

## AGENDA

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A meeting of the Academic Quality Committee will be held on Wednesday 13 March 2019 at 3.30pm within Room ES02, Fife College, Glenrothes.

No	Item	Action	Lead	Pages
1	Welcome, Apologies and Declarations of Interests	Note	SC	N/A
2	Minutes of Previous Meeting: 31 October 2018	Approve	SC	2-5
3	Matters Arising / Actions Outstanding	Note	SC	6-6
4	Curriculum Update Report	Note	DL	7-11
5	Fife College Students' Association Update	Note	CH	12-15
6	Learner Surveys			
	6.1 Survey 1: Early Experience 2018-19	Note	IH	16-27
	6.2 Survey 2: Learning and Teaching 2018-19	Note	IH	28-35
7	Performance Indicators: Fife College v Sector	Note	IH	36-39
8	HE Partnerships Report	Note	IH	40-45
9	Partnerships: Impact on Curriculum	Note	DL	46-49
10	Guest Speakers: CLPL Event ( <i>Verbal Update</i> ) <i>Sarah Halliwell, Louise Vallance and Kieran McLoughlin</i>	Note	SH/LV/ KM	N/A
11	Update from Committees:			50-56
	11.1 Learning and Teaching Committee	Note	DL	
12	Date of Next Meeting Wednesday 12 June 2019 at 3.30pm Boardroom, Dunfermline	Note	SC	N/A

Unapproved Circulated

**MINUTES**

Minutes of the Academic Quality Committee meeting held on Wednesday 31 October 2018 at 3.30pm within the Boardroom, Halbeath Campus, Dunfermline.

**Present:** Shona Cochrane (Chair), Joseph Harney, Carol Hunter, Tony Martin, Steve Olivier, Zoe Thomson, Heather Wray

**Apologies:** Hugh Hall

**In Attendance:** Dorothee Leslie, Iain Hawker, Martin Kelly, Dawn Clark, Wendy Brymer, Marianne Philp

**1 Welcome**

The Chair welcomed those present to the meeting.

**2 Minutes of Previous Meeting: 13 June 2018**

The minutes of the previous meeting were approved as an accurate record.

**3 Matters Arising / Actions Outstanding**

The contents of the paper that had been circulated were noted.

**4 Draft EREP Report**

The contents of the report that had been circulated were noted. Positive feedback had been received from the Scottish Funding Council on a draft version of the report. It was noted that excellent progress had been made with an improvement of 4% in performance indicators. Gradings of satisfactory, good and good had been suggested by the College. Narrative had been added to show the distance travelled by the College.

It was noted that Karen Corbett had agreed to attend the Board Strategy Day in January 2019, and had also offered to attend any meeting of the Academic Quality Committee to discuss any specific issues in more detail.

**Decision:** To approve the EREP Report and submit it to the Scottish Funding Council.

**Responsibility:** Dorothee Leslie

**Deadline:** 31 October 2018

**5 Curriculum Update Report**

The contents of the report that had been circulated were noted. The following main updates were highlighted:



- The credits target had been overshoot by the year-end.
- Commercial targets had been added to the report to give an overall picture of activity per academic faculty.
- Student recruitment for 2018-19 showed an improvement on last year's position with regard to day 1 targets.
- Early withdrawal figures look positive, however the final position is not yet known on this.
- The College had won one CDN award and was highly commended for three others.

Members queried whether the 87% of FTHE recruitment would have an impact on college finances. It was agreed that it would. More activity would be identified by additional credit and part-time activity, but the fee levels would be unlikely to meet all of the shortfall. Contingencies would be put in place to address this shortfall.

## **6 Fife College Students' Association (FCSA) Annual Report**

The contents of the paper that had been circulated were noted. Updates were given on:

- It was noted that Carol Hunter and Jen Anderson had been elected as Student Presidents. However Jen Anderson would step down from post in November 2018 as she had been successful in securing a job at Stenton reception.
- Class representatives had been identified for 416 classes, an increase on last year. Work would be undertaken to secure more class representatives. Training for representatives had commenced.
- The number of records entered into the student engagement tracker had increased compared with last year. Records included concerns, suggestions, commendations and queries.
- The number of voluntary officers had decreased this year, but steps were being taken to identify additional officers.
- FCSA badges continued to be popular and would continue.

