

AGENDA

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 21 February 2018 at 3.30pm within ES02, Stenton Campus, Glenrothes.

No	Item	Action	Lead	Pages
1	Welcome, Apologies and Declarations of Interests	Note	SC	N/A
2	Minutes of Previous Meeting: 25 October 2017	Approve	SC	
3	Matters Arising / Actions Outstanding	Note	SC	2-2
4	Curriculum Update Report	Note	DL	3-11
5	Fife College Students' Association Update Report	Note	JA/CH	12-15
6	Performance Indicators: Fife College v Sector	Note	IH	N/A
7	Early Experience Learner Survey 1: Feedback and Action Plan	Note	IH	16-41
8	Partnerships Overview (Industry)	Note	DL/IH	42-44
9	Guest Speaker: Innovation @ Fife College: Curricular Opportunities <i>Marc Fleming will attend</i>	Note	MF	N/A
10	EREP Update (<i>Verbal Update</i>)	Note	IH	N/A
11	Update from Committees: 11.1 Learning and Teaching Committee	Note	DL	
12	Date of Next Meeting Wednesday 13 June 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**

	Date of Meeting	Action	Responsibility	Deadline	Status	Comments
1	26.10.17	To receive an update on the College's Performance Indicators once the national PI data had been received.	Iain Hawker	21.02.18		Sector PIs will not be available until 13 February 2018. An overview of the College/sector data will be provided at the meeting but the report will be delayed until the next meeting
2	21.02.18					
3						
4						



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Curriculum Update: February 2018	
Date of Meeting:	21 February 2018
Purpose:	To provide members of the Academic Quality Committee with an update on progress made with curriculum matters
Intended Outcome:	To note the update
Paper Submitted by:	Dorothee Leslie
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
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Date of Production:	9 February 2018

FIFE COLLEGE BOARD OF GOVERNORS

Academic Quality Committee

Curriculum Update: February 2018

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 2017-18 and 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.

1 Credit Position and Curriculum Portfolio

The College's 2017-18 final credit target is expected to be 132,765 with the additional childcare credits being returned to the Scottish Funding Council (SFC). These additional credits were specifically allocated to HN provision whilst the greater need identified in the region is for SVQ type provision. This has been raised with the SFC and is not only a Fife challenge. A national marketing campaign led by Scottish Government is now underway to publicise Early Years and Childcare related courses and to support recruitment across Scotland.

The 2018-19 portfolio and credit allocation per Faculty has been finalised. An overall picture is provided below for AYs 2017-18 and 2018-19. The 2019-20 portfolio planning is underway to allow for earlier marketing.

Faculty	Budgeted Credits 2018-19	Current CP Credits 2017-18
Built Environment, Science and Sport	21,880	21,184
Business, Enterprise and Tourism	32,237	31,632
Creative Industries	24,634	23,586
Care, Social Sciences and Education	30,589	30,489
Engineering, Energy and Mathematics	17,546	16,658
Community and Supported Learning	7,228	8,966
TOTAL	134,114¹	132,515²

¹ 18.19 target TBC by SFC (estimated target is 133,327)

² 17.18 target is 132,765

Credits also expected from Prisons contract

2 Student Recruitment 2017-18

Student recruitment for FT programmes currently shows an overall figure of 88.1% with a small number of enrolments for January start courses to be completed. It is expected that the final figure (90.7% in AY 2016.17) will be higher but still below target. Final PT recruitment figures are not available as yet. The 2018-19 offer will reflect these statistics with a review of the balance between FT and PT course offering as described below.

Student Recruitment 2018-19

Applications opened in December. To date 4,291 applications have been received for FT courses against a target of 5,669 places (60.7%). It is to be noted that there were 6,744 FT places and 12,731 PT places on offer for 2017-18 versus 5,699 FT places and 20,376 PT places on offer for 2018-19. This is in line with imbalances recorded over the previous years and with revised SFC guidance regarding PT and adult returner learners.

Marketing approaches continue to be revised with a focus on collaborative approaches, particularly with SDS, our partner universities and Fife Council Education Department.

3 Performance Indicators

SFC recently postponed the publication date for the national College PIs for 2016-17 (end of February); consequently a report will not be available until the Board of Governors meeting in March. It is to be noted that a number of College PIs have been re-stated for the past three years, Fife College being one of these Colleges. Current withdrawal data for 2017-18 shows an improvement on 2016-17 with early withdrawals sitting at 5.7% (versus 6.5% for 2016-17) and further withdrawals sitting at 5.3% (versus 13.8% for 2016-17) although this latest figure is obviously still evolving.

4 Learning and Teaching Survey

The second learner feedback survey has taken place. A summary report will be available for this meeting. The FCSA continues to work closely with the Quality team and with the academic teams to ensure that all feedback received is shared and analysed appropriately to inform action planning.

5 Self-Evaluation / Quality

Training has commenced to allow staff to use the new online Self-Evaluation System Evaluation for Enhancement (e4e) introduced this year.

The revised operational planning and review cycle has been implemented and is being refined in line with the development of the new College strategic plan.

The Evaluation Report and Enhancement plan required by the Scottish Funding Council and Education Scotland as part of our Quality reporting and reporting against Regional Outcome Agreement targets has been fully endorsed and well received by both Education Scotland and SFC. Work on the implementation of the associated Enhancement Plan is well underway. More detailed feedback, including national level feedback will be provided at the meeting.

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

6 Learning and Teaching Strategy

The three implementation groups taking forward the agreed cross-cutting themes of our “Inclusive Teaching Practice” 2017-18 campaign have agreed their key priorities and a report detailing action planning is available in **Appendix 1** of this document.

Dorothee Leslie
Vice Principal, Academic Strategy

9 February 2018

Overview

Project Groups:

Learning and Teaching Induction and Initial CPD - Lead: Curriculum Manager, CLPL

Wider Achievement – Lead: Director Faculty of Care, Social Science and Education

Learning Spaces – Lead: Curriculum Manager Learning and Teaching Services

Steering Group:

Vice Principal: Academic Strategy

Assistant Principal: Quality and Academic Partnerships

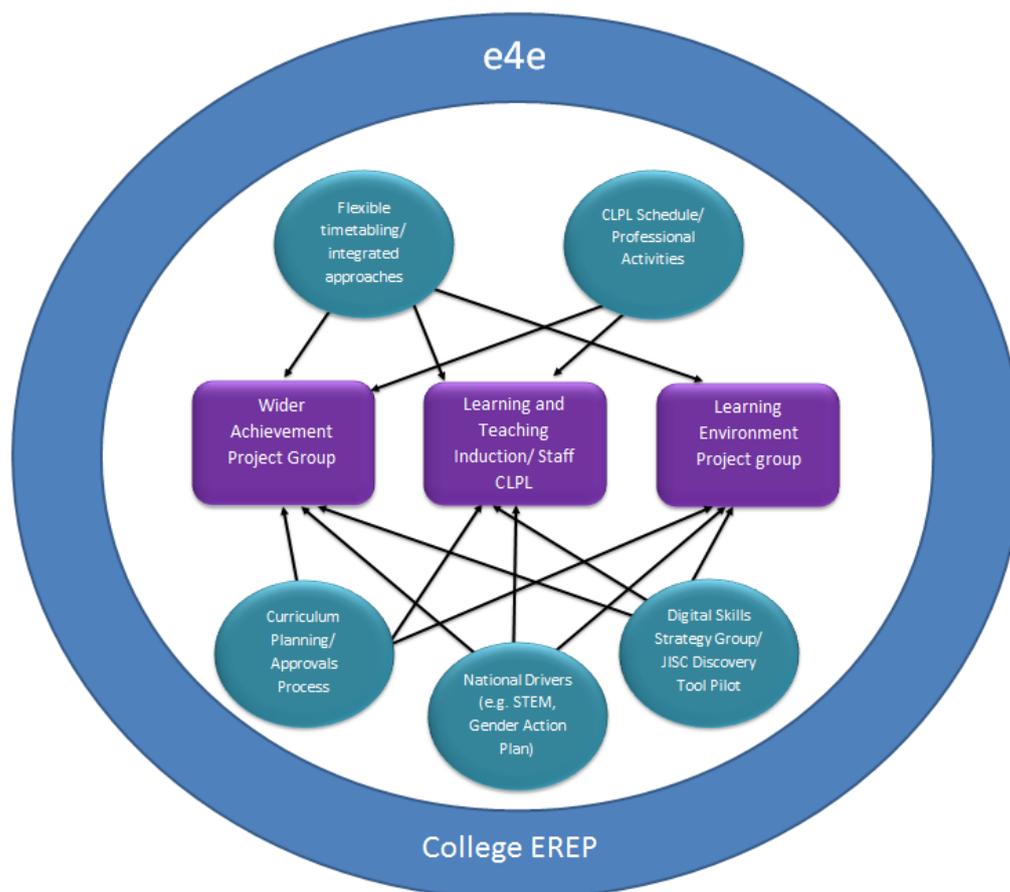
Director: Organisational Development and Human Resources

