath)	76.8% ●	11.0% ●	9.3% ●	2.8% ●	12.1% ●
Construction Crafts (Stenton)	72.2% ●	14.1% ●	7.8% ●	5.9% ●	13.7% ●
Culinary Arts & Hospitality	58.6% ●	8.4% ●	22.2% ●	10.8% ●	33.0% ●
Digital Technologies	66.7% ●	16.2% ●	14.1% ●	3.0% ●	17.2% ●
Education, ESOL & Languages	59.6% ●	17.1% ●	14.3% ●	9.1% ●	23.4% ●
Electrical, Electronic & Petroleum	58.2% ●	27.1% ●	11.9% ●	2.8% ●	14.7% ●
Electrical, Mechanical Rosyth	76.7% ●	8.5% ●	10.8% ●	4.0% ●	14.8% ●
Fabrication & Welding	88.3% ●	3.7% ●	6.3% ●	1.7% ●	8.0% ●
FE Choices	51.9% ●	20.4% ●	24.3% ●	3.3% ●	27.6% ●
Hair, Beauty and Make-up Artistry	62.9% ●	6.6% ●	21.2% ●	9.4% ●	30.5% ●
Health Care	75.2% ●	7.4% ●	12.2% ●	5.2% ●	17.4% ●
Life Choices	82.4% ●	6.8% ●	6.1% ●	4.7% ●	10.8% ●
Mathematics, Engineering Technology	46.1% ●	25.2% ●	17.4% ●	11.3% ●	28.7% ●
Mechanical & Automotive Engineering	77.4% ●	7.5% ●	10.7% ●	4.4% ●	15.1% ●
Media	72.6% ●	17.8% ●	6.8% ●	2.8% ●	9.5% ●
Performing Arts	60.7% ●	19.3% ●	12.7% ●	7.3% ●	19.9% ●
Science	54.7% ●	20.4% ●	16.9% ●	8.0% ●	24.9% ●
Social Care	62.1% ●	22.0% ●	10.6% ●	5.3% ●	15.9% ●
Social Science	58.4% ●	22.2% ●	10.0% ●	9.3% ●	19.4% ●
Sport & Fitness	53.9% ●	17.5% ●	21.1% ●	7.5% ●	28.6% ●
Tourism, Events & Retail	55.3% ●	13.8% ●	20.6% ●	10.3% ●	30.9% ●

Note that the RAG rating used is the overall RAG rating for all course types and some curriculum areas will be heavily weighted to FE or HE, FT or PT students.

<sup>5</sup> Colour of cells indicates RAG Rating in Table 1 on pg.1; colour of circles indicates whether performance is better (green) or worse (red) when compared to 2015-16.

Of the twenty nine curriculum areas five are in the green band across all performance indicators (Building Services / Electrical, Mechanical Rosyth/ Fabrication & Welding / Life Choices / Mechanical & Automotive Engineering).

Nine curriculum areas showed an improvement on the 2015-16 Completed: Successful PI for the equivalent curriculum area. Two curriculum areas showed an improvement in all the PIs (Construction Crafts Stenton / Mathematics, Engineering Technology).

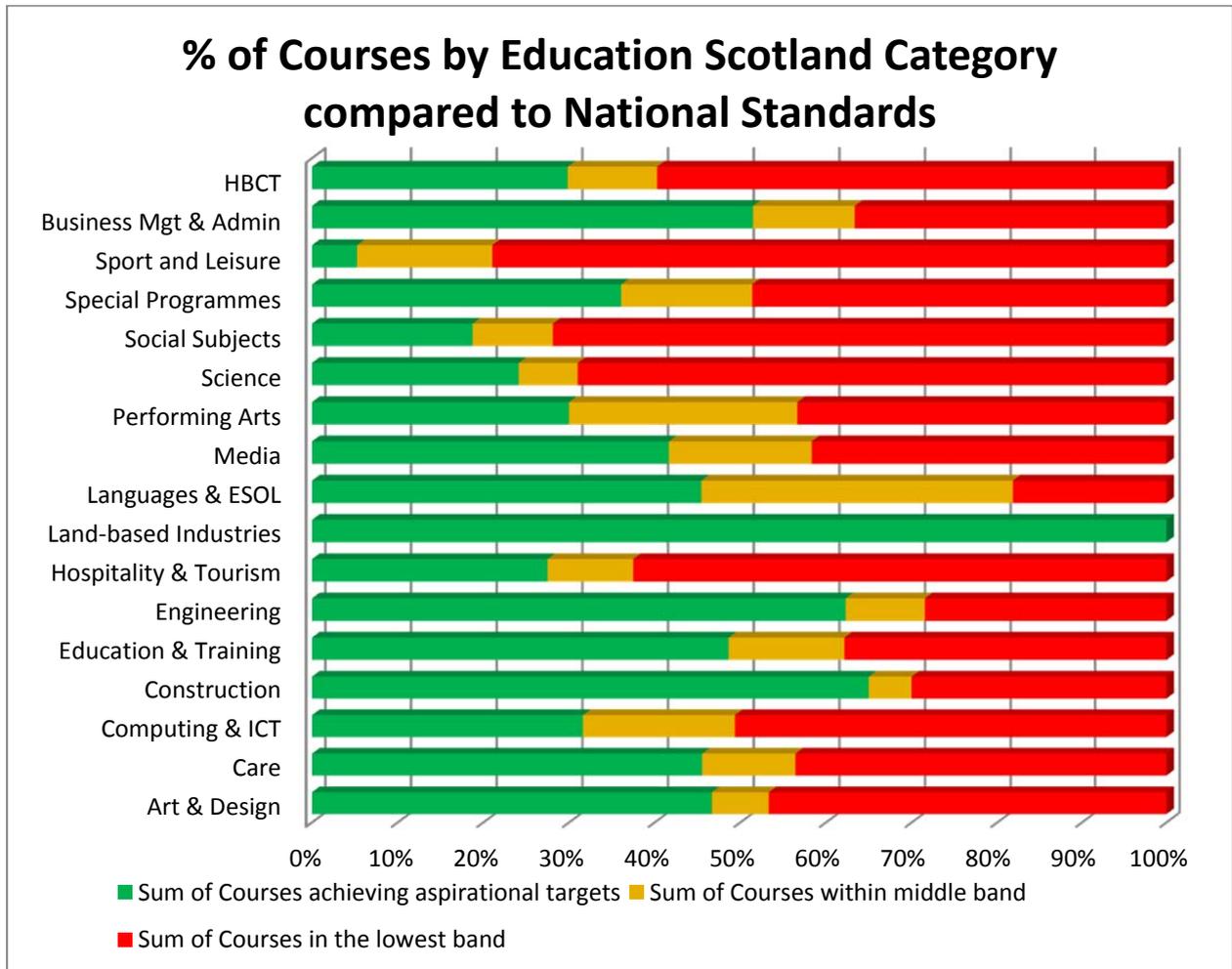
Twenty of the curriculum areas showed an improvement in the total number of withdrawals from the course, however this only translated into an increase in the Completed: Successful PI in seven of these areas (Construction Crafts Halbeath / Construction Crafts Stenton / Education, ESOL & Languages / Hair, Beauty and Make-Up Artistry / Health Care / Life Choices / Mathematics, Engineering & Technology).

## Aspiring to meet national standards

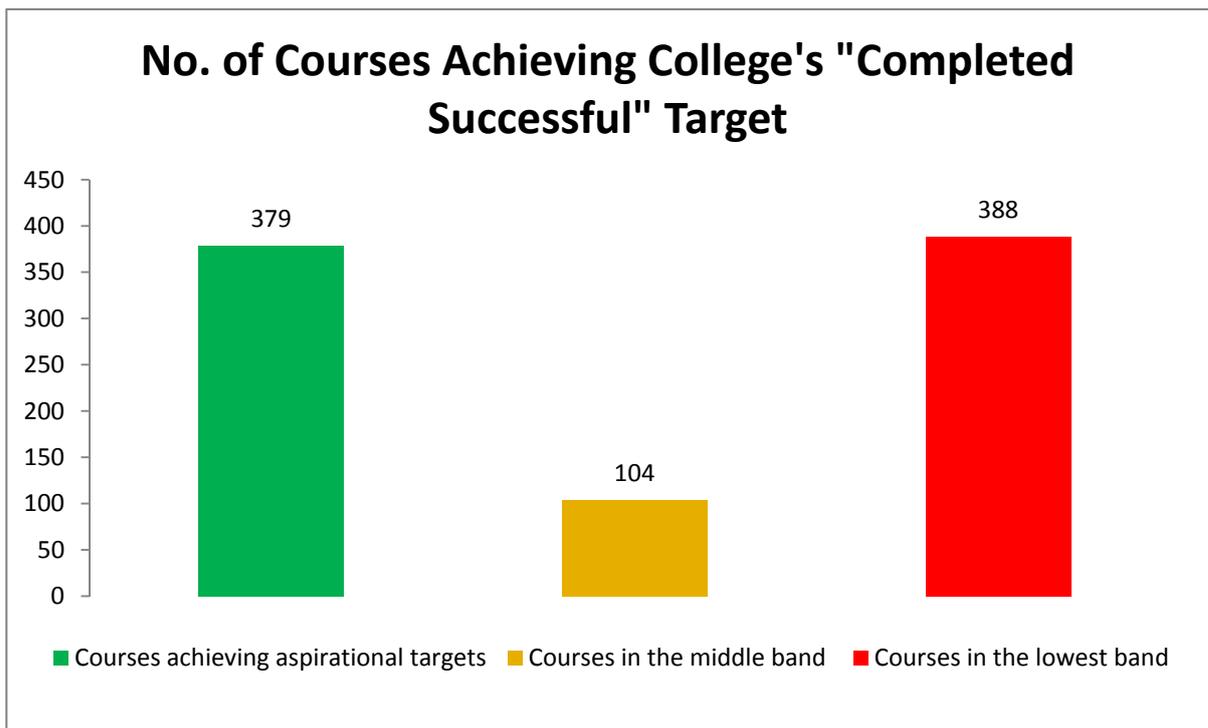
The table below shows, by Education Scotland category the number of courses where the completed: Successful % is greater than 75% (Green), between 65% and 75% (Amber) or below 65% (Red):

Education Scotland Category	Courses achieving aspirational targets	Courses within middle band	Courses in the lowest band	Total
Art & Design	14	2	14	<b>30</b>
Business, Management & Admin	52	12	37	<b>101</b>
Care	46	11	44	<b>101</b>
Computing & ICT	25	14	40	<b>79</b>
Construction	52	4	24	<b>80</b>
Education & Training	18	5	14	<b>37</b>
Engineering	81	12	37	<b>130</b>
Hairdressing, Beauty & Comp. Therapies	20	7	40	<b>67</b>
Hospitality & Tourism	11	4	25	<b>40</b>
Land-based Industries	1	0	0	<b>1</b>
Languages & ESOL	5	4	2	<b>11</b>
Media	5	2	5	<b>12</b>
Performing Arts	9	8	13	<b>30</b>
Science	7	2	20	<b>29</b>
Social Subjects	6	3	23	<b>32</b>
Special Programmes	26	11	35	<b>72</b>
Sport and Leisure	1	3	15	<b>19</b>
<b>TOTAL</b>	<b>379</b>	<b>104</b>	<b>388</b>	<b>871</b>
<b>Session 2015/16</b>	<b>455</b>	<b>111</b>	<b>318</b>	<b>884</b>

The data from the previous table can be viewed as % ratings to give a more even comparison across categories, as shown in the following chart:



As a summary, 46.5% of college FT courses are performing at or above the national standard:



Last session (2015/16) this chart showed 64% of college FT courses performing at or above the national standard.