Members commended the FCSA on the work undertaken, which was seen as best practice within the sector.

## **7 Initial Learner Feedback**

A paper was tabled outlining initial learning feedback, the contents of which were noted. It was highlighted that there had been an increase in response rates and in the performance statistics overall. Strengths and weaknesses as detailed in the paper were outlined. It was confirmed that the statistics would be broken down to enable faculties and departments to look at feedback relevant to them and to action plan for further improvement.

## **8 Student Performance Data**

The contents of the paper that had been circulated were noted. The tables on page 48 were reviewed and it was highlighted that all showed an improvement, with the exception of FT HE.

It was confirmed that meetings would now take place to look at the courses in details, broken down in different ways, to look at what works well and not so well, identify trends, and make changes to activity at in-year review and for next academic year. It was confirmed that sector data would not be available until January 2019. Whilst it was difficult to benchmark Fife



against other colleges due to differences in programmes, some analysis can be undertaken to learn from those undertaking similar courses to ours and to give an overall comparison on trends. Changes would also be taken forward in Operational Plans.

It was noted that there was a process in place and managers were encouraged to involve lecturers in discussions about performance of courses and action planning. However this was done in different ways and to different extents. It was confirmed that a timeline would be published on the Gateway to encourage managers to do this, and it was also suggested that Lecturers should ask to become involved in the process.

The destination data was also discussed. A 74% return rate had been achieved, which was an improvement but still below the sector overall. The return rate would continue to improve as students were being reminded about the request for information.

## **9 School and University Partnership Report**

The contents of the report that had been circulated were noted. It was noted that there had been a reduction in enrolments in school activity. Challenges with timetables and the way college activity was viewed by schools and parents was discussed. A range of activity was underway to continue to make improvements in this area of work.

University activity was currently growing and was a focus as a result of the formation of the Fife College University Hub. Articulation routes had increased from 84 to 223. These now needed to be monitored to focus on those that were working well. Awareness raising of staff was being progressed by the introduction of a newsletter published on the Gateway.

## **10 Partnerships Overview (Academic, Industry, Other)**

The contents of the report that had been circulated were noted. It was noted that the next report that would come to the Committee would focus on the impact partnerships have on the curriculum. It was agreed that the number of partnerships was not relevant, it was more about the impact and benefits of having them.

## **11 Guest Speaker: Dawn Clark (Employability)**

A presentation was made on employability activity. A copy of the slides used are available on the Gateway. It was noted that it was essential to embed employability within the curriculum rather than have it seen as something separate. Committee members commended the employability team on progress made in this important area of work.

## **12 Update from Committees:**

### **12.1 Learning and Teaching Committee**

The contents of the minutes of the Learning and Teaching Committee that had been circulated were noted.



**13 AOCB**

An update was given on the networking activity being looked at for Chairs of Learning and Teaching Committees. The first meeting would be held on 13 November 2018 where the interest in having such a forum would be explored. If there was an appetite for such a group, the intention was it would share good practice. Members of the Committee could also be asked for their views and input in advance of any meetings.

**14 Date of Next Meeting**

Wednesday 13 March 2019 at 3.30pm, Boardroom, Halbeath Campus, Dunfermline



<b>Key:</b>	
	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	31.10.18	To approve the EREP Report and submit it to the Scottish Funding Council.	D Leslie	31.10.18		Complete. Update given at Strategy Day on 30 January 2019.



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

<b>Curriculum Update: March 2019</b>	
<b>Date of Meeting:</b>	13 March 2019
<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
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<b>Date of Production:</b>	6 March 2019

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

### **Academic Quality Committee**

#### **Curriculum Update**

##### **Introduction**

This paper provides a brief update on curriculum matters, including credit position, Performance Indicators for 2017-18 and updates on Student Recruitment for 2018-19 and 2019-20.