Curriculum Manager CLPL

Following on from the initial identification of group objectives, it was decided at a Steering Group Meeting on 7 November 2017, to consider priority objectives to focus on in the short term. These objectives were presented to the CM Forum on Friday 24 November.

These objectives/ deadlines and progress reports are in Appendix 1:

Beyond these priority objectives, there are a number of current College initiatives and external drivers which will link directly with all three projects, providing further support for the implementation of the Learning and Teaching Strategy.



The College EREP

This will impact on all project groups and in particular, actions which focus on:

- prioritising employability skills
- staff CLPL to support the enhancement plan
- sharing good practice
- learning and teaching approaches incorporating project-based and digital skills

**JISC Digital Capabilities Project**

Participating in this pilot will give us access to a tool to help individuals identify and reflect on their digital capability and to develop their confidence through tailored feedback, 'next steps', and links to resources. This will impact on all three projects and if we are able to engage with it beyond the pilot, it will form part of the Learning and Teaching Induction online resource.

Launch of CLPL schedule

There will be a CLPL schedule launched in February 2018, listing CLPL activities for the remainder of 2017/ 2018. The content of this Programme has been informed by:

- The Learning and Teaching Strategy
- Fife College EREP
- The PDR process
- Key National drivers
- Direct discussions with individuals and teams

Further CLPL activities include:

- A 'Learning and Teaching Day' in Professional Activities Time in June
- The establishment of Special Interest Groups for Technology, iPortfolio and Workplace Assessing
- Engagement with external partners (e.g. Universities and other Colleges) to inform content and share practice



Appendix 1 – Action plans

Learning and Teaching Induction and Initial CPD Implementation Group - Lead: Curriculum Manager, CLPL

What needs to be done – the big picture	Priority objectives	Who?	Deadlines
Revise Induction schedule within probationary period to fully include Learning and Teaching Induction and Teaching in Colleges Today	Revised Probationary period development plan to include Learning and Teaching Induction and Teaching in Colleges Today (if appropriate)	CM CLPL HR Partner	Completed
	Introduction of a probationary period 'sign off' checklist for new member of staff	CM CLPL HR Partner	Completed
Establish an online resource to supplement the information/ support given by the CM and team members	Meet with relevant Professional Services/ Curriculum teams to establish what resources we can use, what resources they can create and how they want to manage meeting new staff	Learning and Teaching Advisors Relevant contacts in Professional Services teams	End of March 2018
	Create an iLearn course with links to existing resources	Learning and Teaching Advisors Learning Technologist	End of March 2018
	Create a series of podcasts/ screen capture videos based on the all the information collated	Learning and Teaching Advisors Learning Technologist	End of March 2018
	Pilot the new resource with a small group of new staff and respond to feedback/ evaluation	Learning and Teaching Advisors	End of April 2018


Wider Achievement – Lead: Director Faculty of Care, Social Science and Education

What needs to be done – the big picture	Priority objectives	Who?	Deadlines
Recognition of student engagement in the learning environment of the college	Use photographs of classroom activities in 3 areas. These can be linked to the T-shape images being produced by Essential skills to highlight what these skills look like in practice.	Director: Faculty of Care, Social Sciences and Education Learning Technologist Estates	End of Semester 2 2018
Explore the use of iPortfolio for recording achievement	Identify one group of students to trial the use of iPortfolio in Semester 2 for employability and development purposes.	Director: Faculty of Care, Social Sciences and Education Learning and Teaching Advisor	Completed
	Learning Technologist to work with the group to design a template for the iPortfolio and to provide support for the students	Learning Technologist Student group	Progressing
Support, monitor and evaluate the use of iPortfolio by pilot group	Design a means of evaluation and timescales to follow up the use and impact of iPortfolio	Director: Faculty of Care, Social Sciences and Education Learning and Teaching Advisor	End of February 2018
Complete evaluation of the project and share the outcome with staff across the College		Director: Faculty of Care, Social Sciences and Education Learning and Teaching Advisor	End of Semester 2

Learning Spaces – Lead: Curriculum Manager Learning and Teaching Services



What needs to be done – the big picture	Priority objectives	Who?	Deadlines
Create Showcase classrooms for staff use to try out new delivery approaches and explore layouts and technology requirements.	Develop 1 showcase PC lab.	CM Learning and Teaching Services ICT Learning and Teaching Advisor Estates	End of July 2018
Evaluation of classrooms refurbished in summer 2017	Complete final evaluation	Learning and Teaching Advisor	End of February 2018
Report on impact of redesigned rooms	Provide support in developing learning and teaching practice to make best use of redesigned rooms	Learning and Teaching Advisors	End of June 2018

Progress

Suitable rooms identified for re-development. Available Estates budget will be reviewed in April/May for allocation to the project.



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Fife College Students' Association (FCSA) Update Report	
Date of Meeting:	21 February 2018
Purpose:	To update members of the Academic Quality Committee on the progress made by the FCSA since the last meeting.
Intended Outcome:	To note the position.
Paper Submitted by:	Jen Anderson
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Jen Anderson; FCSAJenAnderson@fife.ac.uk
Date of Production:	9 February 2018

BOARD OF GOVERNORS OF FIFE COLLEGE**Academic Quality Committee****Fife College Students' Association (FCSA) Update****1 General**

The FCSA has covered the vacant President – Education and Representation post by introducing part-time Representation Officers. These posts are 8 hours per week remunerated at £8.80 per hour, enabling students to remain on their course with no adverse effects to any current funding or other benefits.

There are three Representation Officer positions, one in Halbeath, one in St. Brycedale and one in Stenton. These officers serve as the point of contact for the class reps from their respective campuses, holding weekly drop-in sessions and allowing the FCSA to handle the geographic demands of the college.

The positions were filled by election – in total we received 8 nominations and following campaigning and all student voting the following students were elected:

Representation Officer (Halbeath) – Julia Callaghan and Alexandra Sowerby (Julia and Alexandra are job-sharing and do 4 hours each per week)

Representation Officer (St. Brycedale) – Keryn Barnes

Representation Officer (Stenton) – Cameron Ferguson

We also held an election to determine who would become our second board member and Carol Hunter was elected by the Student Executive and joins Jen as the Student Representatives of the Fife College Board of Governors.

All elected officers will hold their positions until June 30th 2018. From 1st of July we should have a newly elected team of Sabbaticals. All current officers will be able to stand in the upcoming elections if they want to.