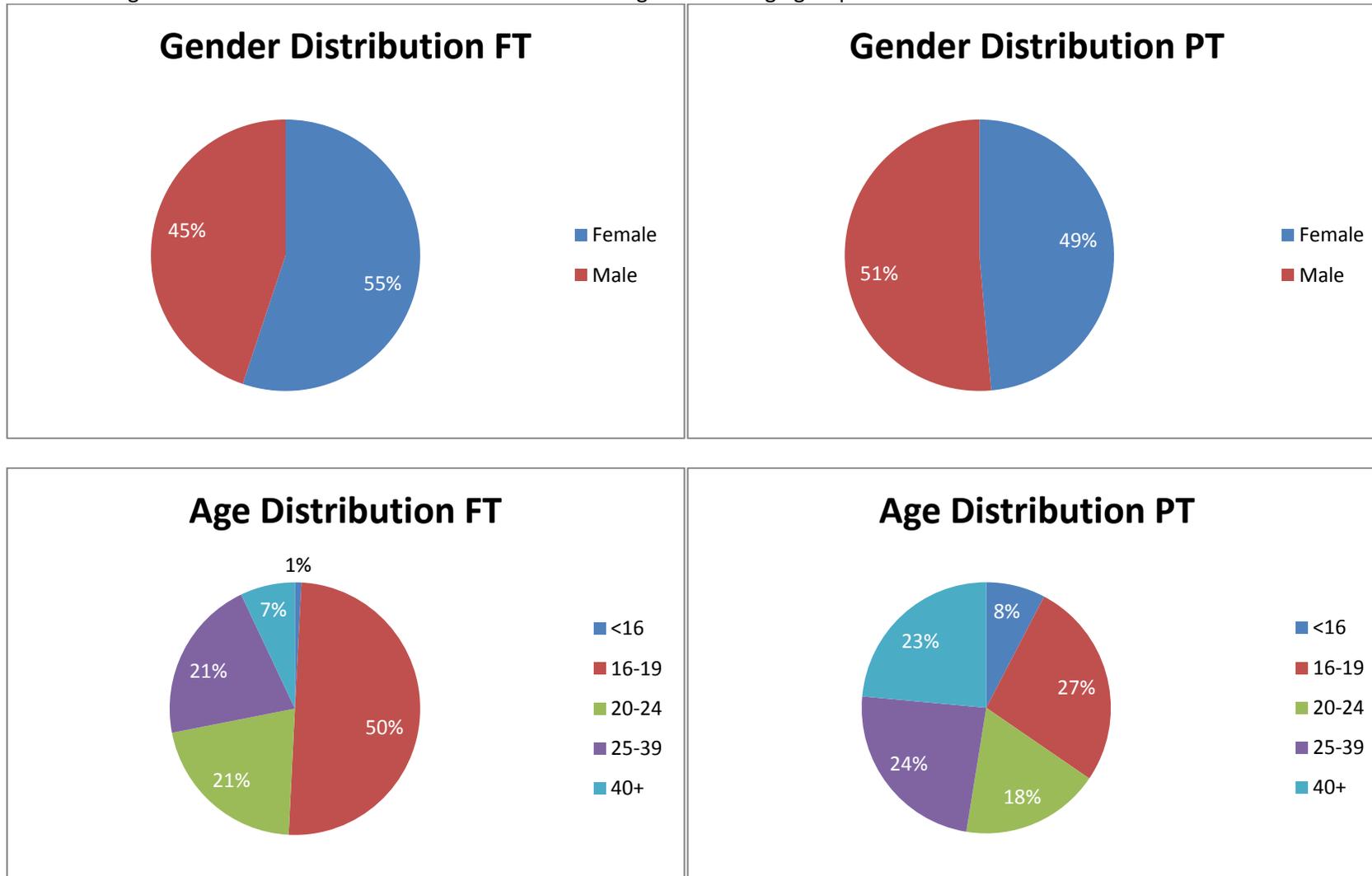
## Appendices

### Appendix 1- 2015-16 RAG Ratings

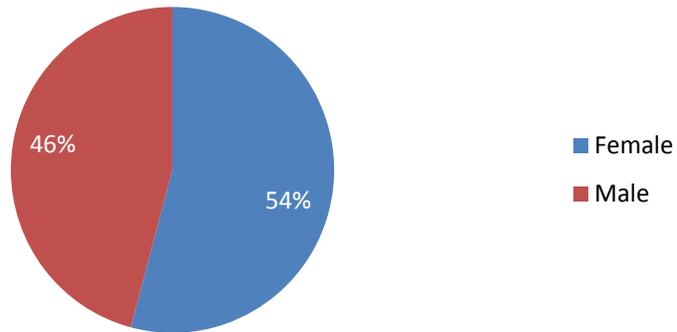
Performance Indicators	GREEN %	AMBER %	RED %
<b>Completed: Successful</b> (students achieving course 'measure of success' reported to SFC)	100 to 75	74 to 60	<60
<b>Completed: Partial Success</b> (students completing course but not successful 'measure of partial success' reported to SFC)	0 to 7	8 to 13	>13
<b>Further Withdrawal</b> (withdrawal rate between 'required date' and end of course)	0 to 15	16 to 25	>25
<b>Early Withdrawal</b> (students that didn't attend after 'required date' of course)	0 to 10	11 to 25	>25
<b>Total Withdrawal</b> (student withdrawal rate for whole course)	0 to 15	16 to 25	>25

## Appendix 2: Gender and Age Distribution

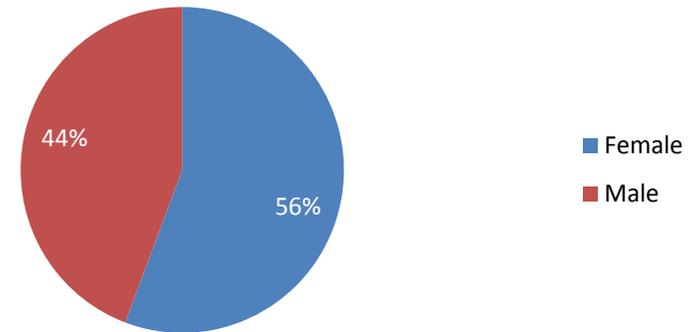
The following charts show the distribution of enrolments across gender and age groups.



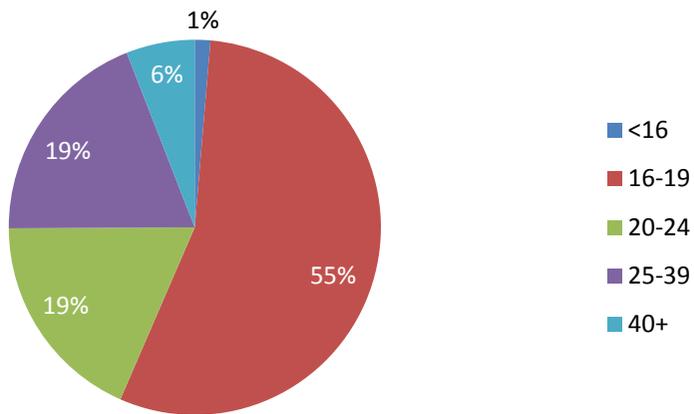
**Gender Distribution FTFE**



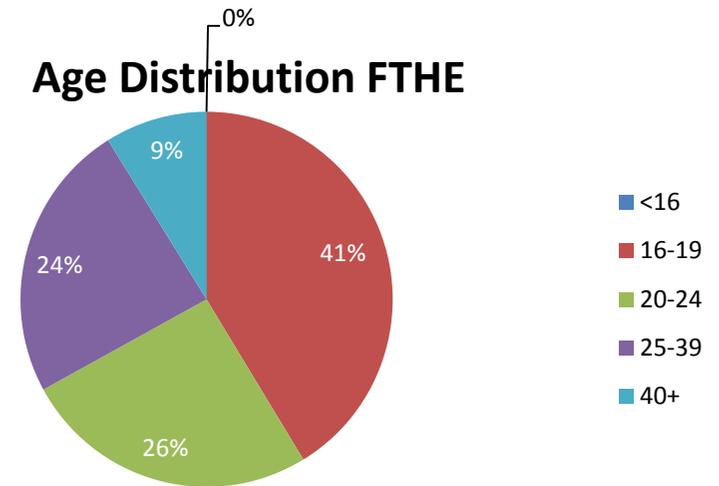
**Gender Distribution FTHE**



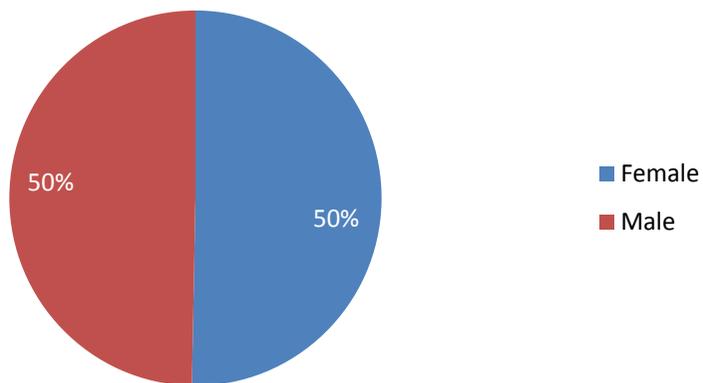
**Age Distribution FTFE**



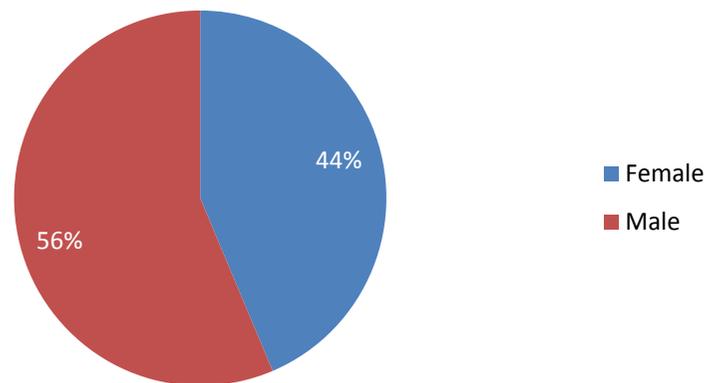
**Age Distribution FTHE**



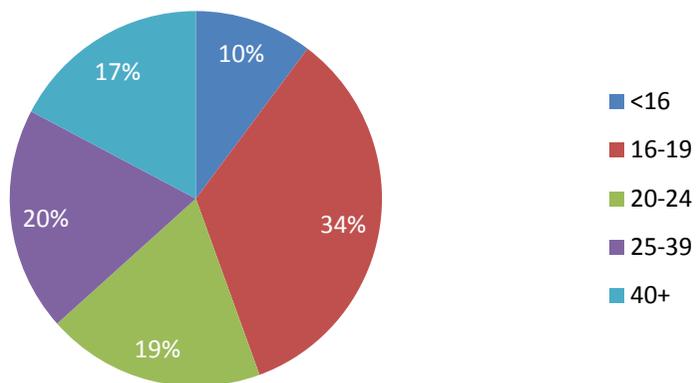
**Gender Distribution PTFE**



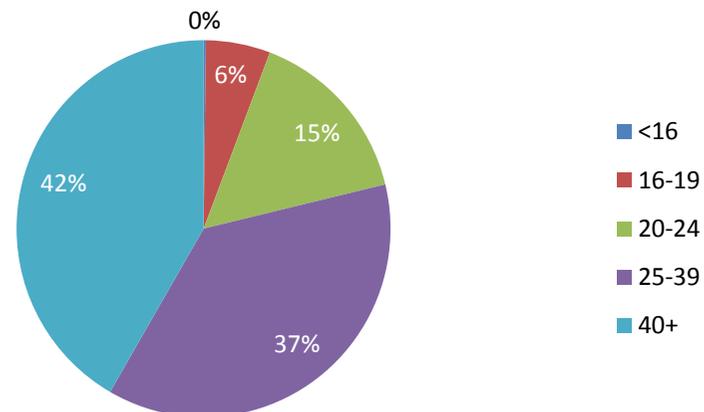
**Gender Distribution PTHE**



**Age Distribution PTFE**



**Age Distribution PTHE**



**Appendix 3: FEFT Sector Averages 2016-17**

Please note in the enrolments column is the number enrolled for each subject across Scotland.

<b>FE FT Subject</b>	<b>Enrolments</b>	<b>% Completed Successful</b>	<b>% Completed: Partial Success</b>	<b>% Further Withdrawals</b>	<b>% Early Withdrawals</b>
<b>Art &amp; Design</b>	4193	67.2%	13.2%	12.6%	7.0%
<b>Business, Management &amp; Administration</b>	7618	71.9%	14.2%	8.5%	5.4%
<b>Care</b>	25761	71.8%	15.2%	8.8%	4.2%
<b>Computing &amp; ICT</b>	7530	67.6%	17.0%	10.2%	5.2%
<b>Construction</b>	12896	77.8%	9.3%	8.3%	4.6%
<b>Education &amp; Training</b>	2836	68.2%	10.7%	15.4%	5.6%
<b>Engineering</b>	17889	78.4%	9.8%	7.5%	4.3%
<b>Hairdressing, Beauty &amp; Complementary Therapies</b>	10650	66.6%	7.9%	17.1%	8.4%
<b>Hospitality &amp; Tourism</b>	8864	75.7%	9.4%	9.6%	5.3%
<b>Land-Based Industries</b>	5111	82.7%	7.6%	6.1%	3.7%
<b>Languages &amp; ESOL</b>	10836	80.3%	6.7%	8.5%	4.5%
<b>Media</b>	1875	63.5%	15.6%	13.7%	7.3%
<b>Nautical Studies</b>	1956	97.0%	1.5%	1.1%	0.4%
<b>Performing Arts</b>	1962	69.7%	11.9%	12.6%	5.9%
<b>Science</b>	5783	65.3%	14.9%	12.6%	7.2%
<b>Social Subjects</b>	5188	55.0%	19.9%	15.3%	9.8%
<b>Sport &amp; Leisure</b>	4259	64.1%	14.1%	14.6%	7.2%

## Appendix 4: HEFT Sector Averages 2016-17

Please note in the enrolments column is the number enrolled for each subject across Scotland.