Brief additional information on some other key topics is also included and available in more detail within the papers provided under subsequent agenda items.

##### **1 Credit Position and Academic Faculties Portfolio**

The College is on track to achieve its 132,685 SFC credit target as outlined in the October 2018 update.

Retention figures are improving further with the current further withdrawal rate lower by 4.5% compared to this time last year. The early withdrawal rate has improved by 1.5% (4.5% vs 6% in 2017-18).

The academic structure has been reviewed and now comprises of four Faculties. The Supported Learning area is now forming part of the Business, Hospitality, Retail and Tourism whilst Engineering, Construction, Science and Mathematics have been brought together. The revised academic structure allows for synergies and more effective planning to respond to student needs and economic priorities.

The confirmed total credit target for the College in 2019/20 is 132,652. This includes:

- 125,545 core credits
- 4,689 core credits to support Early Learning & Childcare workforce
- 2,418 ESF credits

This reflects an overall slight drop in the credit target of 33 credits. Following this SFC Announcement, individual Faculty level credit and commercial targets for 2019-20 and corresponding resource allocations will be finalised shortly.

Work is underway to produce the 2020-21 portfolio with a view to marketing information being available in September 2019.

##### **2 Student Recruitment**

###### **2018-19**

Student recruitment figures for FT programmes now include January start courses and shows an overall figure of 91% for FT- over and under recruitment patterns remain (e.g. Care, Engineering and Creative Industries). The current overall position for eligible students FE is 94% whilst the HE figures remain lower at only 86%. Additional activity is being delivered to address any identified credit shortfalls and to close the current gap.

PT recruitment continues to progress well.

	Current Target				
	Eligible Target	No Enrolled	% Attended After Cut Off vs CP Target (Eligible)	% Credits Achieved vs CP Eligible to date	
<b>FT FE</b>					
Built Environment, Science & Sport	678	637	89%	96%	
Business, Enterprise & Tourism	1,144	930	94%	93%	
Creative Industries	549	473	83%	83%	
Care, Social Sciences & Education	1,248	1,170	107%	110%	
Engineering, Energy & Mathematics	617	446	85%	88%	
Support for Learning	329	264	98%	94%	
<b>Total FT FE</b>	<b>4,565</b>	<b>3,920</b>	<b>94%</b>	<b>96%</b>	
<b>FT HE</b>					
Built Environment, Science & Sport	278	275	79%	79%	
Business, Enterprise & Tourism	966	716	81%	81%	
Creative Industries	716	631	81%	81%	
Care, Social Sciences & Education	622	569	108%	105%	
Engineering, Energy & Mathematics	211	146	73%	68%	
<b>Total FT HE</b>	<b>2,793</b>	<b>2,337</b>	<b>86%</b>	<b>85%</b>	
<b>FT Overall</b>					
Built Environment, Science & Sport	956	912	86%	91%	
Business, Enterprise & Tourism	2,110	1,646	88%	88%	
Creative Industries	1,265	1,104	82%	82%	
Care, Social Sciences & Education	1,870	1,739	107%	108%	
Engineering, Energy & Mathematics	828	592	82%	83%	
Support for Learning	329	264	98%	94%	
<b>Overall Total FT</b>	<b>7,358</b>	<b>6,257</b>	<b>91%</b>	<b>92%</b>	
<b>Report is based on Courses with a Mode of Attendance of FT (05,17,18) and a Start Date of before 6 March 2019</b>					