2 Class Reps 2017-2018

As of the 9th of February we have received notification of 498 registered reps. This is an increase of 77 on last year's total figure. So far we have trained 167 reps with assistance from SPARQS. This is also an increase from last year's total and we have more training sessions scheduled for February.

There are currently 70 groups where no Class Representative has been nominated. Rosyth is the first campus where every group has a class rep. We are circulating the list of these classes and will be working to help resolve this. For reference a group is term as any course that is running on campus with 7 or more students currently enrolled.

To improve attendance at FCSA Class Rep meetings, meetings are now held by Curriculum Area then by Campus. In order to facilitate this we are holding shorter meetings (down to 20 minutes from 60). Feedback from the reps who have experience of both models has been positive in that this year they feel more able to get information across and the meetings feel more relevant.

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 the 9th of February we have logged 144 Concerns, 43 Suggestions and 23 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 9th February our Student Volunteers have amassed a total of 808 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.

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 13 Bronze Awards (6+ hrs volunteering), 9 Silver Awards (10+ hrs) and 6 Gold Awards (20+ hrs). Last year's totals were 47, 21, and 15 respectively.

We are also introducing badges for FCSA Action for Health and FCSA Green Club.

6 FCSA Re-freshers' Fayre 2018

FCSA Re-freshers' took place from at the start of February with two days each at Halbeath, St. Brycedale and Stenton and one day each at Rosyth and Levenmouth.

As the event is still taking place at the time of writing this report further attendance stats and feedback will be provided in the future.

7 FCSA General.

The FCSA and College have now completed the initial review stage of The Framework for the Development of Strong and Effective College Students' Associations in Scotland. We are the first college and SA to do this. From here we will be creating an action plan to help us implement improvements and ensure we continue to achieve our current areas of best practice.

We have been unable to set-up a meeting with the prisons team to discuss rep models for our prison learners so are still only at the initial stages of development for this project.

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

9th February 2018



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Early Experience Survey 1: Feedback and Action Plan	
Date of Meeting:	21 February 2018
Purpose:	To update members of the Academic Quality Committee on the outcome of Learner Survey 1.
Intended Outcome:	To note the position.
Paper Submitted by:	Iain Hawker
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	14 February 2018



Learner Survey 1: Early Experience 2017/18

Overall Report

Quality Team

October 2017

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1 Introduction

The new Quality Framework from Education Scotland is designed to support and enable colleges to evaluate the quality of provision and services alongside reporting on progress in relation to outcome agreements. It takes into account all areas of the college from curriculum delivery, leadership and management, to services to support learning. Sections one and two in particular focus on learning and teaching, and the services available to support that learning. Throughout the academic year three surveys are distributed to gather student's thoughts, ideas, and experiences to feed into the College's evaluation report and enhancement plan.

Survey One focusses on learners and their early experiences; right from their first interactions with the College and the introduction to their course; this feeds into Section 2.4: Services to Support Learning as it focuses on how effective arrangements are for providing potential and current learner with information, advice and support to make informed decisions about their learning.

Survey Two focusses on learning and teaching and links with Section 2.3: Learning, Teaching and Assessment of the Education Scotland Framework. It highlights how teaching approaches meet learning needs and how the use of resources can impact on learning. It looks to evaluate the use of assessment approaches and learner involvement in planning and evaluating learning.

Survey Three focusses on the overall learner experience as well as the guidance and career advice they receive. This feeds into Section 2.4: Services to Support Learning, and Section 2.5: Transitions, where it focusses on how effective arrangements are for providing current learners with information, advice and support to make informed decisions about their learning, as well as focusing on transition arrangements for those progressing into further study or seeking employment. Attached to Survey Three is the Scottish Funding Council's Student Satisfaction and Engagement Survey. This is a sector-wide survey that will be used to establish a benchmark and quality enhancement for student satisfaction. As per guidance given, Fife College incorporates it into a pre-scheduled survey to reduce the risk of survey fatigue.

This report will focus on presenting Survey One results.

2 Method

An online survey was distributed to students using QDP Services Ltd. The main cohort of students received a personalised link through the Student Portal front page. Reminder emails were sent to those who had not filled in the survey throughout this period to encourage higher returns.

In order to populate QDP surveys a target list is built attaching Meta-Data to each student (e.g. course instance, curriculum area, faculty etc.). This information is extracted from REMS and uploaded to QDP to generate personalised links for each student. The data presented in this report represents data extracted in mid-September and does not include any subsequent changes e.g. Hair, Beauty, Complementary Therapies being subsumed by Business, Enterprise and Tourism and Sport by Science and the Built Environment.

A tender process is currently underway to find a survey tool for the next three years. The decision will be made before the Christmas break.

3 Respondent Profile

A total of 7048 students were targeted and the return rate was 2210 (31.4%). Compared to 2016/17 return rate which was 1700¹ (16.1%²).

Those targeted for Academic Year 2017/18 did not include the following:

- Scottish Prison Service students
- School-College Partnerships Students
- Block release students not in college whilst the survey was 'live' i.e. teaching weeks four and five
- Students under the Learning and Teaching Practice Team's remit
- Students from the Carnegie Conference Centre
- West Fife Enterprise students
- VQ students studying year 2 or later
- Open learning courses
- Short courses (e.g. 1 day)
- Royal Academy of Music students

There were multiple reasons not to include these students in the survey distribution: they do not go through the same process as the main cohort of students for induction; they did not receive induction this academic session as they are continuing students; they do not have access to the internet; or were not in college during teaching weeks four and five.

Each teaching faculty was represented and the breakdown can be seen in the below table:

Faculty	Number Received	Number Targeted	% of Targeted
Hair, Beauty, Complementary Therapies and Sport	287	756	38.0%
Creative Industries	401	1171	34.2%
Business, Enterprise and Tourism	463	1374	33.7%
Support for Learning	119	361	33.0%
Engineering and Technologies	254	805	31.6%
Science and the Built Environment	249	812	30.7%
Childcare, Social Care, Social Sciences, Education and ESOL	437	1769	24.7%

Given each faculty had a different number of students to target, it is important to focus on the Number Targeted and the subsequent percentage who responded within that Faculty. Faculty of Hair, Beauty, Complementary Therapies and Sport received the highest response rate with 38%.

The lowest percentage for targeted response rate for a faculty was Care, Social Sciences and Education with 24.7%. However, the number of responses was second highest overall. All other faculties received returns above 30%.

¹ 1665 were made up of the main cohort and 35 from January Starts

² 10,559 students were targeted in Academic Year 16/17– for Academic Year 17/18 the parameters were refined to ensure only those who could fill in the survey were targeted.

4 Findings

This report focuses on the early experience of students, right from the point they first make contact, through to the first few months of College life known as Induction. This section will present the findings for Survey One at multiple levels: overall college level and faculty level.

The percentages shown in the following sections were taken from two sources³. The overall percentages were taken from the general report produced by QDP Ltd. that incorporates all Meta-Data. The faculty percentages were taken from the individual faculty reports produced by QDP Ltd. This provides a much more detailed and accurate picture of the strengths and weaknesses and can be further drilled down to curriculum level and individual course level, amongst others.

Generally speaking the responses across the survey were positive with 84% of the questions receiving over 70% of respondents agreeing; the 16% that received below 70% agreement were still positive with none dropping below 65% agreement.

4.1 Coming to College

Before coming to college potential students might contact the college for more information, help or guidance on their prospective course. This guidance should be clear and easy to understand; inform them of the course options available to them; and if the course they want to apply for is suitable for their qualifications, experience and future goals. As can be seen from the below table, students agreed that this was the case with 79% agreeing that the information on the college website and in the prospectus was clear and helpful (Question 2) and 75.6% agreed that the guidance, information and advice they received before applying was helpful (Question 1).