HE FT Subject	Enrolments	% Completed Successful	% Completed: Partial Success	% Further Withdrawals	% Early Withdrawals
Art & Design	3673	77.8%	9.0%	9.9%	3.3%
Business, Management & Administration	8315	70.5%	13.5%	11.1%	4.9%
Care	6002	74.8%	9.2%	11.1%	5.0%
Computing & ICT	4446	70.1%	14.2%	11.7%	4.0%
Construction	2705	79.6%	9.9%	6.9%	3.6%
Education & Training	1007	75.6%	10.8%	11.4%	2.2%
Engineering	5737	72.7%	15.9%	8.2%	3.2%
Hairdressing, Beauty & Complementary Therapies	1872	75.3%	5.7%	12.9%	6.1%
Hospitality & Tourism	1866	65.6%	13.6%	15.3%	5.5%
Land-Based Industries	147	81.6%	6.1%	10.2%	2.0%
Languages & ESOL	44	77.3%	22.7%	0.0%	0.0%
Media	1598	73.5%	12.5%	11.5%	2.6%
Nautical Studies	709	88.9%	8.6%	1.7%	0.8%
Performing Arts	2204	82.0%	6.6%	7.8%	3.7%
Science	1661	72.9%	13.2%	10.0%	3.9%
Social Subjects	1894	70.2%	13.0%	12.0%	4.8%
Sport & Leisure	2402	70.3%	9.5%	15.9%	4.3%

## Appendix 5: Further References

The source of the performance indicator data used for this report with regards the performance of Fife College and the sector can be found here:

<http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2018/SFCST022018.aspx>



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

<b>Early Experience Survey 2: Feedback and Action Plan</b>	
<b>Date of Meeting:</b>	13 June 2018
<b>Purpose:</b>	To update members of the Academic Quality Committee on the outcome of Learner Survey 2.
<b>Intended Outcome:</b>	To note the position.
<b>Paper Submitted by:</b>	Iain Hawker
<b>Prior Committee Approvals:</b>	N/A
<b>Financial Implications:</b>	N/A
<b>Equality and Diversity Implications:</b>	N/A
<b>Risks Assessed:</b>	N/A
<b>Publicly Available:</b>	Yes
<b>Author Contact Details:</b>	Iain Hawker; <a href="mailto:iainhawker@fife.ac.uk">iainhawker@fife.ac.uk</a>
<b>Date of Production:</b>	4 June 2018



## **Learner Survey 2: Learning and Teaching AY 17/18**

### **Overall Report**



**May 2018**

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## Introduction

The second key principle of the new Quality Framework from Education Scotland “How good is our college?” is “Delivery of learning and services to support learning”. The principle focuses on how well learners engage in learning activities, it looks to highlight how teaching approaches meet learning needs and how use of resources impact on learning. In order to evidence and capture some of this information for the College’s annual Evaluative Report, Learner Survey two focuses on the areas regarding learning and teaching.

The survey was modelled on the Student Engagement Trust. It focusses on three relationships that influence students’ experiences of learning:

- a) The relationship students have with their lecturer
- b) The relationship students have with the content they are being asked to learn
- c) The relationship their lecturer has with the content – their expertise in both the subject and their learning and teaching approaches

When these three things are working well – when there are positive student-lecturer relationships, when students see that what they are learning is in some way relevant to them, and when lecturers have expertise in the subject and are able to present in appropriate ways – it is more likely that good learning will take place.

Of course effective learning can only happen if students, as well as lecturers take responsibility for it, the model has a fourth element:

- d) The student responsibility section gives students the opportunity to reflect on how much responsibility they take for their own learning and for the learning of others.

## Method

An online survey was distributed to students using the new survey tool (Social Optic<sup>1</sup>). The main cohort of students received a personalised link through the front page of the Student Portal. Reminder emails were sent to those who had not filled in the survey throughout this period to encourage higher returns. Updates were also sent to Curriculum Managers, and Directors to allow for more targeted efforts to increase participation in their areas.

In order to get detailed analysis on completion of the survey and limit the questions students are asked, a target list was built attaching Meta-Data to each student (e.g. course instance, curriculum area, faculty etc.). This information was extracted from REMS and uploaded to Social Optic to generate personalised links for each student. The data presented in this report has taken account of the changes in structure (e.g. Hair, Beauty, Complementary Therapies being subsumed by Business, Enterprise and Tourism, as well as Sport by Built Environment, Science and Sport).

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<sup>1</sup> Due to the new survey tool being implemented distance travelled cannot be reported on at this time, we are working with Social Optic to import previous years’ responses and mapping this across to the responses in AY1718. This report will be updated to include distance travelled when this has been finalised.

## Response Rates

A total of 7260 students were targeted and the return rate was 36.5% (2651). Compared to the AY 16/17 which was 26.4%, Learner Survey 2 for AY 17/18 response rate has increased by 10.1%.

Those targeted for AY 17/18 did not include the following:

- Scottish Prison Service students
- School College Partnership students
- Block release students who were not in college whilst the survey was 'Live'
- Students from Carnegie Conference Centre
- West Fife Enterprise students
- VQ students studying year 2 or later
- Open learning courses
- Short courses (e.g. 1 day)

There were multiple reasons not to include these students in the survey target list: they do not go through the same learning structure as the main cohort of students; they do not have a similar contact structure as the main cohort of students; they do not have access to the internet, or were out of college during the weeks the survey was open and did not have access to it.

Reports from some areas raised issues around the fact that their courses were missed off the target list, for this reason, the target list is being simplified moving forward. It will not only focus on courses that are 4 credits or more/160 hours or more, this is regardless of whether they are Full-time, Part-time or Distance Learning and is in-line with the Scottish Funding Council specifications for Survey Three.

Each Faculty was represented, and each Director was asked to set a response rate target for their area, the results can be seen in the table below:

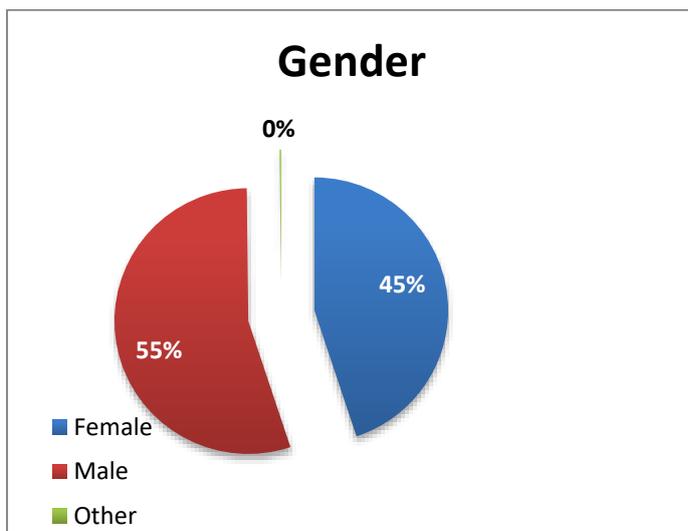
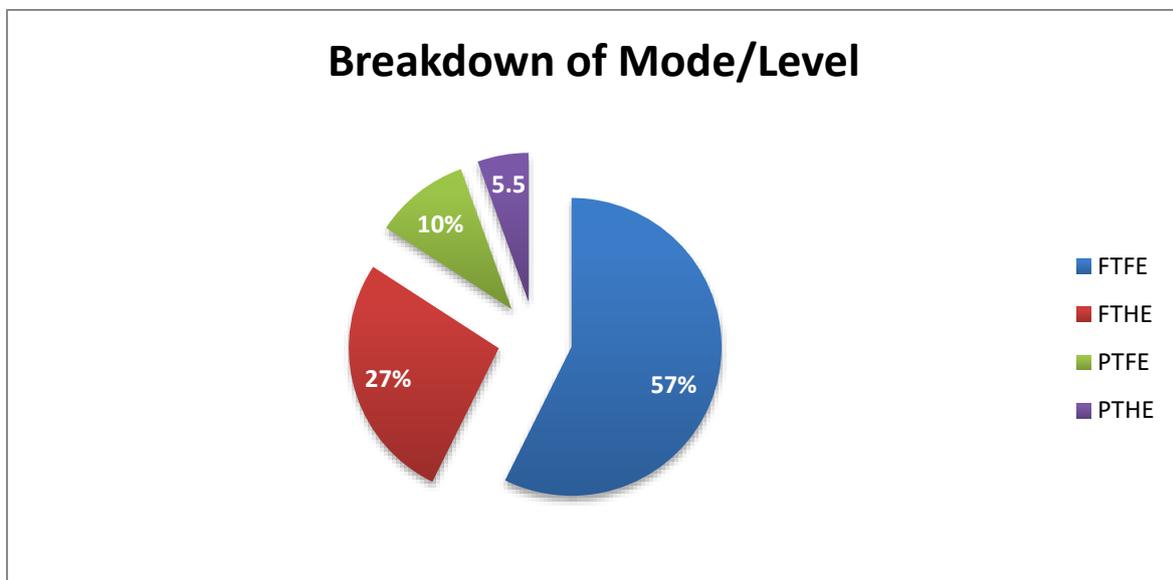
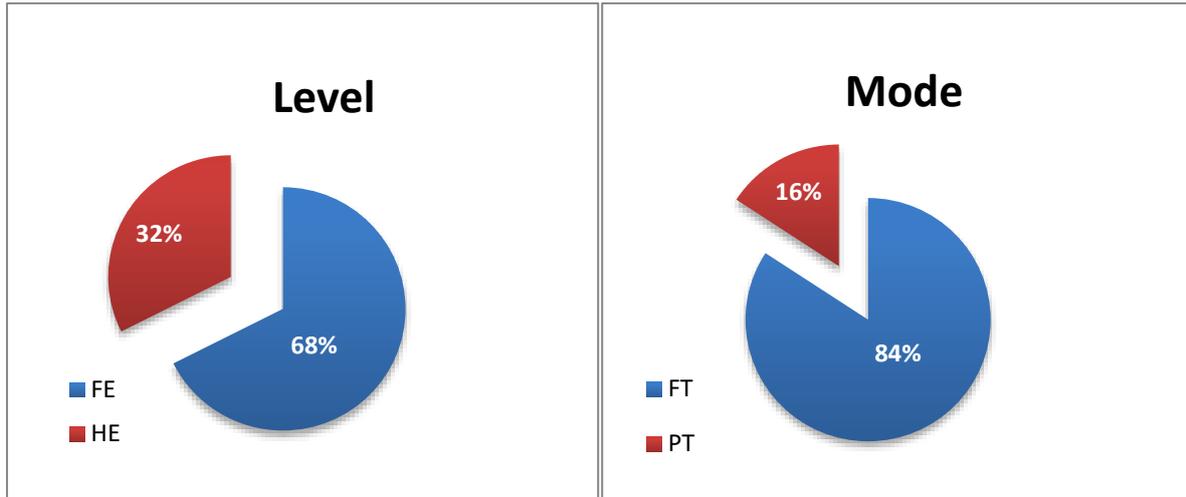
Faculty	Target %	Actual %	Difference +/-
Engineering, Energy and Mathematics	35.0%	52.0%	+17.0%
Creative Industries	45.0%	41.0%	-4.0%
Built, Environment, Science and Sport	50.0%	38.0%	-12.0%
Business, Enterprise and Tourism	42.0%	35.0%	-7.0%
Support for Learning	40.0%	29.0%	-11.0%
Care, Social Sciences and Education	30.0%	21.0%	-9.0%

Faculty with the highest response rate was Engineering, Energy and Mathematics with 52%, and was the only Faculty to exceed their target (+17%).

The lowest percentage was Care, Social Sciences and Education with 21.0%. The Faculty furthest away from their target was Built Environment, Science and Sport which was 12.0% below their target but also had the highest target to reach.

## Respondent Profile

The respondent profile for this survey was very focussed on FTFE with over half (57.3%) of the sample being made up of this group of students. Gender within the sample is fairly evenly spread with 55% male and 45% female. In terms of age, the sample is focussed on the under the age of 30 (80.5%) more specifically under 20 (54.8%).