**2019-20 to date**

<b>FT FE</b>	<b>Day 1 Target</b>	<b>Total Applications Received</b>	<b>Total Offers Made</b>	<b>% Offers Made vs Target</b>
Built Environment, Science & Sport	609	717	296	49%
Business, Enterprise & Tourism	964	987	492	51%
Creative Industries	480	348	203	42%
Care, Social Sciences & Education	1,048	1,419	653	62%
Engineering, Energy & Mathematics	386	318	172	45%
Support for Learning	198	141	118	60%
<b>Total FT FE</b>	<b>3,685</b>	<b>3,930</b>	<b>1,934</b>	<b>52%</b>
<b>FT HE</b>				
Built Environment, Science & Sport	290	297	225	78%
Business, Enterprise & Tourism	823	579	449	55%
Creative Industries	564	403	296	52%
Care, Social Sciences & Education	680	944	633	93%
Engineering, Energy & Mathematics	154	72	41	27%
<b>Total FT HE</b>	<b>2,511</b>	<b>2,295</b>	<b>1,644</b>	<b>65%</b>
<b>FT Overall</b>				
Built Environment, Science & Sport	899	1,014	521	58%
Business, Enterprise & Tourism	1,787	1,566	941	53%
Creative Industries	1,044	751	499	48%
Care, Social Sciences & Education	1,728	2,363	1,286	74%
Engineering, Energy & Mathematics	540	390	213	39%
Support for Learning	198	141	118	60%
<b>Overall Total FT</b>	<b>6,196</b>	<b>6,225</b>	<b>3,578</b>	<b>58%</b>

Three new marketing campaigns have been agreed, starting with Engineering, to support and increase on-going recruitment.

### 3 Performance Indicators

A report of the SFC published College 2017-18 PIs is available under agenda item 7 and evidences progress in most areas. Further commentary will be provided under item 8. ROA targets for 2019-20 will be confirmed this month following discussions with SFC.

### 4 Learning and Teaching Survey

Reporting on Learner Surveys 1 and 2 present a positive and improving picture and will be presented at this meeting. The Quality team continues to work closely with academic and professional services teams and with the FCSA to ensure maximum participation and realisation of College and SFC targets.

### 5 Self-Evaluation / Quality

The College's Evaluation Report and Enhancement plan has been fully endorsed. Education Scotland engagement days have now been agreed to support the implementation of the Enhancement Plan. These will take place at the end of April. Formal performance review meetings have taken place based on 2017-18 PIs and on in year progress to date. These meetings informed the Education Scotland Engagement days; they are also influencing changes in course design and delivery for 2019-20.

## **6 Learning and Teaching Strategy**

The Learning and Teaching Committee has undertaken to review and update the Learning and Teaching Strategy to ensure full alignment with the College strategic plan and to include a clear and consistent focus on innovation.

*College teams are starting to consider entries for the next CDN Awards in October 2019.*

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

**6 March 2019**



**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 March 2019
<b>Purpose:</b>	To update members of the Academic Quality Committee on the progress made by the FCSA since the last meeting.
<b>Intended Outcome:</b>	To note the position.
<b>Paper Submitted by:</b>	Carol Hunter
<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
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## ACADEMIC QUALITY COMMITTEE

### FCSA Update

#### 1 General

Following Jen Anderson's resignation, Julia Sherriffs was elected as FCSA Lead Equalities Officer in December 2018. The FCSA have utilised the salary underspend to fund a FCSA Office Assistant post until the 30<sup>th</sup> of June 2019. This post has been fulfilled by secondment by Sarah Kerr who joined us in December 2018.

#### 2 Class Reps 2018-2019

As of the 4<sup>th</sup> of March we have received notification of 489 registered reps. This is a slight decrease from 498 reps at the same date last year. However, the total number of groups which do not have a registered rep has actually decreased from 70 at this point last year to 65 currently. For reference a group is term as any course that is running full-time on campus with 7 or more students currently enrolled.

We have launched a new system called *Reppin' Player One* which is a points based incentive system to help encourage engagement and participation with the role. Early response to this has been positive from reps and staff members and we are hoping this will lead to improved sustained attendance at meetings. We will produce a detailed report on this new system following the completion of this academic year.

One positive consequence of this new system has been an appetite from Reps to have more ways to score points. This has led to us delivering more focus groups – increasing student engagement and ownership on projects such as the Study Areas and the Student Funding Application Forms, and the introduction of the FCSA Gimme 5 Surveys. The Gimme 5 Surveys are optional and Reps can access and answer whenever they want. These look at both College issues and social attitudes to help us better develop our work going forward. We will look at other avenues that we can develop for next year.