	Return Count	0%	20%	40%	60%	80%	100%	SA	A	D	SD	NA
1 Guidance, info, advice before applying helpful.	1951							839	830	191	91	258
2 The information provided was clear and helpful.	1994							908	838	174	74	215
3 Application & interview process well organised.	2041							1033	637	206	105	168
4 The process was easy to follow.	2033							1008	736	190	93	176
5 Info during application & interview process helpful.	2016							956	743	216	101	193
6 Provided with info about additional costs for crse	1797							871	576	223	127	412

SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, NA=Non-Applicable

The application and interview arrangements at the college should be well organised and should include discussions on the following topics:

- The course and its suitability for the students
- Any support needs students might require
- The time and study commitment required for attending college

Here 78.9% of students agreed that the application and interview process was easy to follow (Question 4); 78.4% agreed that the process was well organised (Question 3); and 76.9% said that the information they received during the application and interview process was helpful. Only 65.5%

³ QDP Ltd. produce multiple reports based on each point of Meta-Data meaning there is an overall report; reports for each faculty; each curriculum area; each course; each course instance; campus; mode of study; level of study etc.

said they were provided with information about any additional costs for their course (Question 6); however 18.7% said this did not apply to their course, perhaps because there were not extra costs such as make up kits, hair kits or PPE; and so did not need this information.

Students from Hair, Beauty, Complementary Therapies, and Sport; Creative Industries; Childcare, Social Care, Social Sciences, Education and ESOL; and Support for Learning students were all particularly satisfied with the information available to them as well as what they received before starting their course; felt the application and interview process was easy to follow; and felt any information they received during this process was helpful.

Faculty	Agreement %				
	Guidance, Info and advice prior to starting	Information was clear and helpful	Application and Interview process was well organised	Application and interview process was easy to follow	Information during application and interview process was helpful
Science and the Built Environment	71.9%	79.2%	72.3%	76.3%	73.5%
Business, Enterprise and Tourism	75.1%	78.4%	80.2%	78.6%	77.1%
Creative Industries	76.8%	82.0%	78.3%	81.1%	80.1%
Childcare, Social Care, Social Sciences, Education and ESOL	78.2%	81.2%	80.5%	81.7%	77.7%
Engineering and Technologies	73.7%	78.8%	71.3%	71.6%	70.5%
Hair, Beauty, Complementary Therapies, and Sport	74.5%	73.5%	81.9%	82.9%	80.1%
Support for Learning	77.3%	77.3%	82.4%	74.8%	75.6%

Although Science and the Built Environment; Business, Enterprise and Tourism; and Engineering Technologies did not receive the highest agreement rates, the agreement levels were still high with none of these faculties dropping below 70% .

In terms of funding, students were asked if they were in receipt of or expecting one or more of the following through the College: Bursary, EMA, childcare funding, or housing support, where 65% said they were. Faculties with the most percentage of students receiving this funding included: Hair, Beauty, Complementary Therapies, and Sport (75.6%); and Support for Learning (71.4%). Whilst Engineering and Technologies had less than half of their respondents (49.2%) receiving funding.

When these students applied for funding, the College should have been: clear and accurate about the funding they were entitled to; clear about the conditions and rules that apply to the funds; clear about dates on which payments will be made; and staff should be polite and helpful. Here, 78.3% said staff were polite and helpful; and 69.8% said the information they received was clear and accurate.

Support for Learning; Hair, Beauty, Complementary Therapies and Sport; and Creative Industries were happiest with the service they received in regards to funding: each saying the information they received was clear and accurate, as well as staff being polite and helpful.

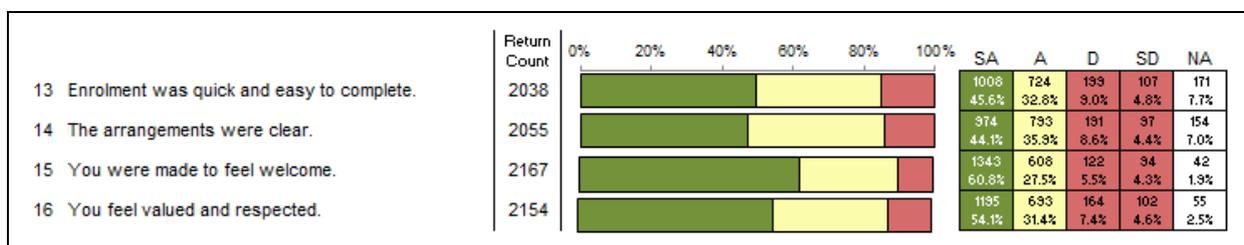
Faculty	Agreement %	
	The information you were provided with was clear and accurate	Staff were polite and helpful
Science and the Built Environment	71.4%	78.3%
Business, Enterprise and Tourism	68.8%	77.3%
Creative Industries	71.9%	82.1%
Childcare, Social Care, Social Sciences, Education and ESOL	67.2%	78.0%
Engineering and Technologies	60.6%	68.5%
Hair, Beauty, Complementary Therapies, and Sport	74.2%	81.5%
Support for Learning	81.5%	83.2%

Engineering and Technologies students were less satisfied than students in other faculties regarding funding support and advice. Here 60.5% said the information they received was accurate and clear, this is 7.0% lower than the closest faculty (Childcare, Social Care, Social Sciences, Education and ESOL) which was 67.2%. However, it is worth noting that over one quarter (26.8%) of these students answered Non-Applicable when asked if they were receiving or waiting to receive funding through the College. This is perhaps due to the higher volume of VQs and Modern Apprentices in these courses.

4.2 Early Experience

The move from secondary school to college or indeed coming back into education later in life can present challenges for students. While many soon adjust, others have great difficulty making the transition. The most critical period occurs in the first two to six weeks, and the initial encounters students have with the organisation and its staff can have a profound effect on subsequent levels of involvement and aspiration for achievement.

This section focusses on the early experience of students coming to college, and examines how satisfied they are with their experiences such as enrolment, and feelings of belonging.



SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, NA=Non-Applicable

In the first few weeks of college life, students should have felt: happy in college surroundings; valued and respected as individuals; supported in understanding and working towards their goals; and welcomed. Here, students were more satisfied with 88.3% who said they were made to feel welcome; and 85.5% who said they felt valued and respected.

In terms of enrolment on their course, students should have experienced a process that was clearly explained to them, and experienced a process that was quick and easy to complete. Here, 80.0% of students said the arrangements for their enrolment were made clear to them, and 78.4% said enrolment was quick and easy to follow.

Faculty	Agreement %			
	The arrangements were clear	Enrolment was quick and easy to complete	You were made to feel welcome	You feel valued and respected
Science and the Built Environment	76.7%	79.1%	89.9%	86.8%
Business, Enterprise, and Tourism	81.0%	78.8%	86.4%	83.2%
Creative Industries	81.0%	80.8%	89.5%	86.5%
Childcare, Social Care, Social Sciences, Education and ESOL	81.9%	77.3%	90.8%	89.4%
Engineering and Technologies	77.2%	75.2%	87.4%	82.6%
Hair, Beauty, Complementary Therapies and Sport	78.8%	77.3%	86.8%	83.7%
Support for Learning	81.5%	80.7%	84.9%	84.0%

The two faculties that received the highest agreement levels for these questions were Childcare, Social Care, Social Sciences, Education and ESOL; followed very closely by Creative Industries. Each received the highest agreement levels for three out of the four statements. Childcare, Social Care, Social Sciences, Education and ESOL were made to feel the most welcome with 90.8% agreement; felt valued and respected (89.4%); and 81.9% thought the arrangements for enrolment were made clear to them.