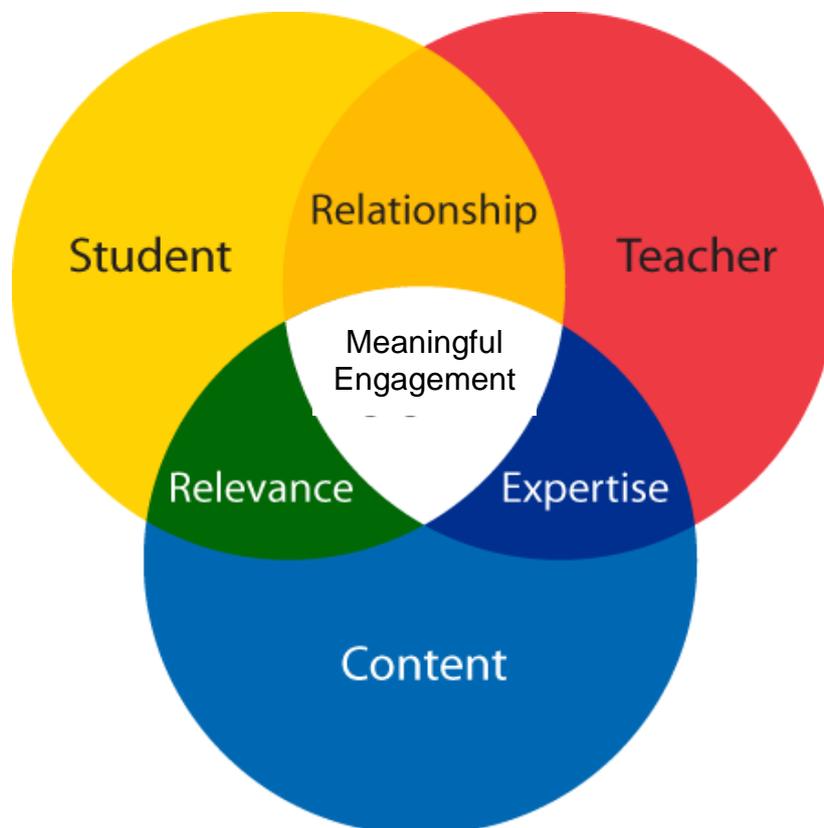


Age Range	Age Range %
<20	54.8%
21-25	17.0%
26-30	8.7%
31-40	11.4%
40+	8.0%

## Findings

This section will report the findings of Learner Survey 2: Learning and Teaching, this focuses on the learning and teaching experience of students, in particular: Student Responsibility; Student-Lecturer Relationship; Content Relevance; Lecturer Engagement; and Assessment. The overall percentages refer to college level reporting. The Faculty and Curriculum Area percentages were taken from the individual reports, as this provides a much more detailed and accurate picture of strengths and weaknesses.

According to the Classroom Interaction Model of Student Engagement<sup>2</sup>, meaningful engagement is most likely to arise when there is an environment with strong, positive student-lecturer relationships; when students are interested in and committed to learning the subject matter because it is in some way relevant to them; and when lecturers are well-versed in the content so as to maintain the rigour of the material and provide relevant challenges to the students. When relationships, expertise and relevance come together there is meaningful student engagement. When students are meaningfully engaged they show a deep interest, involvement and investment in learning, take responsibility for their own learning and support the learning of others.



In the following sections that follow, students were asked to rate their learning experience against a number of statements relating to:

- Student Responsibility
- Student-Lecturer Relationship
- Content Relevance
- Lecturer Engagement
- Assessment

<sup>2</sup> <http://group-meaning.wikispaces.com/Student+Engagement> [Accessed: 17/04/18]

## Highlights

- Fife College has an overall satisfaction rating of 85.2% for the learning and teaching experience it provides
  - Student-Lecturer Relationship was the strongest of the five sections students were asked about, with 88%. More specifically, this relationship was based on the fact that they felt their lecturers were welcoming, supportive, and provided a friendly learning environment (89%)
  - Lecturer Engagement was the next strongest area with 87.4%. Students said their lecturers were knowledgeable about the subject they were teaching (91%)
  - Students were also positive about their Assessments (86%) in particular that they were aware of their responsibility to be ready for assessments (92%)
  - Content Relevance was positive (83.6%) with students saying lecturers on their course encouraged them to take responsibility for their learning (89%). Although an area for improvement here might be regarding lecturers asking students for feedback on their learning experience (73%) which was the lowest percentage in this section
  - The weakest of the five sections, although still positive was Student Responsibility (81%), students said their classmates respected lecturers (84%), and some students were not coming to class prepared and ready to learn (75%)
- 
- HE students (84%) had higher levels of student responsibility which is to be expected given the nature of HE courses requiring students to work more independently
  - Both HE and FE had a slightly higher percentage agreeing that they had a good relationship with their lecturer (HE, 88.3%, FE 87.7%)
  - FE students felt the content was more relevant than HE students (FE 84.1%, HE 83.4%)
  - Students at both HE and FE level felt their lecturers were engaged (87%)
  - FE students were more satisfied with their assessments (FE 86.5%, HE 84.5%)
- 
- Part-time students had a higher agreement rate in all sections compared to the Full-time students (FT, 85%; PT, 87.3%)
  - Part-time students had higher levels of student responsibility (FT, 80.3%, PT, 86%) this is to be expected given part-time courses generally require students to do work independently from class
  - Part-time students tended to have a slightly better relationship with their lecturers (FT, 87.7%, PT 88.9%)
  - Part-time students felt assessments were better scheduled and knew their responsibilities to be ready for assessments (FT, 86%, PT 87.5%)
  - There was a little difference between their feelings on content relevance, but both groups felt much the same (FT, 83.6%, PT 84.6%)

- All Faculties received above 82% overall satisfaction ratings for the learning and teaching they deliver
- There was an 8.1% range between the highest satisfaction rating and the lowest:
  - Engineering, Energy and Mathematics (90.6%)
  - Creative Industries (85.7%)
  - Built Environment, Science and Sport (84.3%)
  - Support for Learning (84.1%)
  - Business, Enterprise and Tourism (83.8%)
  - Care, Social Science and Education (82.5%)
- There was a 21.7% range between the Curriculum Area with the lowest overall satisfaction rating (75.1%) and the Area with the highest (96.8%)
- Seven Curriculum Areas received overall satisfaction rates above 90% were as follows:
  - Electrical, Electronic and Petroleum (96.8%)
  - Mathematics (94.8%)
  - Motor Vehicle and SCQF Level 4 (93.4%)
  - Fabrication and Welding (92.2%)
  - Mechanical Engineering (91.8%)
  - Life Choices (91.6%)
  - Electrical and Mechanical Rosyth (90.1%)
- Twenty Curriculum Areas fell between 81% and 89%
- Only two Curriculum Areas fell below 80%:
  - Performing Arts (75.4%)
  - Further Education Choices (75.1%)

## Student Responsibility

Fife College believes that both lecturers and students have responsibilities for student learning. The purpose of this section is to help students to reflect on the extent to which they take responsibility for their own learning and for the learning of others. Students were asked to rate the extent to which they agreed with the statements around the subject.



Overall<sup>3</sup> Fife College has a high percentage (81%) of students who accept that they have a responsibility for their own learning, and that of others. It is worth noting here that students are generally respectful of their lecturers and of one another, however when it comes to being prepared and ready to learn, around one quarter (25%) do not feel this happens in their course. This may be in part explained by looking at the sample of those who took part in the survey. Here, the majority of the sample was made up of FE (68%) and those under the age of 20 (54.8%). Research has shown that those under the age of 20 years old have not developed psychological and cognitive thinking that would aid independent and self-study, rather their focus is on a struggle for acceptance; value peer opinions; and have an intense personal preoccupation where appearance is extremely important. Given these things are taken as more important to this group; they are less able to focus on their learning and teaching on their own and rely on the lecturer much more to keep them focussed and on track. Those who are older and more mature have developed complex decision making skills and tend to be less interested in what others think, they are motivated to learn and are there because they want to learn, this as well as the likelihood that they are used to ‘juggling’ a number of tasks, means they are able to organise themselves and ensure they are able to come to class ready and prepared to learn<sup>4</sup>.

There was a difference between FE and HE; where FE (80%) were slightly less likely to accept responsibility for their learning, compared to HE (84%). Although both groups had high levels of agreement, these differences saw FE students being less likely to: respect their lecturer (FE 83%; HE 87%); show respect to one another (FE 83%; HE 85%); support one another to learn (FE 83%; HE 85%); and come to class prepared and ready to learn (FE 74%; HE 78%). Whilst both groups had high agreement rates there was a difference between the two, this is perhaps due to the nature of the courses in each. HE requires students to be a lot more self-reliant in their learning, having to do a lot of reading around the subject matter outside of class; whereas FE students are more reliant on their lecturer’s direction and help in class. Again, this could be explained by looking at the sample breakdown and specifically at the age category.

The Faculty with the highest percentage of students accepting responsibility for their own learning was Engineering, Energy and Mathematics (89.3%). Students here were most likely to show respect to one another (92%); students on their course were most likely to show respect to their lecturers (91%); students were more likely to support one another (91%) and more likely to come to class

<sup>3</sup> Overall percentages are taking the average percentage of the section.

<sup>4</sup> Bastable, S.B., and Dart. M.A (2007)

[www.jblearning.com/samples/0763751375/46436\\_CH05\\_000\\_000.pdf](http://www.jblearning.com/samples/0763751375/46436_CH05_000_000.pdf) [Accessed: 8/5/18]

prepared and ready to learn (83%). This is possibly due to the nature of the courses tending to be a lot more work based, and the motivation for these students being in college is different to that in other Faculties. The lowest percentage of the Faculties was the Support for Learning area (73.8%). However, given this department has learners with learning difficulties, and require more support from their lecturers, this should be taken in context separately. The next lowest Faculty was Business, Enterprise and Tourism (78.3%). The main points of difference from the overall college ratings were: Students on their course show respect (76%); and students showing respect to their lecturers (80%).

There was a 38.5% range between the lowest and highest Curriculum Areas. Electrical, Electronic and Petroleum received the highest satisfaction rating with 95.8%, where students were likely to show respect to one another (100%); came to class prepared and ready to learn (100%); supported one another (100%); and showed respect to their lecturers (83%).

The Curriculum Area with the lowest satisfaction for Student Responsibility was Further Education Choices (57.3%). Here students were less likely to: show respect to their lecturer (68%); supported one another to learn (65%); came to class prepared and ready to learn (48%); Show respect to one another (48%). This may be explained as this Curriculum Area has learners with learning difficulties, and require more support from their lecturers, this should be taken in context.

### Student-Lecturer Relationship

In this section students were asked to consider their relationships they have with their lecturer. In the best-case scenario, relationships are based on trust and mutual respect. Each party cares about the other, enjoys interacting with the other, and is sensitive to the specific needs of the other. A positive relationship between lecturers and students will help students to be successful learners.



Overall, Fife College’s strongest asset in the learning and teaching it delivers is its staff, and the relationship staff have with learners. Like teachers in schools, lecturers play an important role in their students’ learning experiences (Gallagher, 2013<sup>5</sup>). Positive student-lecturer relationships are classified as having the presence of closeness, warmth and positivity. Aligned with attachment theory, positive student-lecturer relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills (Gallagher, 2013). Lecturers who support students in the learning environment can positively impact their social and academic outcomes, which is important for the longer-term aim of employment. This positive relationship is evident at Fife College with 88% of students being satisfied with their learning and teaching. Students feel welcomed, supported and enjoy a friendly learning environment (89%). Lecturers tend to value and respect students’ thoughts and ideas (88%) as well as treating them fairly and according to their needs (87%). When lecturers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways. However, more investigation is needed here as the Fife College PIs for AY16/17

<sup>5</sup> Gallagher.E.(2013).[Available at: <https://steinhardt.nyu.edu/appsych/opus/issues/2013/fall/gallagher> Accessed: 9/5/18

show that despite having this positive relationship this does not equate to successful outcomes<sup>6</sup>. Fife College was 5.5% higher than the sector for its total withdrawals and 8.3% below sector average for its completed successful students<sup>7</sup>.

Both FE and HE were much the same when it came to their relationship with their lecturers (FE 87.7%; HE 88.3%).

Students across all Faculties were generally happy with their relationship with lecturers, although this fell within a 7.3% range from 84.7% (Care, Social Science and Education) to 92% (Engineering, Energy and Mathematics). Creative Industries students felt their thoughts and ideas were most valued (92%); Support for Learning Students felt they were treated fairly and according to their needs (93%); all other Faculties felt their lecturers were the best at providing a welcoming, supportive and friendly environment (87%-93%).

There was a 26% range between the Curriculum Area with the highest and lowest satisfaction ratings. The two Curriculum Areas with 100% were:

- Mathematics (100%)
- Electrical, Electronic and Petroleum (100%)

Both of these Curriculum Areas received 100% in all areas, they provided a welcoming and supportive environment, treated students fairly and according to their needs, as well as valuing students' thoughts and ideas.

Only two Curriculum Areas received lower than 83% overall:

- Social Sciences (76.3%)
- Performing Arts (74%)

The area both Curriculum Areas scored lowest on was treating their students fairly and according to their needs (Social Sciences, 66%; Performing Arts, 68%).

## Content Relevance

Relevance is a difficult concept to pin down. It is mentioned in education literature, but usually as a side and seldom with an explanation as to its nature or structure. It is generally defined as 'something that is interesting and worth knowing' (Roberson, 2013<sup>8</sup>). For students to be engaged in their learning, they need to have some level of interest in the subject matter. Sometimes a course contains necessary elements that are not of particular interest to some students and there's not much the lecturer can do about this. However, students should understand why they are learning what they are learning. They should know how the content connects to other subjects, how it relates to their everyday lives and the wider world, and how it might affect their aspirations for the future. Understanding the relevance of the class content should give students a greater interest in learning it and help them to be successful.

<sup>6</sup> It is worth noting here that only one third of students completed this survey, so to ensure this discrepancy is true more investigation is required

<sup>7</sup> <https://staff.fife.ac.uk/support/quality/PI%20Data%20and%20Reports/PI%20Report%202016-17%20April%202018%20Sector%20Comparison.pdf>

<sup>8</sup> Roberson. R (2013). "Helping Students Find Relevance", *Psychology Teacher Network*. Sept. Available at: [www.apa.org/ed/precollege/ptn/2013/09/students-relevance.aspx](http://www.apa.org/ed/precollege/ptn/2013/09/students-relevance.aspx) [Accessed: 11/5/18]



Overall Fife College students are generally satisfied with content relevance with 83.6% answering questions in this section positively. Students were most satisfied with lecturers encouraging them to take responsibility for their own learning (89%) and least satisfied with their lecturers asking them for feedback about their learning experience (73%).