We are running a pilot next year where Academic staff will be more involved in the the delivery of Class Rep Training. This is based on a successful model from Edinburgh University's Student Association and feedback from our students that they are more likely to take notice of something if it comes from the College's teaching staff. We have one member from each Department signed up for the new model and will meet with them to discuss how they would like the training to be delivered and how they would like to be involved.

#### 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 4th of March we have logged 132 Concerns, 24 Suggestions, 17 Commendations and 31 Queries.

To the 9<sup>th</sup> of February last year we had logged have logged 144 Concerns, 43 Suggestions and 23 Commendations. Queries is a new category for 2018-19; this has been introduced to cover cases where the student requires our assistance however there is no associated dissatisfaction with the situation.

Our additional staffing this year is we are able to do more examination of the figures and compare year-on-year. The general consensus for the reduction this year is that students are more satisfied with their College experience and we may be less likely to record positive comments. Going forward we will focus on recording all feedback.

#### **4 FCSA Student Executive**

We currently have 13 Voluntary Officers. This is a decrease on the 22 we had at this point last year, however we have seen an improved body of work from this year's officers, with more events and drop-in sessions being held than in previous years. At this point of the year we will still accept new officers however we are not actively promoting the roles due to the limited time remaining in this year.

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

Carol is the lead for the Campus Representatives and Class Representatives.

#### **5 FCSA Open Badges**

We have issued the first of our new Action for Health Open Badges. Students and Staff can earn these by completing modules focussing on Health issues, with each module taking about one hour to complete. The first badges were issued to participants at our recent Dementia Friendly training that was organised by Carol Hunter and facilitated by NHS Fife who delivered sessions at Halbeath, Glenrothes, Kirkcaldy and Levenmouth.

We already have 5 students who have achieved the FCSA Gold Award for this year, and anticipate that we will see another increase in our total volunteering time from last year.

**6 FCSA Re-Freshers' Fayre 2019**

FCSA Re-Freshers took place from 4<sup>th</sup>-8<sup>th</sup> February. A mixture of business, non-profit and charitable organisations attended the event alongside college support departments and across all campuses 928 students engaged with the event.

**7 FCSA General**

The FCSA has been shortlisted for two awards at the NUS Scotland Awards. These are Students' Association Staff Member of the Year for Craig Walker and College Students' Association of the Year. We are very grateful at having being recognised for our work we do for our members.

We continue to work and support SA's across Scotland to help them to create and introduce a variety of projects such as a refreshed constitution, open badges, and the Student Engagement Tracker.

**Carol Hunter**  
**President – Education and Representation**  
**Fife College Students' Association**

**4<sup>th</sup> March 2019**



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

<b>Learner Surveys</b>	
<b>Date of Meeting:</b>	13 March 2019
<b>Purpose:</b>	To update members of the Academic Quality Committee on the results of Learner Surveys.
<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>	March 2019



## **Learner Survey 1: Early Experience 2018/19**

### **Overview Report**



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## Introduction

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 HGIOC? Section 2.4: Services to Support Learning as it focuses on how effective arrangements are for providing potential and current learners with information, advice and support to make informed decisions about their learning.

## Method

An online survey was distributed to students using Social Optic. 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 survey live period to encourage higher returns. The survey was open for a period of 3 weeks.

In order to populate the survey, a target list was built attaching Meta-Data to each student (e.g. course instance, curriculum area, faculty etc.). This information was extracted from the college student records system (REMS) and uploaded to Social Optic to generate personalised links for each student. The data presented in this report represents data extracted in mid-September.

## Respondent Profile

A total of 6,967 students were targeted for Learner Survey 1: Early Experiences and the return rate was 3,004 (43.1%). This is an increase of 9% compared to AY2017/18. Three surveys were set up with varying questions to suit different target cohort of students (e.g. main cohort, evening classes, and distance learning) as they have different experiences for induction.