Creative Industries closely followed Childcare, Social Care, Social Sciences, Education, and ESOL in levels of agreement, 89.5% said they were made to feel welcome, and 81.0% said the arrangements for enrolment were made clear to them; and 80.8% said enrolment was quick and easy to complete⁴.

The responses from the other faculties all had high levels of agreement, with none dropping below 75% agreement.

4.3 Induction

During the first few weeks of college every student goes through an induction period on their course. This is designed to help them to adjust to college life; and help them to get to know the college and the staff. It should cover:

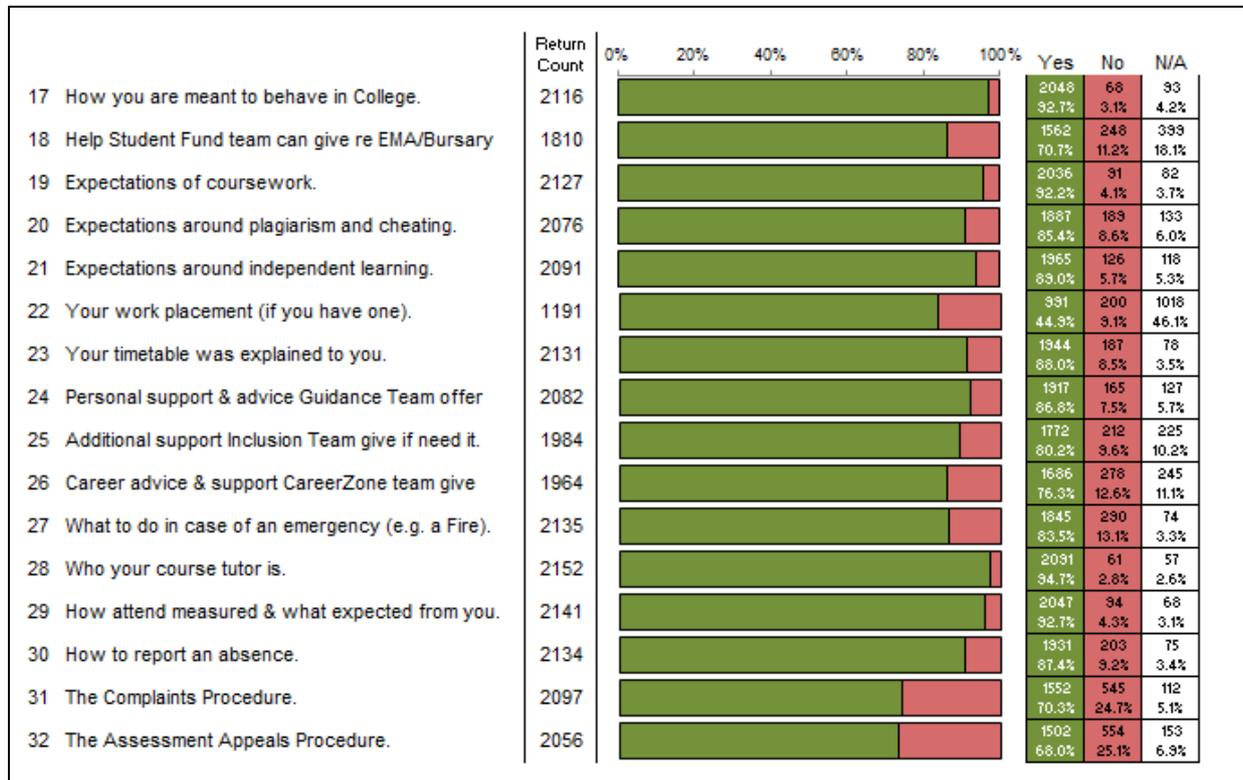
- An introduction to their course
- Introductions to their fellow students
- Information about the College policies and procedures
- A tour of the campus
- Library and ICT services available
- Support and guidance services available
- Getting to know the Students’ Association representatives

⁴ Support for Learning was slightly higher with 81.5% agreement

As well as this, the SQA require us to cover a number of elements, including:

- Content and structure of their qualification
- Malpractice and declarations of authenticity
- Complaints procedure
- Internal assessments appeals

The information given at induction was generally well received, with the weakest information point receiving 68.0% agreement. There were four areas, in particular, that over 90% of students said they received information for; and a further seven areas with 80-89%.



As these questions were a two point scale Yes, No, NA=Non-applicable (graph only reflects yes and no responses, non-applicable have been removed)

The strongest points of information giving included the following; where over 90% of students agreed that they received the information:

- Who their course tutor is (94.7%)
- How to behave in college (92.7%)
- How their attendance is measured and what is expected of them (92.7%)
- Expectations of coursework (92.2%)

Information points that still have high agreement rates (80-89%), but by comparison could see slight improvements included:

- Expectations about independent learning (89.0%)
- Had their timetable explained to them (88.0%)
- How to report their absence (87.4%)
- Personal support and advice the Guidance team offers (86.8%)
- Expectations about plagiarism and cheating (85.4%)
- What to do in an emergency (83.5%)
- Additional support the Inclusion team can give if they need it (80.2%)

The two areas with the least amount of students saying they received information about were: The Assessment Appeals Procedure (68%) and The Complaints Procedure (70.3%). This requires improvement if we are to meet awarding body requirements. Only 44.9% of students said they were told about their work placement, however 46.1% said this question did not apply to them. If we look at only those students who indicated they had a work placement on their course (removing those who said it did not apply to them) the percentages changes to 83.2% who said they were told and 16.7% who said they were not.

Faculties were strongest in giving the following information to their students:

- Expectations of how their students should behave when in college saw all seven faculties receive agreement levels above 90%, with Creative Industries coming out top with 95%.
- Who their course tutor is (all seven faculties receiving above 90% agreement levels; Support for Learning came out top with 99.1%)
- Five of the seven faculties had agreement levels above 90% for being told about the expectations for coursework. The faculty with the highest levels of agreement was Creative industries with 94%. By comparison, despite 89.1% of students in Support for Learning agreeing, this was the lowest level of agreement for the faculties.

In comparison to the strongest areas, the following are areas that could be improved:

- The Assessment Appeals Procedure (five of the seven faculties receiving less than 70% agreement levels). Here Engineering and Technologies came out top with 75.6% agreement; and Support for Learning received the lowest percentage with 43.7%. However 43.7% of Support for Learning students said this question did not apply to them, this may be due to some courses in this area not having assessed work within their course and therefore students will not need to know about the Assessment Appeals Procedure. Once these students have been removed and only those who indicated that it does apply to them have been included the percentage of agreement for Support for Learning rises to 73.2%.
- The Complaints Procedure (three out of the seven faculties had agreement levels below 70%). Here, Engineering and Technologies received the highest agreement levels with 74%; and Support for Learning received the lowest with 53.8%.
- All faculties had agreement levels below 70% with regards to being told about their work placement. However, given not all courses have work placements as part of their course and those who indicated that they did not have work placements are removed the percentage of agreement for this increases with Childcare, Social Care, Social Sciences, Education and ESOL coming out top with 93.1% and Support for Learning saw the lowest levels of agreement by comparison with 63.6%.

4.4 Your Ideas and Thoughts

In the final section of the survey respondents were asked about their thoughts and ideas about the College. These three questions gave students the opportunity to provide more qualitative data about their early experiences.