There was a slight difference between FE (84.1%) and HE (83.4%). Here, HE was 0.7% higher than HE. FE students mirrored the overall college satisfaction rates with lecturers encouraging them to take responsibility for their own learning (88%) having the highest satisfaction and being least satisfied with their lecturers asking them for feedback about their learning experience (75%). HE students were more satisfied with their lecturers providing opportunities for discussion (89%), their lecturers encouraging them to take responsibility for their own learning (89%), and were least satisfied with lecturers asking for feedback on their learning experiences (70%). HE was less satisfied regarding lecturers asking for feedback than FE students (↓5%).

Learners in each Faculty were satisfied with the relevance of the content (no Faculty received less than 80%). The range of satisfaction between Faculties was 8.4%. Engineering, Energy and Mathematics received the highest with 88.4%, and Care, Social Science and Education was the lowest with 80%. Engineering, Energy and Mathematics students were most satisfied with their lecturers encouraging them to take responsibility for their own learning (94%) and were least satisfied with their lecturers asking for feedback (77%). Care, Social Sciences and Education were most satisfied with their lecturers giving them opportunities to discuss topics in class, and were least satisfied with their lecturers asking them for feedback (67%).

Lecturers have heard the common questions: ‘Yeah, but what am I gonna use this for?’ or ‘What does this have to do with me?’. These are questions often asked by learners who do not find the content worthy of their time or effort. In the majority of these cases, learners are not trying to be disruptive, but rather they are looking for relevance (Roberson, 2013). Roberson (2013) argues that there are two ways a lecturer can provide relevance for students: relatedness and utility value. The first involves students relate their own perceptions and experiences to the current subject matter as a way to provide relevance. Opening up for class discussion allows them to reflect on experiences or past knowledge and linking the subject matter to this experience/knowledge helps the learner to

process the information on a deeper level (Roberson, 2013). According to 86% of students, Fife College staff provide opportunities for students to discuss subject matter, as well as provide opportunities for students to work and learn from one another (87%). This is further enhanced as lecturers encourage student to take responsibility of their learning (e.g. recording/reflecting on their progress).

Both FE and HE had positive responses here, with not much difference (0.6%) between the two (FE 84%; HE 83.4%). Both groups were given opportunities to discuss subject matter (FE 88%; HE 89%), HE being 1% higher than FE. Also, both were given opportunities to work and learn from other students (FE 87%; HE 88%) with HE being 1% higher than FE.

Students across all six Faculties were generally satisfied with the relevance of the content on their course as no Faculty received below 80% agreement. Although there was an 8.4% range across Faculties. Engineering, Energy and Mathematics received the highest with 88.4% and Care, Social Sciences and Education received the lowest with 80%.

Students were given opportunities to discuss subject matter in class; no Faculty fell below 86%. There was a 5% range with Business, Enterprise and Tourism receiving; and Support for Learning receiving 86%, and Engineering, Energy and Mathematics receiving 91%. Faculties had an 8% range for giving learners opportunities to work and learn from one another, with Support for Learning receiving 83% and Engineering, Energy and Mathematics receiving 91%.

The second way lecturers can provide relevance for students is taking the time to learn a little about their students, past experiences and knowledge which can provide insight into how to relate class information to them for the rest of the course. Generally speaking lecturers do this quite well as 83% of learners said their lecturers take into account existing knowledge or qualifications.

FE and HE both thought their lecturers took account of their existing knowledge and qualifications with 83% agreeing.

Feedback across the Faculties was generally positive with no Faculty receiving less than 79% agreement. There was a 10% range between the lowest with 79%, (Care, Social Sciences and Education) and the highest with 89% (Engineering, Energy and Mathematics).

There was a 17.5% range between the Curriculum Area with the highest and lowest satisfaction ratings. Four Curriculum Areas received above 90% satisfaction rating overall for content relevance:

- Electrical, Electronic and Petroleum (93.8%)
- Fabrication and Welding (92.4%)
- Life Choices (91.5%)
- Mathematics (91.3%)

Electrical, Electronic and Petroleum received 100% satisfaction for: Lecturers taking into account students' existing knowledge and qualifications; making sure they have clear learning goals in each class; give students choices in how they learn and achieve; provide opportunities for discussion; provide opportunities for students to work and learn from other students; and encourage students to take responsibility of their own learning. Areas this Curriculum Area did not receive 100% satisfaction on were: dealing effectively with disruptive behaviour (75%); and lecturers asking students for feedback on their experience (75%).

Seven Curriculum Areas received below 79% satisfaction for content relevance:

- Built Environment Technician (78.9%)
- Education, ESOL and Languages (78.8%)
- Science (78.5%)
- Social Sciences (77%)
- Performing Arts (77%)
- Further Education Choices (77%)
- Health (76.3%)

The two areas Health received lower satisfaction ratings for were: lecturers asking for feedback on students learning experience (58%); and lecturers giving choices on how students learn and achieve (69%).

### Lecturer Engagement

For lecturers to be successful, they need to show a level of expertise not only in how to teach, but also in knowledge of their subject areas. Expertise includes subject knowledge, appropriate use of class time and resources, providing appropriate challenge to students, nurturing student responsibility and presenting lessons in ways that engage students. Lecturers with high levels of engagement inspire students to learn, to grow, and to become responsible learners and citizens.



Students were generally quite positive about lecturer engagement as no question fell below 84% in satisfaction. Overall students were satisfied with their lecturer engagement with 87.4%. Lecturers being knowledgeable about the subject matter received the highest agreement with 91%. Lecturers were enthusiastic about what they teach (89%). Areas with lower (but still positive responses ↑84%) included: lecturers giving clear information about unit requirements (86%); and presenting lessons clearly and in ways students understand (84%).

There was not any significant difference between students studying at FE and HE level (FE 87.6%; HE 87.7%), suggesting a consistent service for both groups.

HE students felt their lecturers were slightly more knowledgeable about the subject matter (FE 91%; HE 92%); slightly more enthusiasm with HE lecturers (FE 87%; HE 89%); and lecturers challenged students, at HE more so than FE, to think and solve problems (FE 88%; HE 89%).

Areas both levels were equal in delivery included: lecturers using examples from real life (87%); and lecturers presented lessons clearly and in ways students understood (84%).

Areas where FE was slightly higher than HE included: lecturers giving students clear information on unit requirements (FE 86%; HE 85%); lecturers providing good materials/resources to support their learning (FE 88%; HE 86%); and lecturers making good use of technology to support learning (FE 88%; HE 87%).

There was a positive response across all Faculties, with none receiving less than 84%. There was a 7% range between the highest (Engineering, Energy and Mathematics, 92%) and the lowest (Care, Social Science and Education, 84%).

There was an 18.6% range between the Curriculum Area with the highest and the lowest satisfaction rating for lecturer engagement. Nine areas received satisfaction ratings above 90%:

- Motor Vehicle and SCQF Level 4 (98.2%)
- Mathematics (94.9%)
- Electrical, Electronic and Petroleum (94.4%)
- Fabrication and Welding (94.2%)
- Life Choices (93.3%)
- Electrical and mechanical Rosyth (92.8%)
- Mechanical Engineering Stenton (92.3%)
- Digital Technologies (90.6%)
- Building Services (90.3%)

Motor Vehicle and SCQF Level 4 received 100% satisfaction for the following areas: lecturers are knowledgeable about the subject they teach; lecturers are enthusiastic; lecturers use examples and problems from real life in their delivery; lecturers have high expectations of students; lecturers provide good materials/resources to support students' learning. The other areas received 96% satisfaction: lecturers give clear information about course unit requirements; lecturer's present lessons clearly, and in ways students can understand; lecturers make good use of technology to enhance students' learning; and lecturers challenge students to think and solve problems.

The Curriculum Area with the lowest satisfaction rating was Further Education Choices with 79.6%. Here Further Education Choices was strongest with their lecturers being enthusiastic about the subject they teach (90%); and the weakest was lecturers providing clear information about course unit requirements (73%).

## Assessment

Education systems are now relying more on standardised assessments that compare one student to another (Agrey, 2004<sup>9</sup>), according to research<sup>10</sup> this increase can cause students stress and undermine learning, so it is important to get the right balance of assessment scheduled throughout the academic year, and ensure students know they have a responsibility to be prepared. If the scheduling of assessments is not balanced and students are not prepared, this can have a negative impact on students causing stress and a decreased memory capacity.



Overall, students were satisfied with assessments on their course with 86% agreeing. In terms of assessments being well planned and scheduled across the duration of their course, 80% agreed this was the case. The vast majority of students (92%) said they understood they had a responsibility to be ready for assessments as well.

FE students were more satisfied with assessments than HE students (FE 86.5%, HE 84.5%). The biggest difference between the two groups was in terms of the assessments being well planned and scheduled throughout the year, HE students were 6% less satisfied (76%), than FE students (82%). HE students were more aware of their responsibility to be ready for assessments than FE students (FE 91%, HE 93%).

There was a positive response across Faculties with none receiving below 83%. There was a 7.5% range between the highest percentage (Engineering, Energy and Mathematics, 91%) and the lowest (Cares, Social Sciences and Education; and Support for Learning 83.5%).

There was a 27.5% range between the Curriculum Area with the highest satisfaction rating and the lowest for assessments. Electrical, Electronic and Petroleum was the only Curriculum Area to receive 100% satisfaction rating for assessments; students were happy with the scheduling of the assessments throughout the year, and were aware of their own responsibility to be prepared for their assessments.

The Curriculum Area with the lowest satisfaction rating for assessments was Further Education Choices (72.5%). Here, Students were aware of their responsibility to be ready for assessments (85%), however they were less satisfied with the scheduling of assessments throughout the year (60%).

<sup>9</sup> Agrey, L (2004), "The Pressure Cooker in Education: Standardised Assessment and High Stakes", *Canadian Social Studies*, Vol 38, No. 3 – Available at: <https://files.eric.ed.gov/fulltext/EJ107397.pdf> [Accessed: 17/5/18]

<sup>10</sup> <https://brainconnection.brianhq.com/2000/07/12/tests-stress-problems-for-students> [Accessed: 17/5/18]

## Conclusion

Throughout Learner Survey 2 student feedback regarding their learning and teaching experiences was generally quite positive, with an overall satisfaction rating of 85.2%.

## Strengths

Fife College's biggest strength was the relationship staff have with students, the Student-Lecturer Relationship section was the most positive with 88% satisfaction. Here, staff created a welcoming, supportive and friendly learning environment (89%). This encouraging environment and relationship can impact students' social and academic outcomes in a positive way, which is important for the longer-term aim of employment.

Lecturer Engagement closely followed Student-Lecturer Relationship as being a strength of Fife College (87.4%). Students were specifically satisfied with their lecturers knowledge on the subjects they were teaching (91%).

Engineering, Energy and Mathematics Faculty had the most positive return, with 90.6% satisfaction overall for the learner survey. Engineering, Energy and Mathematics came top in each section of the survey: Student Responsibility; Student-Lecturer Relationship; Content Relevance; Lecturer Engagement; and Assessments. Curriculum Areas that contributed to this faculty having such a positive return were:

- Electrical, Electronic and Petroleum (Overall)
- Electrical, Electronic and Petroleum (Student Responsibility)
- Electrical, Electronic and Petroleum/Mathematics (Student-Lecturer Relationship)
- Electrical, Electronic and Petroleum (Content Relevance)
- Motor Vehicle and SCQF Level 4 (Lecturer Engagement)
- Electrical, Electronic and Petroleum (Assessment)

## Areas for Improvement

The area with the most room for improvement at Fife College was Student Responsibility (81%), more specifically students coming to class ready and prepared to learn (75%). Here, FE students were less likely to come to class ready and prepared to learn (74%). More investigation is required to establish the reasons for this. FE students are typically under the age of 20 and research suggests that individuals at this age struggle with day-to-day multi-tasking and organising themselves, and rely much more on their lecturer for guidance and support. Perhaps this may be addressed by raising the awareness of the expectation when they come to college that they will have responsibility for their own learning, more so than they would at school.

Care, Social Sciences and Education Faculty had the least positive return out of all the Faculties with an 82.5% satisfaction rating (although this is still a positive rating). Care, Social Sciences and Education received the lowest satisfaction rating in four of the five sections: Student-Lecturer Relationship; Content Relevance; Lecturer Engagement; and joint with Assessment (with Support for Learning). Business, Enterprise and Tourism and Support for Learning received the lowest for Student Responsibility. Two Curriculum Areas were bottom for two sections: Social Sciences received the lowest satisfaction rating for Student-Lecturer Relationship, and Health received the lowest for Content Relevance.

Further Education Choices received the lowest satisfaction ratings for three of the sections: Student Responsibility; Lecturer Engagement; and Assessments.