Those targeted for Academic Year 2018/19 did not include the following:

- Scottish Prison Service
- School College Partnership
- Block release students not in college whilst the survey was 'live'
- Students under the CLPL remit
- Students from the Carnegie Conference Centre
- West Fife Enterprise students
- VQ Students studying year 2 or later
- Open Learning students
- Short Courses (e.g. 1 day courses)
- 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 for induction as the main cohort; they did not receive induction this academic session as they were continuing students; they do not have access to the internet; or were not in College during teaching weeks.

## Mode/Level

In terms of Mode and Level for the Scottish Funding Council breakdowns, Fife College achieved more than the 50% target for Full-Time Further Education (FTFE), but did not achieve it for Full-Time Higher Education (FTHE); Part-Time Further Education (PTFE) or Part-Time Higher Education (PTHE).

Mode/Level	% Received	+/- Diff from 50% Target
<b>FTFE</b>	53.4%	+3.4%
<b>PTFE</b>	28.1%	-21.9%
<b>FTHE</b>	39.2%	-10.8%
<b>PTHE</b>	17.6%	-32.4%

As can be seen in the above table, work is needed to be carried out to engage with Part-Time students in particular, where these numbers are significantly lower than the SFC proposed 50% target for the Student Satisfaction and Engagement Survey (SSES) which is issued as part of College Learner Survey 3.

## Faculty

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

Faculty	Number Received	Number Targeted	% of Target	+/- % Diff AY2017/18
<b>Engineering, Energy and Mathematics</b>	494	737	61.7%	+30.1%
<b>Creative Industries</b>	573	1128	50.8%	+16.6%
<b>Built Environment, Science and Sport</b>	511	1013	50.4%	+19.7%
<b>Business, Enterprise and Tourism</b>	712	1777	39.8%	+6.1%
<b>Care, Social Sciences and Education</b>	571	1799	31.3%	+6.6%
<b>Support for Learning</b>	117	644	30.4%	-2.6%

Given each faculty had a different number of students to target, it is important to bear in mind the Number Targeted as well as the subsequent percentage who responded within the Faculty. Faculty of Engineering, Energy and Mathematics received the highest percentage of their targeted students with 61.7% (+30.1% compared to AY2017/18). However, Creative Industries (573) and Care, Social Sciences (571) received the highest number of students, but because these Faculties have a higher total number of students to target their percentages were lower.

The lowest percentage for a targeted response rate for a Faculty was Support for Learning with 30.4%, this is 2.6% below their response rate for AY2017/18. This was the only Faculty to see a decrease in their response percentage.

## Curriculum Area

Curriculum Area	% Return Rate
<b>Mechanical Engineering Stenton</b>	74.7%
<b>Electrical and Mechanical Rosyth</b>	62.1%
<b>Digital Technologies</b>	60.0%
<b>Science</b>	59.4%
<b>Built Environment Technician</b>	58.7%
<b>Education, ESOL and Languages</b>	56.8%
<b>Administration, Enterprise and IT</b>	55.3%
<b>Fabrication, Welding and Energy</b>	54.4%
<b>Tourism, Events and Retail</b>	54.0%
<b>Construction Craft West</b>	52.7%
<b>Performing Arts</b>	50.0%
<b>Computing</b>	48.5%
<b>Sport and Fitness</b>	48.0%
<b>Media</b>	48.0%
<b>Mathematics and STEM</b>	46.7%
<b>Culinary Arts and Hospitality</b>	46.0%
<b>Construction Craft East</b>	45.0%
<b>Childcare</b>	43.2%
<b>Building Services</b>	36.0%
<b>Life Choices</b>	34.7%
<b>Community Choices</b>	31.8%
<b>Business, Management and Leadership</b>	29.4%
<b>Hairdressing</b>	27.0%
<b>Social Care</b>	21.0%
<b>Social Sciences</b>	15.6%

Mechanical Engineering Stenton received the highest percentage return with 74.7%. This was 62% higher than the lowest return rate 15.6% (Social Sciences). Eleven Curriculum Areas had return rates above 50%; three were from Engineering, Energy and Mathematics; three were from Built Environment, Science and Sport; two were from Creative Industries; two were from Business, Enterprise and Tourism; and one was from Care, Social Science and Education. Seven Curriculum Areas received return rates between 40% and 49%. Seven Curriculum Areas received return rates below 36%, of which there was only one below 20% (15.6%).