Firstly, students were asked what they like most about the College. Here, 68% of students took the opportunity to comment. Below is a word cloud representation of these comments:

Summary of Comments

Like Most	Like Least	Improve
Learning	Canteen (Pricing, variety, quality)	Reduce prices in canteen
Helpful Staff (support and academic)	Some unhelpful staff	More variety of choices in canteen
Making friends	2 semesters	More healthy options in canteen
Good atmosphere	Look of campus	More support
Timetable	Timetables	Better timetables
Difference from school	Funding process	Funding process
Support available	Disruptive students	Better communications
Libraries	Parking	Parking

5 Distance-Travelled

It is difficult to establish hard evidence of distance-travelled for learner survey one given the number of changes over the last three years: questions have been reduced and focus has become much more specific in relation to information received at Induction; the changes in the sample target; departmental/faculty changes; and changes in the delivery of the survey. Therefore, this section will only focus on the distance-travelled at an overall college and faculty level, which should be taken as indicative and not a basis for hard evidence. The findings have been pulled from the Distance-Travelled report provided by QDP Services Ltd. and is based on the ratings attached to each of the results⁵.

Where measurements can be taken, the most improvement for overall distance-travelled can be seen below:

Question	Rating		Difference
	16/17	17/18	
Information provided during the application and interview process was helpful	53	66	+13
Provided with information about additional costs for their course	42	64	+22
The Complaints Procedure	44	74	+30

Here the most improved was the amount of students saying they received information about the Complaints Procedure, this improved by 29 points when compared to 2016/17 survey results.

No area saw a decline in student satisfaction from 2016/17 to 2017/18.

In terms of faculty distance-travelled, this was quite positive.

Information provided during the application and interview process was helpful	Rating		
	16/17	17/18	Difference +/-
Faculty			
Business, Enterprise and Tourism	55	68	+13
Hair, Beauty, Complementary Therapies, and Sport	52	65	+13
Childcare, Social Care, Social Sciences, Education and ESOL	54	66	+12
Creative Industries	52	64	+12
Science and the Built Environment	51	63	+12
Support for Learning	56	68	+12
Engineering and Technologies	58	68	+10

All faculties saw improvements in the satisfaction students had with receiving information during the application and interview process. The faculties with the biggest improvements were Business, Enterprise and Tourism; and Hair, Beauty, Complementary Therapies, and Sport with a 13 point increase.

⁵ Please see [6.1 QDP Reporting Distance Travelled](#) pp. 14 for full details.

Provided with information about additional costs for their course	Rating		
	16/17	17/18	Difference +/-
Faculty			
Science and the Built Environment	39	67	+28
Support for Learning	40	64	+24
Hair, Beauty, Complementary Therapies and Sport	43	66	+23
Business, Enterprise and Tourism	43	65	+22
Creative Industries	42	63	+21
Engineering and Technologies	46	67	+21
Childcare, Social Care, Social Sciences, Education and ESOL	41	61	+20

All faculties saw significant improvement in providing students with information about any additional costs (e.g. Make/Hair kits, PPE). The faculty that saw the biggest improvement was Science and the Built Environment with an increase of 28 points. Whilst Childcare, Social Care, Social Sciences, Education and ESOL saw the lowest points in improvement, this was still significant with an increase of 20 points.

The Complaints Procedure	Rating		
	16/17	17/18	Difference +/-
Faculty			
Engineering and Technologies	43	78	+35
Creative Industries	41	75	+34
Science and the Built Environment	41	72	+31
Business, Enterprise and Tourism	47	77	+30
Childcare, Social Care, Social Sciences, Education and ESOL	44	73	+29
Hair, Beauty, Complementary Therapies, and Sport	54	72	+18
Support for Learning	47	63	+16

All faculties saw a significant improvement in students receiving information about the Complaints Procedure at Induction compared to 2016/17. The faculty with the biggest improvement here was Engineering and Technologies with a 35 point increase. The faculty with the lowest (but still significant improvement) was Support for Learning, which saw a 16 point increase.

6 Appendices

6.1 QDP Reporting Distance-Travelled

	2013/2014	2014/2015		2015/2016		2016/2017		2017/2018		Overall Dist. Travelled
	941	1,522		1,933		1,660		2,209		
	Rating	Rating	Dist.	Rating	Dist.	Rating	Dist.	Rating	Dist.	
Info during application & interview process helpful.	-	-	-	-	-	53	-	66	+13	+13
Provided with info about additional costs for crse	54	46	-8	60	+14	42	-18	64	+22	+10
Enrolment was quick and easy to complete.	73	65	-8	67	+2	66	-1	67	+1	-6
The Complaints Procedure.	-	-	-	45	-	44	-1	74	+30	+29

6.2 Faculty Internal Benchmarking

	Business Functions/Hospitality Cookery/Retail/T			Childcare/S Care/S Science/Education/ESOL			Creative Industries			Engineering & Technology			Hair/Beauty/Comp Therapies/Sport			Science & Built Environment			Support for Learning			Benchmark	
No. of respondents	463			436			401			254			287			249			119			2209	
	Rating	No	Dif	Rating	No	Dif	Rating	No	Dif	Rating	No	Dif	Rating	No	Dif	Rating	No	Dif	Rating	No	Dif	Rating	No
Coming to College																							
Guidance, info, advice before applying helpful.	65	410	1	63	404	-1	62	360	-2	69	209	5	62	257	-2	62	209	-2	71	102	7	64	1951
The information provided was clear and helpful.	67	421	=	68	408	1	65	366	-2	73	217	6	62	253	-5	65	226	-2	68	103	1	67	1994
Application & interview process well organised.	70	437	2	68	415	=	64	376	-4	70	208	2	67	280	-1	64	217	-4	72	108	4	68	2041
The process was easy to follow.	69	431	1	67	419	-1	66	376	-2	70	205	2	68	275	=	68	221	=	67	106	-1	68	2033
Info during application & interview process helpful.	68	430	2	66	409	=	64	371	-2	68	205	2	65	274	-1	63	221	-3	68	106	2	66	2016
Provided with info about additional costs for crse	65	378	1	61	329	-3	63	339	-1	67	197	3	66	275	2	67	209	3	64	70	=	64	1797
In receipt or expecting rec following through coll	78	396	2	78	385	2	71	346	-5	65	193	-11	82	264	6	77	198	1	80	106	4	76	1888
Info provided with was clear and accurate.	60	427	1	56	406	-3	58	369	-1	61	192	2	58	276	-1	59	225	=	69	110	10	59	2005
Induc acts helped make friends & be part class.	65	422	-1	72	404	6	59	369	-7	64	218	-2	70	269	4	62	217	-4	78	111	12	66	2010
Staff were polite and helpful.	72	423	=	71	403	-1	74	368	2	72	200	=	69	275	-3	69	231	-3	83	109	11	72	2009
Know about FCSA, who are and what they do.	59	435	-3	68	409	6	63	383	1	59	235	-3	61	262	-1	52	234	-10	78	98	16	62	2056
Early Experiences																							
Enrolment was quick and easy to complete.	67	435	=	67	406	=	67	377	=	66	226	-1	68	258	1	66	229	-1	71	107	4	67	2038
The arrangements were clear.	68	439	1	68	412	1	65	378	-2	68	225	1	67	264	=	62	229	-5	72	108	5	67	2055
You were made to feel welcome.	76	456	=	78	432	2	75	396	-1	74	247	-2	75	279	-1	76	244	=	78	113	2	76	2167
You feel valued and respected.	70	453	-2	77	428	5	70	393	-2	71	246	-1	71	278	-1	69	244	-3	75	112	3	72	2154
Induction																							
How you are meant to behave in College.	95	442	-2	97	421	=	98	388	1	98	234	1	97	278	=	93	241	-4	100	112	3	97	2116
Help Student Fund team can give re EMA/Bursary	86	377	=	85	376	-1	89	335	3	82	176	-4	87	255	1	84	189	-2	93	102	7	86	1810
Expectations of coursework.	95	444	-1	97	423	1	96	393	=	98	241	2	95	277	-1	93	239	-3	96	110	=	96	2127
Expectations around plagiarism and cheating.	92	433	1	95	420	4	94	389	3	90	235	-1	87	273	-4	85	237	-6	81	89	-10	91	2076
Expectations around independent learning.	95	442	1	96	419	2	93	389	-1	95	241	1	94	273	=	89	236	-5	96	91	2	94	2091
Your work placement (if you have one).	84	195	1	93	303	10	82	146	-1	82	129	-1	85	219	2	68	144	-15	64	55	-19	83	1191
Your timetable was explained to you.	92	446	1	94	426	3	93	390	2	91	241	=	93	278	2	77	238	-14	94	112	3	91	2131
Personal support & advice Guidance Team offer	91	431	-1	96	422	4	94	378	2	88	237	-4	94	272	2	85	229	-7	96	113	4	92	2082
Additional support Inclusion Team give if need it.	90	413	1	93	404	4	91	360	2	86	229	-3	91	264	2	79	219	-10	93	95	4	89	1984
Career advice & support CareerZone team give	87	412	1	89	402	3	86	355	=	85	215	-1	87	262	1	83	215	-3	76	103	-10	86	1964
What to do in case of an emergency (e.g. a Fire).	86	444	=	85	426	-1	84	391	-2	92	241	6	84	280	-2	85	240	-1	96	113	10	86	2135
Who your course tutor is.	98	453	1	99	427	2	99	396	2	93	242	-4	96	280	-1	95	240	-2	99	114	2	97	2152
How attend measured & what expected from you.	96	451	=	97	425	1	97	393	1	94	241	-2	93	280	-3	92	238	-4	98	113	2	96	2141
How to report an absence.	92	446	2	93	424	3	93	393	3	86	240	-4	89	278	-1	85	239	-5	90	114	=	90	2134
The Complaints Procedure.	77	438	3	73	423	-1	75	385	1	78	241	4	72	274	-2	72	234	-2	63	102	-11	74	2097
The Assessment Appeals Procedure.	72	440	-1	74	417	1	72	381	-1	79	242	6	70	273	-3	72	232	-1	73	71	=	73	2056