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

<b>Awards and Prizes</b>	
<b>Date of Meeting:</b>	13 June 2018
<b>Purpose:</b>	To provide members of the Board with an update on success, awards and prizes.
<b>Intended Outcome:</b>	To note the update
<b>Paper Submitted by:</b>	Dorothee Leslie
<b>Prior Committee Approvals:</b>	N/A
<b>Financial Implications:</b>	N/A
<b>Equality and Diversity Implications:</b>	N/A
<b>Risks Assessed:</b>	N/A
<b>Publicly Available:</b>	Yes
<b>Author Contact Details:</b>	Dorothee Leslie; <a href="mailto:dorotheeleslie@fife.ac.uk">dorotheeleslie@fife.ac.uk</a> ; : 01592 223190
<b>Date of Production:</b>	4 June 2018



## **SUCSESSES/AWARDS/PRIZES**

**August 2017 – May 2018**

## August 2017



### [Scholarship Awarded in Memory of Brian](#)

A scholarship in memory of a former Fife College member of staff, Brian Mankelow, has been awarded to two students at a special ceremony held recently. Erin Duffy (18) from Cowdenbeath and Richard Dempster (37) from Dunfermline were delighted to be the first to receive awards in Brian's name.



### [Students Cheer Scholarship Support from Diageo](#)

Two lucky Fife College students have been given a great boost to their future careers thanks to engineering scholarships awarded by world leading premium drinks business, Diageo.

Samantha Gilchrist, 31 from Kirkcaldy and Andriy Volodymyrovych, 37 from Glenrothes attended a special

presentation at the company's Banbeath Bottling Plant in Leven accompanied by staff from Fife College. The group were warmly welcomed to the plant and given a tour by Diageo staff.



[Kingdom FM Award Win for Fife College's Green Salon](#)

Fife College's Christine Laing is delighted to have won an award for Best Green Initiative at the Kingdom FM Local Hero Awards held at the Rothes Halls in Glenrothes.

Christine Laing, Sustainability Advisor for the College, was nominated for the award by the College's Sustainability Committee, for the fantastic work she has personally carried out over recent years creating Scotland's first Green College Salon.

**September 2017**



[Scholarship Win for Performing Arts Students](#)

A scholarship in memory of Mary Leishman has been awarded to three Fife College Performing Arts students at a special ceremony held recently.

Linzi Devers, (19) from Edinburgh; Dayna Cumming, (20) from Perth and Caitlin Massie, (24) from Glenrothes were delighted to have been awarded this scholarship, which was in the form of a cash award, by the [Adam Smith Foundation](#).

Fife's Provost, Jim Leishman presented the awards.



[Great Success for Automotive Apprentice](#)

A Fife College student has finished in second place in his heat at the IMI Skills Auto Challenge 2017, held recently in Leicestershire.

Andrew Jones-Lofting, (21) from Cupar, who has recently completed a Level 3 Automotive Modern Apprenticeship at Fife College whilst working for Fife Council, was delighted to have come second in the Heavy Vehicle Engineering category at the competition. The competition took place at the impressive industry recognised, Volvo Trucks Academy at Stephenson College in Coalville.

The annual competition, which is co-ordinated by WorldSkills UK and the Institute of the Motor Industry (IMI), is open to all students and apprentices studying towards a Level 3 qualification in an automotive related discipline.

**October 2017**



[Travel and Tourism Student Soars Towards Dream Job](#)

Fife College student, Emilee Wardlaw is one step closer to achieving her dream job thanks to some help from the College's Adam Smith Foundation.

[HNC Travel and Tourism](#) student Emilee (18) from Leven was recognised by her lecturer, Ross Stirling for her passion to her studies and commitment to pursue her dream job as cabin crew. Ross informed her of Flybe's state-of-the-art Training Academy and put her in contact with the College's scholarship programme, the [Adam Smith Foundation](#) who agreed to fund the placement to help her gain the experience needed to gain employment after her studies.

## November 2017



### [Culinary Arts Students Cook Up Win for Fife College](#)

Successful students from Fife College have returned from the States with a myriad of medals from Nations Cups' International Student Culinary Competition.

[HNC Professional Cookery](#) student, Sadie Colley, (19) from Ladybank and former student Thomas Macneil, (22) from Leven travelled to Grand Rapids in Michigan with their lecturer, Michael Henderson to support Team Scotland and compete against countries from all

across the globe. The biannual competition, which involved the students taking part in a range of different cooking and hospitality challenges, aims to support professional and cultural learning for the chefs of the future.



### [Fantastic Result for Student Team!](#)

A team of Fife College students have been announced as runners up after taking part in a national computer competition #DigiInventors Challenge in association with tennis star Andy Murray.

The students were shortlisted to the final six after one hundred and five teams initially entered the competition.

The Fife College team worked on a mobile app to help motivate young people to lead healthier lives – the exciting app was a favourite with the judges and took them right to the final stages of the competition where they were awarded runner-up position.

Culinary Arts Student Wins Gold



A Professional Cookery student from Fife College is delighted after winning a competition at the prestigious Scottish Chefs Conference 2017.

Fiona Campbell, (35) from Glenrothes, came first in the conference's salmon competition which involved preparing and serving a portion of salmon to a panel of judges.



Double Award Win for Fife College – Digital Education Category!

Fife College is delighted to have won a gold award in the Digital Education Category at the College Development Network Awards in Glasgow for the Immersive Hybrid Reality Lab that was launched in June.

The enhanced virtual reality system allows students to conduct detailed fault-finding inspections of the top of a virtual 7 megawatt offshore wind turbine, based on ORE Catapult's Levenmouth Demonstration Turbine.



Double Award Win for Fife College – Developing a Regional Curriculum Category!

Fife College also won Highly Commended in the Developing a Regional Curriculum category in the College Development Network Award for their work with Shell to encourage women into engineering.

## December 2017



### [Cameron is Apprentice of The Year!](#)

Cameron Hardy, from Dunfermline, is proof that if you want something enough you can achieve your dreams!

The 20 year old is now living the dream as an award winning Apprentice Mechanical Engineer with Babcock International in Rosyth and attends Fife College as part of his apprenticeship.

The College has been so impressed with Cameron and his passion and commitment to his course work, they entered him into the apprentice of the year category at the Courier Awards held recently in Dundee. Cameron attended the event with his parents, colleagues and staff from the College and from Babcock and was surprised and delighted to come away with the top award.



### [Students Awarded Savour St Andrews Bursaries](#)

Bakery students from Fife College have been awarded special 'Savour St Andrews' bursaries to help boost their careers in the hospitality industry.

The awards were handed over at the end of the annual St Andrew's Day Dinner, which was held on Thursday 30 November, at the Old Course Hotel Golf Resort and Spa.

The bursary certificates were presented by Geoffrey Smeddle, Chef at the Michelin-starred Peat Inn restaurant near St Andrews, to the winning students: Marios Kyriakou, 17 and Adam Richards, 19, both from Kirkcaldy, and Tracy Peake, 38 from Dunfermline.

## January 2018



### [Furniture Students Design Bench for Woodland Trust](#)

Students studying Furniture at Fife College got the chance to show off their creative skills recently by designing and building model benches as part of a design competition in partnership with the Woodland Trust.

An event was held at the College to pick a winning bench design which will be built and installed in the Formonthills woodland area of Glenrothes. After visiting the site back in September, the students, who are all studying [HNC Furniture](#), were tasked with producing a design that reflects and complements the woodland location.

In total, twelve model designs were produced that reflect the individuals' interpretations of the brief. Each design was of an exceptional standard which made choosing the

winning design difficult for the judging panel, which comprised of staff from the College and from the Woodland Trust.

## February 2018



### [Commendation Award for Fife College Manager](#)

Fife College Learning Centre Manager, Brian Cunningham is to receive a prestigious Butler Trust Award from Her Royal Highness The Princess Royal, for his commitment and dedication to learning within the Scottish Prison Service.

Brian will be presented with the award from HRH Princess Anne, who is Patron of the Butler Trust, on 15th March at St James's Palace in London.

Brian, 63 from Perth, has spent thirty years at HMP Perth bringing a remarkable and innovative range of educational initiatives to fruition.



### [Scholarship Awarded to Talented Science Student](#)

Fife College Science student, Amarah Rafiq, from Dunfermline, has been given a fantastic boost to her studies after being awarded a scholarship in memory of former student, Angela Stewart-Grant.

The award was made through the College's scholarship programme, the [Adam Smith Foundation](#) at a special presentation held at the College's Stenton Campus in

Glenrothes held recently. Amarah was presented with her £500 award by Curriculum Manager for Science Yvonne Bayne.

## March 2018



### [Stacy Celebrates Award Win](#)

Former Fife College student Stacy Nelson has received a special award for her hard work and commitment to her studies from the Scottish Qualifications Authority (SQA).

Former Fife College student Stacy Nelson has received a special award for her hard work and commitment to her studies from the Scottish Qualifications Authority (SQA).

The 37 year old from Markinch studied HNC Working with Communities last year with Fife College after deciding to leave her job as a Housing Officer with Fife Council to pursue a career in teaching.

While at College Stacy completed a placement with the Fife College Students' Association (FCSA) where she organised an 'Ask the Council' event which was very successful in allowing students direct access to the Council's Housing Team. The event went so well it has become an annual FCSA event.



## April 2018



### [Prince's Trust Students Are True Stars!](#)

Fife College's Prince's Trust students marked the end of their course recently by showcasing their very own event to celebrate their achievements and thank those who have supported them along the way!

Prince's Trust Programme Team 52 celebrate their achievements

Over 800 young people have been recruited on to the Prince's Trust programme over the past 16 years helping them build confidence and gain skills to turn their lives around!

The special celebration event for Team 52 was held at the College's Stenton Campus in Glenrothes, which marked the successful completion of the team's 12 week personal development course.



## May 2018

### Shell Scholarship Win for Fife College Students

Four Fife College students have been recognised for their achievements and given a boost to their career prospects, after being awarded prestigious scholarships sponsored by Shell UK.



John Paterson, Morgan McGrory, Dean Watson, Chantelle Murison, Christopher Cunningham and Chris Cunningham (Shell).

Four Fife College students have been recognised for their achievements and given a boost to their career prospects, after being awarded prestigious scholarships sponsored by Shell UK.

**Fife College** @fifecollege · May 16  
Well done to Holly and Celda, our talented HND Jewellery students, who received £500 scholarship awards from Friends of @KYGalleries through our scholarship programme, the Adam Smith Foundation! @FifeCouncil #YOYP2018 #inFife



**Fife College**  
Published by Lyn Gold [?] · 16 May at 16:56 · €

What a wonderful afternoon! Our talented HND Jewellery students, Holly Cunningham and Celda Tyndall were awarded scholarships supported by Friends of Kirkcaldy Galleries. Congratulations to our deserving students and a big thank you to everyone at the Gallery and to the Adam Smith Foundation, our scholarship programme!



**Fife College**  
Published by Lyn Gold [?] · 4 May at 15:44 · €

Well done to our very talented Art and Design students, Holly, Craig and Kathleen who were awarded Jack Vetricano scholarships this week through our scholarship programme, the Adam Smith Foundation! ❤️ <http://bit.ly/2fWNuoz>



NEWS ROUNDUP



[Students Put the Fizz in to Charity Event!](#)

A range of local charities are now £8,000 better off thanks to a glittering champagne tasting and jazz evening organised by four Fife College students in partnership with the Rotary Club of Kirkcaldy.



[Fife College Embraces Digital Skills During National Digital Learning Week and Beyond!](#)

From a Spanish exchange trip to Virtual Reality (VR) and a Mission to Mars – Fife College is embracing a wide range of digital projects to educate and inspire its students, staff and college community.



[Student Cube Completes Set to Create Monument of Remembrance](#)

Fife College Construction students have been busy creating a huge ‘anti-tank’ concrete cube as part of a community project to educate others about World War 2 and create a monument of remembrance.



[If You Were an Engineer - What Would You Do?](#)

Around 100 engineers from across Fife have taken part in an event hosted by Fife College to grade and find winning inventions from young engineers of the future!



[Fife College - at the Heart of Sustainability in Scotland](#)

Students and staff at Fife College will soon be benefitting from a wider range of sustainable initiatives at a national level thanks to a new role given to their Sustainability Advisor, John Wincott.



[From Beautiful Crystals Grow Future Scientists!](#)

Over 350 school pupils within Fife are now on their way to becoming scientists of the future after taking part in a fantastic crystal growing competition organised by Fife College.



[Brian’s Change of Career is a HIT](#)

Brian Mayne from Rosyth has been on a culinary adventure to Switzerland which is guaranteed to set him on the path to a fabulous career in the hospitality industry.



### [Shoppers Enjoy Fashion Extravaganza!](#)

Talented Fife College fashion students showcased their latest designs in a fabulous fashion show and pop-up-shop, part of a series of events organised by the Kingsgate Shopping Centre in Dunfermline.



### [Career Change is Award Winning for Mark](#)

A Fife College student, who studies automotive engineering, has been awarded a scholarship from Arnold Clark for his commitment to his studies.