The winner of the student prize was Dylan Fawcett from the National Progression Award: Construction, who selected a tablet as his prize. Mechanical Engineering Stenton received the highest percentage for returns and were awarded £100 additional spending in their college budget.

## Findings

This section will focus on the early experiences of students, from the point they first make contact, through to the first few months of College life, known as Induction. This section will report findings at multiple levels: overall college; Faculty and Curriculum Area.

The percentages shown in the following sections were taken from two sources. The overall percentages were taken from the general template report produced by Social Optic, that incorporates all Meta-Data and survey versions. The Faculty percentages were taken from the individual faculty reports produced by Social Optic, as is the same with the Curriculum Area percentages. This provides a much more detailed and accurate picture of the strengths and weaknesses within Fife College, and can be further drilled down to course level should this be required.

## Satisfaction

Generally speaking, students at Fife College are satisfied with their early experiences of college so far, with 96% satisfaction.



Full-Time Further Education; Full-Time Higher Education and Part-Time Further Education are all satisfied to the same level of 96%. Part-Time Higher Education seem to be slightly less satisfied by comparison but only marginally (94%).

Mode/Level	% Satisfaction
<b>FTFE</b>	96%
<b>PTFE</b>	96%
<b>FTHE</b>	96%
<b>PTHE</b>	94%

The Faculty with the highest satisfaction rating was Support for Learning, with 98% satisfied, however it is important to note that this faculty has the lowest return rate.

Faculty	% satisfaction
<b>Support for Learning</b>	98%
<b>Business, Enterprise and Tourism</b>	96%
<b>Care, Social Sciences and Education</b>	96%
<b>Creative Industries</b>	96%
<b>Built Environment, Science and Sports</b>	95%
<b>Engineering, Energy and Mathematics</b>	94%

All Faculties received satisfaction ratings above 90%. The Faculty with the lowest satisfaction rating was Engineering, Energy and Mathematics with 94%. Four of the Faculties either matched or bettered the College average of 96%.

In terms of Curriculum Areas, all areas received satisfaction ratings of 92% or above, with 13 areas either matching or bettering the College average of 96%. Four Curriculum Areas received 98% satisfaction rating, these four areas belonged to the faculties of Built Environment, Science and Sport (2); Support for Learning (1); and Care, Social Sciences and Education (1).

Curriculum Area	% Satisfaction
Construction Craft East	98%
Built Environment Technician	98%
Life Choices	98%
Childcare	98%
Tourism, Events and Retail	97%
Digital Technologies	97%
Building Services	97%
Business, Management and Leadership	97%
Media	97%
Mathematics	97%
Computing	96%
Performing Arts	96%
Culinary Arts and Hospitality	96%
Administration, Enterprise and IT	95%
Community Choices	95%
Social Care	95%
Education, ESOL and Languages	95%
Mechanical Engineering Stenton	94%
Hairdressing	94%
Science	94%
Social Sciences	93%
Construction Craft West	93%
Sport and Fitness	93%
Fabrication, Welding and Energy	93%
Electrical and Mechanical Rosyth	92%

### Coming to College

The majority of students felt their early experiences and initial contact with Fife College were positive, with a section satisfaction average of 94%.



The information they received to support their course selection was helpful (97%); information, advice and guidance before applying was also helpful (94%); the interview process was well organised and covered their

needs (95%); completing their application was easy (93%); and the majority were provided with any additional costs for their course (89%).

In terms of funding 62% said they were in receipt of some form of funding from the College, and the majority said the information they were provided with was clear and accurate (89%).