6.3 Action Plan

For more information on other levels (e.g. curriculum area, course, course instances) and comments, please click on the following link: <https://qdp.services.co.uk/signin.aspx> which will take you to the survey results. The login = **FCStaff** and the password = **FifeCollege**. Click on Early Experiences 2017/18 and search for the level you require on the left hand side of the screen. Assistance can be provided with this and other data analysis requirements by Louise Kelly in the Quality Team.

An ongoing action plan will be collated and monitored by the Quality Team. A programme of awareness raising for learner feedback and actions implemented in the survey will be fed back to students in the You Said, We Did campaigns throughout the year.



**Learner Survey 2: Learning and Teaching
AY 2017/18**

Response Rate Report

**Quality Team
February 2018**

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Introduction

This is a brief report on the response rates for Learner Survey 2: Learning and Teaching for AY 2017/18. It will breakdown the profile of responses, overall, by Faculty, Curriculum Areas and highlight courses that have the strongest and weakest response rates.

The survey closed on Friday 9 February 2018, it was decided to keep it open for three weeks to account for the changeover of Semester for the week beginning 29 January 2018, as students were not in college for three days.

The survey was 32 questions long focussing on Learning and Teaching, split into 4 sections: Student Responsibility; Student-Lecturer Relationship; Content Relevance; and Lecturer Engagement. It was suggested to staff that students spent time in class discussing the questions and reflecting on what they had done over the course of the year, and then to complete the questions independent of their classmates. This was to assist in ensuring the students understood the questions being asked and to be fully informed before answering.

Distribution

Each student received an individualised link to the survey, and was distributed firstly via the REMS Student Portal, and then follow up emails were sent to those who were yet to complete each week the survey was open for responses. Reports have come back that students had problems accessing the link via the Student Portal, especially on mobile devices. This is currently being investigated and an alternative is being sought. Also, staff feedback that perhaps the survey was not appropriate for some of their courses, for instance Key to Work in Support for Learning, and Youth Theatre in Creative Industries, as a result we will keep the target list to match the SFC target for Survey 3 – any course with 4 or more Credits.

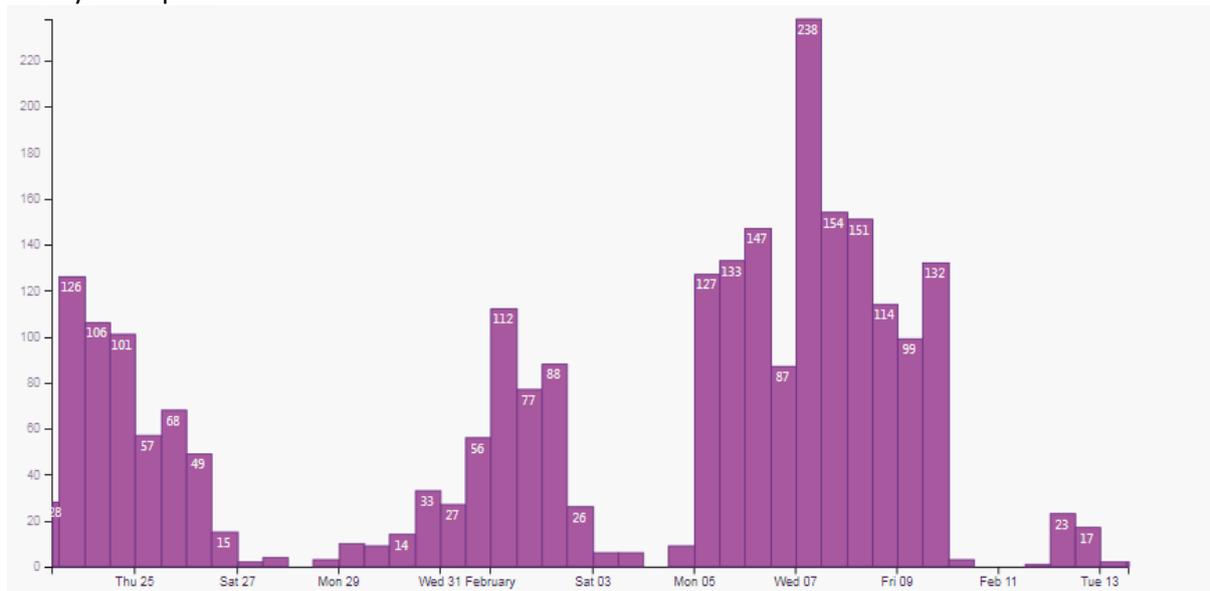
Overall Response Rate

The College achieved 34% (2462) return rate overall; this is consistent with survey 1 where it was 31%. Compared to AY 2016/17 returns are up by 7.6%.

The survey was intended to be online, however where this was not possible, a paper-based version was distributed. In a limited amount of cases courses had not been picked up in the REMS system that should have fell within the parameters of the target list, and these were given the paper-based version. In total 198¹ surveys were returned in paper form. Those already in the system have been entered, and Quality are working with the new survey provider to enter those whose details were not included in the original target list.

¹ Some paper versions are still being received by Quality.

In terms of the distribution of returns, nearly 60% (58.5%) were completed in the final week the survey was open.



Faculty Response Rates

The Faculty with the highest response rate was Engineering, Energy and Mathematics with 49%.

Faculty	No. of Responses	Target	% Response Rate
Overall	2462	7260	34.0%
Engineering, Energy and Mathematics	401	832	49.0%
Creative Industries	496	1225	41.0%
Built Environment, Science and Sport	443	1170	38.0%
Business, Enterprise and Tourism	679	1975	35.0%
Support for Learning	104	370	29.0%
Care, Social Sciences and Education	336	1673	21.0%

Each Director was asked to set targets for response rates for Survey 2. The Faculty that surpassed their target was Engineering, Energy and Mathematics by 14%, the other Faculties did not achieve their response targets.