### [Restaurant Link Gives Students a Taste of Health and Safety](#)

Students from Fife College have been finding out more about health and safety in the kitchen thanks to links with a local restaurateur.



### [Fife College Hosts DNA Workshops](#)

Science teachers, lecturers and lab technicians were given an insight into the latest DNA Molecular Technology thanks to a workshop hosted by Fife College recently.



### [Students Gain Experience At Kirkcaldy's Fabulous Festival](#)

Fife College was delighted to take part in the very successful Adam Smith Festival of ideas which took place at the weekend, organised by the Adam Smith Global Foundation.



### [Scottish Apprenticeship Week Ministerial Visit](#)

A series of events and activities took place throughout Fife as part of Scottish Apprenticeship Week, 5th to 9th March 2018.



### [Students Enjoy the Taste of Italy!](#)

Why does Italian food taste so good? Culinary Arts students from Fife College may soon know the answer!



#### [Students Waste No Time in Fife Council Workshop](#)

Students from Fife College got the chance to input into Fife Council's Waste Strategy and find out more about what Councils are all about thanks to a recent visit to Fife House in Glenrothes.



#### [Students Raise Funds to Support Student Scholarship Programme](#)

Retail students from Fife College have raised funds to help their fellow students by holding some fun fundraising events in the community.



#### [Open Days at Fife College – Pathway to a Dream Career!](#)

Fife College is holding a series of Open Days beginning next week at Campuses throughout Fife to help those interested in coming to College take the next step.



#### [Prisoners Create a STIR in 2018!](#)

Prisoners who attend Learning Centres run by Fife College have created a beautiful calendar to showcase their creativity and kick-off 2018!



#### [Cell Block Science](#)

A ground-breaking public engagement programme led by researchers at the University of St Andrews in partnership with a range of organisations, including Fife College, has received £150k Wellcome Trust funding to roll-out the programme nationwide.



#### [Prince's Trust 50th Team Celebration!](#)

Fife College has celebrated its 50th Team Programme, delivered on behalf of the Prince's Trust, by holding a special event for students and staff recently.



#### [Students are Christmas Creative!](#)

College design students got the chance to show off their skills by designing this year's College Christmas e-card.



[Fife-wide skills roadshow promotes apprenticeships for pupils](#)

Over 750 Fife pupils are taking part in a region-wide skills roadshow aimed to highlight opportunities to take up an apprenticeship whilst still at school.



[Graduate Actor Reaches for the Stars](#)

It's all-singing, all-dancing for Fife College graduate Michael Johnson, who is on track to achieve his dream goal of becoming a professional actor.



[Bright Future Ahead for Eisquel](#)

Eisquel Herrera is on track to achieving her dream career thanks to support and help from Fife College.



[Civil Engineering Students Prove They Are Work Ready!](#)

High school pupils are benefitting from a Foundation Apprenticeship course in Civil Engineering delivered by Fife College.



[Fife College Shares Virtual Technology with Partner College](#)

Engineering staff from Fife College visited Forth Valley College in Falkirk recently to share their knowledge and skills in virtual welding techniques.



[College Is Perfect Stepping Stone for Amy](#)

Amy Cassley from Dunfermline is on course to achieving her dream job and becoming a Primary School Teacher thanks to her own hard work and help from Fife College.



[Science Students Celebrate Success](#)

A group of high school graduates are grateful to a new science partnership between Fife College and NHS Lothian which enabled them to graduate with a recognised qualification while still at school.



[Peter Celebrates Fife College Graduation 2017!](#)

Peter Whip, one of 500 students who graduated recently from Fife College, is proof you can turn your life around despite tragedy!



[Fife College Celebrates Living Wage Commitment](#)

Shirley-Anne Somerville MSP, Minister for Further Education and Higher Education and Science, visited Fife College on Tuesday 7 November to mark Living Wage Week.



[Graduation 2017](#)

03 November 2017

Students and staff celebrated this week at one of the key highlights of the College calendar – Graduation Week!



[New Skills Plan to Grow Edinburgh & SE Scotland's Economy](#)

Public sector tackles key issues and builds on City Region Deal



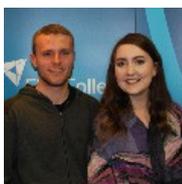
[Colourful New Degree Guide is Launched!](#)

School leavers and mature students will find it much easier to find out more about studying towards a degree at Fife College thanks to the launch of a new Degree Guide.



[Prospectus Survey Winner Announced](#)

The winner of Fife College's prospectus survey competition recently received her prize.



[Award-winning Actress Visits Students' Show](#)

Successful Scottish actress, Siobhan Redmond is scheduled to make a special visit to Edinburgh Festival Fringe performance 'Snowflake' which stars two Fife College students.



[Moving and Handling Partnership Benefits Care Workers and Students](#)

Care workers and students are being trained in moving and handling thanks to a unique partnership between Fife College and Fife Council.



[Get Your Scissors Ready! Fife College Hosts Great British Barber Bash 2017](#)

Fife College has announced it will be hosting a prestigious barbering event organised by the Great British Barber Bash (GBBB).



[Students Celebrate Charity Success](#)

Fife College's Prince's Trust Programme, Team 49 has raised a fantastic £598.98 to support Children's Hospices Across Scotland (CHAS).



[Students Kick-Off Their Careers in National Sports Event](#)

A career in sport is promising for two lucky Fife College students who have spent part of their summer break coaching in the Twin Town Olympiad competition in Germany. This is thanks to a unique partnership between Fife College and the Fife Olympiad.



[Acting and Performance Students Land Their First Gig](#)

Two lucky Fife College students have been selected to work with a renowned artistic director on a world premiere performance as part of the Edinburgh Festival Fringe.



[Fife College Awarded National Prison Contract](#)

Fife College is delighted to have been awarded the contract to provide learning and skills to prisoners throughout Scotland, giving them the opportunity to unlock their potential and transform their lives.



[Exam Results - Fife College is Ready to Help!](#)

It's that anxious but exciting time of the year as thousands of young people throughout Fife and beyond receive their exam results, due out on Tuesday 8 August – Fife College's message is 'we're ready to help!'



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

<b>Fife College Yearly MA Starts/Success/Early Leavers Comparison: June 2018</b>	
<b>Date of Meeting:</b>	13 June 2018
<b>Purpose:</b>	To provide members of the Board with an update on progress made with regard to Modern Apprentices
<b>Intended Outcome:</b>	To note the update
<b>Paper Submitted by:</b>	Dorothee Leslie
<b>Prior Committee Approvals:</b>	N/A
<b>Financial Implications:</b>	N/A
<b>Equality and Diversity Implications:</b>	N/A
<b>Risks Assessed:</b>	N/A
<b>Publicly Available:</b>	Yes
<b>Author Contact Details:</b>	Dorothee Leslie; <a href="mailto:dorotheeleslie@fife.ac.uk">dorotheeleslie@fife.ac.uk</a> ; 01592 223190
<b>Date of Production:</b>	4 June 2018

**Fife College Yearly MA Starts/Success/Early Leavers Comparison**

Sectors	2018 - 2019 Original Start Allocation	MA Success Rate 2017/18	MA Early Leaver Rate 2017/18	MA Starts Signed 2017/18	MA Success Rate 2016/17	MA Early Leaver Rate 2016/17	MA Starts Signed 2016/17	MA Success Rate 2015/16	MA Early Leaver Rate 2015/16	MA Starts Signed 2015/16	MA Success Rate 2014/15	MA Early Leaver Rate 2014/15	MA Starts Signed 2014/15
Engineering	50	82.69%	17.30%	56	79%	21%	49	96%	4%	99	86%	14%	101
Engineering Construction	Not On Contract	0%	0%	0	0%	0%	0	0%	0%	6	Not on Contract	Not on Contract	Not on Contract
Construction Building	26	62.79%	37.21%	21	61.64%	38.40%	24	82%	18%	20	53%	47%	8
Construction Technical	3	0%	0%	1	0%	0%	0	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract
Construction Civil Engineering	3	0%	0%	3	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract
Gas	8	50%	50%	3	50%	50%	9	50%	50%	8	86%	14%	4
Plumbing	14	68%	32%	14	50%	50%	10	71%	29%	11	73%	27%	10
Automotive	10	Not on Contract	Not on Contract	Not on Contract	47.83%	52.17%	18	15%	85%	29	59%	41%	16
Hairdressing	30	66.90%	33.00%	42	62.26%	37.70%	43	47%	53%	43	47%	53%	43
Management	2	89%	11%	7	87.50%	12.50%	12	71%	29%	14	79%	21%	16
Social Services & Healthcare	8	72%	28%	13	81.80%	18.00%	11	64%	36%	19	67%	33%	15
Healthcare Support	20	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract
Childcare		0%	0%	0	100%	0%	2	Not on Contract	Not on Contract	Not on Contract	0%	0%	1
Active Leisure, Learning & Wellbeing	Not On Contract	0%	0%	0	0%	0%	0	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract
Business Administration	12	69%	31%	17	73.33%	26.60%	19	81%	19%	20	58%	42%	16
Customer Service	Not On Contract	Not on Contract	Not on Contract	Not on Contract	0%	0%	3	0%	100%	1	81%	19%	0
Freight Logistics	1	75%	25%	0	66%	33%	1	Not on Contract	Not on Contract	Not on Contract	100%	0%	0
Food & Drink Operations	4	0%	0%	16	0%	0%	0	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract
Hospitality	Not On Contract	Not on Contract	Not on Contract	Not on Contract	7.69%	92.00%	12	25%	75%	13	67%	33%	5
Creative	3	81%	18%	2	60%	40%	4	79%	21%	7	0%	0%	28
Skills for Craft Business	2	0%	0%	4	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract
Jewellery & Silver Manufacture	Not On Contract	0%	0%	0	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract
Creative and Media	5	10%	90%	6	0%	100%	6	0%	100%	3	0%	0%	0
Life Sciences	12	92.50%	7.50%	6	100%	0%	2	50%	50%	6	100%	0%	2
Retail	Not On Contract	Not on Contract	Not on Contract	Not on Contract	100%	0%	Not on Contract	33%	67%	Not on Contract	60%	40%	4
IT & Telecommunications	Not On Contract	0%	0%	0	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract	Not on Contract
<b>TOTAL</b>	<b>213</b>	<b>71.34%</b>	<b>28.60%</b>	<b>211</b>	<b>68.70%</b>	<b>31.00%</b>	<b>225</b>	<b>71%</b>	<b>29%</b>	<b>299</b>	<b>74%</b>	<b>26%</b>	<b>269</b>

**Comments:**

With 213 places allocated for 2018.19 starts, Fife College remains one of the largest College provider in Scotland (only just second to FVC with 233 places allocated). MA numbers reduced dramatically in Engineering

following the dip in the oil and gas industry

Fife College has a total of 529 Apprentices at 28.05.2018

Lower performance recorded over the past two academic sessions reflects changes and required re-alignments linked to College merger, including:

Registration processes

Changes in assessment

teams

Delivery of specific components e.g. Core

Skills

Weak recruitment processes e.g. in the Hairdressing and Automotive areas (interviews and aptitude tests introduced)

All of these factors have now been addressed and the performance statistics for 2017.18 provide an encouraging picture with the success rate showing a 2.6% increase on last year's rate

Early Leaver Rates remain fairly high in some frameworks and are due to a variety of factors often out with the College's control, including:

Change of career

Change of employer

Change of career

choice

It is to be noted that, despite being termed "early leavers rates", these apply to candidates leaving at any stage of their MA course (MA courses lasting for one and a half to four years)



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

<b>CLPL Update: June 2018</b>	
<b>Date of Meeting:</b>	13 June 2018
<b>Purpose:</b>	To provide members of the Board with an update on progress made by staff with regard to CLPL
<b>Intended Outcome:</b>	To note the update
<b>Paper Submitted by:</b>	Dorothee Leslie
<b>Prior Committee Approvals:</b>	N/A
<b>Financial Implications:</b>	N/A
<b>Equality and Diversity Implications:</b>	N/A
<b>Risks Assessed:</b>	N/A
<b>Publicly Available:</b>	Yes
<b>Author Contact Details:</b>	Dorothee Leslie; <a href="mailto:dorotheeleslie@fife.ac.uk">dorotheeleslie@fife.ac.uk</a> ; 01592 223190
<b>Date of Production:</b>	4 June 2018

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### **Staff Qualifications (Teaching in Colleges Today/ PDA: Teaching Practice in Scotland's Colleges/ TQ(FE))**

There are currently over 40 staff undertaking qualifications with the CLPL team.

The learning materials and methods of delivery have been reviewed to ensure that they reflect the content of the Learning and Teaching Strategy and that the delivery models a range of teaching approaches and appropriate digital tools.

To build on the development of teaching practice, there are now Professional Discussions at transition points (Teaching in Colleges Today to the PDA and the PDA to TQ(FE)). These discussions will focus on challenging staff to ensure they are reflecting on their practice and continuing the development and enhancement of lessons.