Faculty	Target %	Actual %	Difference +/-
Engineering, Energy and Mathematics	35.0%	49.0%	+14.0%
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%

Curriculum Area Response Rates

All Curriculum Areas received responses. 8 out of the 29 Curriculum Areas had response rates above 50%:

Curriculum Area	Response Rate%
Motor Vehicle and SCQF level 4	88.0%
Mathematics	68.0%
Mechanical Engineering Stenton	62.0%
Electrical and Mechanical Rosyth	57.0%
Construction Crafts West	57.0%
Digital Technologies	54.0%
Culinary Arts and Hospitality	53.0%
Fabrication and Welding	51.0%

11 out of 29 Curriculum Areas achieved higher response rates than their Faculty targets:

Curriculum Area	Target %	Actual %	Difference
Motor Vehicle and SCQF level 4	35.0%	88.0%	+53.0%
Mathematics	35.0%	68.0%	+33.0%
Mechanical Engineering Stenton	35.0%	62.0%	+27.0%
Electrical and Mechanical Rosyth	35.0%	57.0%	+22.0%
Fabrication and Welding	35.0%	51.0%	16.0%
Culinary Arts and Hospitality	42.0%	53.0%	+11.0%
Digital Technologies	45.0%	54.0%	+9.0%
Construction Crafts West	50.0%	57.0%	+7%
Tourism, Events and Retail	42.0%	46.0%	+4.0%
Computing	45.0%	48.0%	+3.0%
Further Education Choices	40.0%	42.0%	+2.0%

6 out of the 29 Curriculum Areas were more than 20% below their Faculty's target.

Curriculum Area	Target %	Actual %	Difference
Electrical, Electronic and Petroleum	35.0%	3.0%	-32.0%
Community Choices ²	40.0%	11.0%	-29.0%
Built Environment Technician	50.0%	21.0%	-29.0%
Building Services	50.0%	23.0%	-27.0%
Performing Arts ³	45.0%	21.0%	-24.0%
Business, Management and Leadership	40.0%	21.0%	-21.0%

² Quality are working with the CM: Community Choices to refine the target list to reflect those who it is appropriate for, as with the Key to Work course in particular it is a roll on, roll off course

³ Quality are working with CM: Performing Arts to refine the target list, as Performing Arts had Youth Theatre courses included in the target list, including school children 8-11 yrs.

Course Response Rates

35.0% (151) of courses had response rates above 50%, of this 151:

- 100% response - 7.9% of courses
- 80-99% response - 27.8% of courses
- 60-79% response - 39.7% of courses
- 50-59% response - 24.5% of courses

The most common response rates fell between 60 – 79%.

The 12 courses that achieved 100% were:

- HNC Engineering Systems SCQF Level 7 DR Yr2 Grp A
- HNC Applied Sciences SCQF Level 7 Yr1 Grp A
- NC Engineering Practice SCQF Level 5 Yr1 Grp B
- NPA Building Services SCQF Level 5 Yr1 Grp B
- NC Fabrication and Welding SCQF Level 5 Yr1 Grp B
- MA SVQ Level 3 Electrical Installation SCQF Level 6 Yr1 Grp A
- HNC Electrical Engineering Year SCQF Level 7 DR Yr1 Grp A
- Advanced Certificate in Carpentry and Joinery
- MA SVQ Level 2 Manufacturing Engineering PEO SCQF Level 6
- SVQ Professional Cookery SCQF Level 4 Yr1 Grp A
- HNC Architectural Technology SCQF Level 7 Yr1 Grp A
- NC Manufacturing Engineering SCQF Level 6 Yr1 Grp A

7 of the 12 courses were in the Engineering, Energy and Mathematics Faculty, 4 were in the Built Environment, Science and Sport Faculty, and 1 was in Business, Enterprise and Tourism. The numbers on each course ranged from 4 students to 15.

29.6% (129) of courses did not have responses to the survey. Quality will work with these Curriculum Areas to help with engagement. 24.5% of these courses were MAs, 32.2% were HNs, 23.4% were non-advanced, 17% were SVQ, 3.1% CIPD/TUC/PDA, Degree 1.6% and 6.8% Other.



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Curriculum Update: February 2018	
Date of Meeting:	21 February 2018
Purpose:	To provide members of the Academic Quality Committee with an update on progress made with industry partnerships
Intended Outcome:	To note the update
Paper Submitted by:	Dorothee Leslie
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Dorothee Leslie; dorotheeleslie@fife.ac.uk ; : 01592 223190
Date of Production:	9 February 2018

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Industry Partnerships Update

1 Introduction

Academic Faculties have traditionally worked with a large number of industry partners to inform and support the design and delivery of their curriculum portfolio.

Following the re-shaping of the academic structure for Fife College and the changes in industry demands both at local and regional / national level, a number of partnerships required a degree of revision to ensure meaningful and mutually beneficial employer engagement in the review of the Fife College curriculum portfolio.

Whilst it is acknowledged that significant links exist, there is also a need to improve and increase industry engagement with and influence on the curriculum product with a view to maintain and further develop a relevant and sustainable offer for Fife.

2 Faculties’ Summary Information

Academic Directors have provided an overview of their current industry collaborations and renewed employer engagement strategy to support the strategic partnership established through regional groups (e.g. DYW Board) and through direct engagement of the college’s business development team.

The current position highlights a renewed drive to enable direct involvement of employers in curriculum development.

Each overview is complemented by a list of existing links for each Faculty.

CRIN	Creative Industries are reinstating Advisory boards that directly link in with industry experts, local companies and education advisors. Employer engagement is embedded within all our specialist areas. We encourage industry to engage with students provide training, advice and opportunity to inform our students, staff and curriculum. Creative Industries Partnership Update
BHRT	We have a huge range of partners; to date we have only informally discussed with them the shape of our Curriculum. All CMs have been tasked with setting up advisory Boards (March 2018) to progress this formally Business, Enterprise and Tourism Partnership Update
ENTE	The excellent partnership working with employers regarding curriculum design is evidenced by the student numbers/enrolments, student feedback, employer testimonials and endorsements, on each of our part time programmes, MAs, NCs and HNCs. Delivery of one programme uses staff from Raytheon to deliver a Power Electronics unit on the Raytheon site and college staff are working in partnership with our industry partners to deliver a course which is relevant and current with 21st century industry practice. The curriculum hold regular update meetings with the majority of our industry partners where delivery, student progress, unit changes, qualification updates are discussed and new approaches, ideas, change of units and qualifications are taken into account when we do curriculum

	<p>planning. The sector leading PI percentages for these courses shows that this partnership working is proving beneficial to all involved.</p> <p>Engineering Technologies Partnership Update</p>
CSSE	<p>The Care sector is a regulated one where professional standards are a key component. Whilst we work closely with different care providers and with the NHS, there is no Fife forum at which the different care providers could be represented.</p> <p>The employer voice is not nearly as strong in this region as it is in others (e.g. Glasgow where Greater Glasgow NHS has driven the creation of new qualifications) and there is currently no strong sense of an overall plan for workforce development with private Care Providers and the NHS not always looking for the same qualifications.</p> <p>Care, Social Sciences and Education Partnership Update</p>
BESS	<p>The Faculty is heavily engaged in work based learning and therefore working closely with industry. Recent developments (e.g. BIM, REVIT) mean that a renewed level of engagement is required to continue to evolve the curriculum product in line with changing industry needs such as digitisation and the introduction of robotics in various areas. The Science Training School is an industry lead innovation centre which has seen a number of learning programmes designed and developed.</p> <p>Built Environment, Science and Sport Partnership Update</p>