This year's TQ(FE) Programme with Aberdeen University has helped promote innovative learner-centred approaches, encouraging the participants to video their own practice, review the teaching practice of colleagues and participate in online learning and webinars.

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### **Professional Activities Time - Learning and Teaching Day Thursday 21 June**

#### **Workshops**

The schedule for the Learning and Teaching Day is now live on the booking system ([Link to schedule](#)). As well as many workshops facilitated by our own College colleagues, there will be contributions from:

Julia Fotheringham (Napier University) – Active Learning

Kenji Lamb (College Development Network) – Going Digital

Barry Carmichael (Dundee and Angus College) – Mental Health Awareness

Throughout the day, presenters will be asked to promote the key messages of student engagement/ student retention/ student achievement and importance of developing skills for Learning, Life and Work

#### **Open Classrooms – sharing innovative practice**

To continue the theme of promoting shared practice, staff are being invited to run short, interactive sessions with colleagues to let them experience an activity or resource that has had an impact on learning.

#### **Marketplace**

The Education Scotland Framework emphasises the need for joint cross-College working and the Marketplace will give our Professional Services colleagues the opportunities to present information at stands and discuss specific aspects of their role and how it relates to the overall Student experience.

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### **CLPL schedule/ Curriculum Team Support sessions**

A schedule of workshops relating the College EREP and the Learning and Teaching Strategy was published in March (see sample in Appendix 1). Content was also informed by the PDR Part 3 requests. This semester there have also been a number of sessions facilitated by the Student Experience and Engagement team and going forward, other Professional Services teams have been approached to offer regular scheduled support sessions for 2018/ 2019.

Staff requesting specific support were contacted directly and the schedule was regularly promoted on the Gateway, however the numbers attending have been low. As a result the content will be reviewed and a greater range of times will be introduced for next semester.

The CLPL team have also offered bespoke sessions for Curriculum teams and this support will be extended next academic year.

The CLPL team is also continuing to facilitate Learning and Teaching Sessions for the Faculty of Business, Enterprise and Tourism. The Faculty staff themselves are now more engaged in designing the content and format of the sessions, in line with the Education Scotland recommendation of CPD

being led by the Curriculum teams. Topics this year have included Learners Planning Learning and Independent Learning

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### **Shared Teaching Practice Models**

All Faculties will be piloting Shared Teaching Practice for 2018/ 2019. Three models have been selected for the pilot (see appendix 2) and briefing sessions will take place with selected staff before the start of classes for 2018/ 2019 so that planning can take place as early as possible. The CLPL team will provide support and monitor impact.

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### **Faculty CLPL plans**

CLPL team has designed a template to collate information relating to Faculty CPD requirements (see appendix 3). The content is collated from the Curriculum Planning process and staff PDRs and reflects key drivers such as the Digital skills agenda. Initial discussions have been had with all Directors and updates to the plans will be made at the conclusion of the 2017/ 2018 PDR process. Going forward, the plans can also reflect any actions relating to e4e evaluations and the updated College EREP. Learning and Teaching Practice, Digital Skills and Shared Teaching Practice will remain standing items on every plan so they provide a key focus for the teams.

This template will be reviewed so it can be extended to Professional Services teams.

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### **The Learning and Teaching Strategy Implementation Projects update**

- iPortfolio – Although the students selected for the project have not managed to set up and use the iPortfolio, the project lead is aware that there has been an increase in use across other areas. A new pilot group will be selected at the start of session 2018/ 2019.
- Student photos – The T-shaped model photos are now complete and available online – enquiries are taking place to see if these can be framed and displayed in the College
- Room change evaluations. A comparative survey was carried out in April 2018, against baseline information gathered in May 2017 and initial findings are that there were no significant changes to the general layout (rows). A further study will now take place to remove tables and arrange seats in clusters to see if this impacts on the teaching/ learning approaches.
- Learning, Teaching, Quality Induction resource – updates are being made to reflect team changes (including Student Experience and Engagement)
- Consultation is taking place with Prison staff to ensure content of Learning, Teaching, Quality Induction meets their requirements.

## Appendix 1- sample page from Career-Long Professional Learning (CLPL) Schedule

Date	Session	Facilitator	Time	Venue	Places Available	Information	Links
Thursday 10 May	Teaching @ Fife Learning and Teaching Approaches	Fiona Clark/ Susan Thomson	4pm	Halbeath, H2.23	Booking	Want to find out how to engage students with up to date approaches? Come and find out about active approaches, Learners Planning Learning, curious enquiry, differentiating.  This session is about varying approaches to engage all learners and prepare them for the future.	<a href="#">L&amp;T Strategy</a>  <a href="#">College EREP</a> 
Thursday 10 May	PLSPs, the Inclusion Team and Collaborative Working	Kerry Gray	4pm	Rosyth	Drop In	Meet the Inclusion Team, find out about the PLSP process, what else we do and how we can all work together to support our students.	
Thursday 10 May	New staff - Introduction to Teaching @ Fife	Hazel Brannigan/ Louise Vallance	tbc	Halbeath, room tbc	Booking	New to teaching at Fife College? Been here for a longer while and wanting to inject some new ideas into your learning and teaching delivery? All welcome.	<a href="#">L&amp;T Strategy</a>  <a href="#">College EREP</a> 
Monday 14 May	Teaching @ Fife Formative Assessment	Fiona Clark/ Susan Thomson	4pm	St Brycedale, TBC	Booking	Come and find out the what, why and how of formative assessment. Find out about strategies you can try out straight away to improve student learning.  This session is about capturing the students' perspective (see learning through the eyes of your students), questioning techniques, reflecting on feedback and sharing practice.	<a href="#">L&amp;T Strategy</a>  <a href="#">College EREP</a> 

## Appendix 2

Teaching Squares	
Description	A non-evaluative process of reciprocal classroom observation and self-reflection
Process	Initial meeting to sort logistics; each person visits the other 3 once in class; all 4 then meet in a 'Share Square' to have a professional discussion around what they've learned themselves i.e. no critical feedback [ <i>unless it's asked for</i> ]
People involved	4 lecturers but could still work with 2 or 3
Time	First meeting to organise dates and agree what they will be seeing 3 x class visits (could be for an activity or whole class) Follow up 'Square Share' meeting [ <i>first meeting to organise dates could be done electronically e.g. using Doodle</i> ]
Benefits	Encourages self-reflection rather than peer evaluation – can trigger ideas
Sharing	All participants share learning with each other. Participants focus their conversations on what they've learned about their own teaching from the observation process and avoid direct commentary on their colleagues' performance. LTAs can help to record and share more widely e.g. be a ' <u>fly on the wall</u> ' in the final meeting if the team agree!

Pedagogical Design	
Description	Collaborative planning
Process	Participants agree on a <u>tricky topic</u> or outcome; all work together on a lesson plan; one delivers it with another observing; discuss and add an improvement to the plan; next person delivers this amended plan observed by another; repeat until all have delivered a version of it
People involved	2 + lecturers
Time	Create a common lesson plan (in a meeting or online) 1 class visit with discussion amend lesson plan and pass it on 2 <sup>nd</sup> observation
Benefits	Improved experience for staff and students in a dry/boring/difficult subject; peer support to try new approaches; development of new ideas; collaborative working
Sharing	Both parties share their reflections with each other. The participants could also invite LTAs to attend meetings, for support and wider dissemination

Individual Model	
Description	Personal reflections
Process	One participant visits another, filming a lesson and taking notes; videoed party then views footage and notes their reflections; the 2 then meet to compare notes focussed on clips that each selects; repeat with roles reversed
People involved	2 lecturers but could even work with just 1, using self-reflection to make changes
Time	1 class visit

CLPL update – Academic Quality Committee

	Time to review footage from your lesson Meeting to discuss
Benefits	Get a second opinion; become more at ease with being seen in class or even be less critical of yourself; see from the students' perspective and make appropriate changes
Sharing	Both parties share their reflections with each other. The participants could also invite LTAs to attend meetings, for support and wider dissemination

### Appendix 3

CLPL Faculty Plan: Faculty:

Director:

Specific subject/ vocational requirements from 2016/ 2017 PDR process or from Curriculum Plan 2018/ 2019	Staff	Resources/ approaches/ activities	Timeline	Expected Impact	RAG

	Staff	Resources/ approaches/ activities	Timeline	Expected Impact	RAG
Learning and Teaching e.g. <ul style="list-style-type: none"> <li>• Blended/ online Learning</li> <li>• Cooperative Learning</li> <li>• Project-based approaches</li> </ul>					
Digital Skills Development:					
Shared Teaching Practice Model:					
Faculty Specific Sessions:					



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

<b>Review of Remit and Self-Evaluation</b>	
<b>Date of Meeting:</b>	13 June 2018
<b>Purpose:</b>	To undertake a review of the remit and self-evaluation of the Academic Quality Committee for academic year 2017-18
<b>Intended Outcome:</b>	To agree any changes to the remit that may be required, and any improvements that can be made to the work of the Committee
<b>Paper Submitted by:</b>	Marianne Philp, Director: Governance and Compliance
<b>Prior Committee Approvals:</b>	N/A
<b>Financial Implications:</b>	None
<b>Equality and Diversity Implications:</b>	None
<b>Risks Assessed:</b>	None
<b>Publicly Available:</b>	Yes
<b>Author Contact Details:</b>	Marianne Philp; <a href="mailto:mariannephilp@fife.ac.uk">mariannephilp@fife.ac.uk</a> ; 01383 845009
<b>Date of Production:</b>	4 June 2018

## **BOARD OF GOVERNORS OF FIFE COLLEGE**

### **Academic Quality Committee**

#### **Evaluation of Committee Structure**

##### **1 Introduction**

The Board of Governors and each of its Committees is required to undertake a self-evaluation on an annual basis. It is also good practice to review the remit of each Committee annually.

The Academic Quality Committee was agreed as a pilot for one year, to run for academic year 2017-18. Members are also invited to consider the impact of the Academic Quality Committee on the overall work of the Board, and to make a recommendation to the Board of Governors on whether or not it should continue.

##### **2 Feedback**

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

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

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

Feedback was requested from new Committee members at the last meeting, and this is attached to this paper.

##### **3 Remit**

The current remit is attached with proposed changes highlighted in red font. Members are invited to consider the proposed changes, and comment on the remit more generally.

**4 Next Steps**

Results will be collated from all Committees, and presented at the June Board of Governors meeting where themes can be identified / any changes required agreed. Members are invited to discuss this at the meeting, and to submit any feedback separately to the Director: Governance and Compliance.

A specific recommendation on whether or not the Committee should continue to operate at the end of the pilot period should also be made to the Board of Governors at the June meeting.



## **BOARD OF GOVERNORS**

### **Remit of Academic Quality Committee**

#### **1.0 Composition**

The Academic Quality Committee will have a minimum of four members of the Board, one of whom shall be the Principal.

For a meeting to be quorate, at least three Board members must be present.

The Committee should have a range of skills and experience and at least one member should have a background in learning, teaching or quality issues.

The Vice Principal: Academic Strategy and the Assistant Principal: Quality and Partnerships should be in attendance at each meeting. Other staff and/or the Chair of the Board may be invited to attend specific meetings where items of relevance are on the agenda.

The Committee should normally meet three times per year.

#### **2.0 Overall Purpose**

The purpose of the Academic Quality Committee is to assure the Board of Governors that Fife College's learning and teaching strategy meets the needs of all stakeholders and to ensure consistency in the strategic development of learning, teaching, quality and related issues throughout the College.

#### **3.0 Remit and Duties**

##### **3.1 Academic and Quality**

- Ensure provision in learning, teaching and quality is aligned with the needs of all sectors regionally and to best prepare all learners with relevant skills
- Provide advice and assistance to the Board and Senior Management Team on strategic issues as they relate to learning, teaching and quality within Fife College
- Ensure that the quality arrangements as required by the Scottish Funding Council and by Education Scotland are robust
- Recommend to the Board of Governors for approval the Learning and Teaching Strategy, Regional Outcome Agreement, Evaluation Report and Enhancement Plan
- Monitor progress towards the targets and KPIs as approved by the Board



- Support the development of strategic partnerships within and beyond the sector in order to optimise efficient and effective delivery of services
- Review and advise on reports relating to support for learning activity such as essential skills, financial support and development of assistive technologies
- Support innovation and creativity in Learning and Teaching to ensure enterprise development and business growth within the organisation
- Review reports on stakeholder satisfaction and feedback and first destination information
- Receive and review reports from external body quality reviews and audits

### **3.2 Fife College Students' Association**

- Receive reports on the activities and progress of the Fife College Students' Association
- Monitor progress towards the implementation of the Framework for the Development of Strong and Effective Students' Associations in Scotland and provide updates on this to the Board
- Consider any proposed amendments to the Fife College Students' Association Constitution put forward by the Fife College Students' Association and recommend their approval to the Board of Governors

### **3.3 Other Matters**

- Take into account the work progressed by the internal Learning and Teaching Committee and ensure it is consistent with the strategy set by the Board

### **3.4 Reports from the Committee**

- Report to each Board meeting relevant matters and proposals discussed within the Committee
- Report to relevant Committees of the Board matters that impact on their remits