## Faculty

Support for Learning were the Faculty with the highest agreement, as they were top for four of the five questions in this section. Support for Learning students felt satisfied with the level of information, support, and guidance they received before applying for their course. However, they were less likely to feel that completing the application was straightforward (90%) compared to other faculties.

Business, Enterprise and Tourism students were most likely to think completing their application was straightforward (95%).

Built Environment, Science and Sport received the lowest agreement rates for three of the five questions. These students were less likely to feel the information, advice and guidance they received was helpful when compared to other faculties.

Creative Industries students were least likely to agree that they were provided with information about any additional costs (90%).

## Curriculum Area

Building Services were top for three of the five questions. Students felt the application process was straightforward (97%); the interview process was well organised (100%) and they were provided with information about any additional costs (100%).

Community Choices and Further Education Choices were most satisfied with the information they received which helped support their course selection (100%).

Digital Technologies were most satisfied with the information, advice and guidance they received before applying (99%).

Built Environment Technician received the lowest agreement rates for two of the five questions in this section. These students were less satisfied with the information, advice and guidance they received before applying.

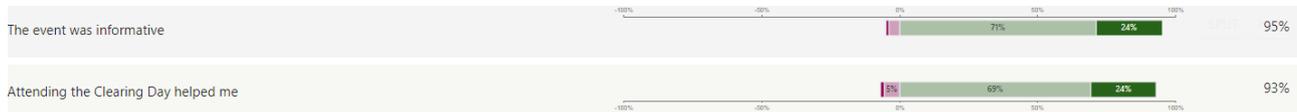
Sport and Fitness received the lowest agreement rate for the interview process being well organised and meeting their needs (90%).

Further Education Choices were least likely to feel the application process was straightforward (78%).

Business, Management and Leadership were least likely to agree that they received information about any additional costs (84%).

## Clearing Day

In terms of the Clearing Day, only a small minority attended (17%). However, from those who attended they said they had a positive experience with a section satisfaction average of 94%. The majority said they felt the event was informative (95%); and it had helped them (93%). Just over a fifth of those who attended, attended the Halbeath campus.



## Induction

Students felt the 'Welcome to College' (92%), and the 'Academic Induction' (96%) were helpful and informative in their own right as it gave them an opportunity to see the College building; meet their lecturers and class mates beforehand; and took away some anxiety about starting college.



Only 59% said they liked the two separate inductions. Those who did not like them said it was because they were on two separate days, and would prefer it be on the same day, e.g. one in the morning and the other in the afternoon.

Generally speaking, students received their course handbook (61%), where they did not, they received the information that is usually in the handbook (how they are to behave; expectations of coursework; cheating and plagiarism; attendance; their timetable; help and advice from support teams; Complaints Procedure; and the Assessment Appeals Procedure).

Students were also told about what to do in case of an emergency (91%); they felt welcomed to the College (97%); and felt valued and respected (95%). The majority felt activities they did at induction helped them to make friends and be part of the class group (89%).

Areas for improvement centre on raising awareness about the scholarship opportunities available from the Adam Smith Foundation, as only 64% of students knew about the opportunity. Although the FCSA has seen an increase in students being aware of them and what they do (up 1.1% from 78.4% to 79.5% compared to AY2017/18), when compared to other questions they are lower in percentage. Students indicated what they would like to see the FCSA offer in terms of events or activity for this academic year which included but not limited to: Physical activities such as walking clubs, fitness classes or football teams (37%); Social events such as fundraising activities, or volunteering options (31%); or book/board game clubs (8%).

## Faculty

Five of the six Faculties came top for various questions. The only faculty not to come top was Built Environment, Science and Sport.

Support for Learning students were most satisfied with:

- Hearing about the scholarship opportunities from the Adam Smith Foundation (74%)
- Induction activities helped me to make friends and feel part of the class group (94%)
- I feel valued and respected (96%)
- I am aware of the Fife College Student Association (FCSA), who they are and what they do (92%)

Engineering, Energy and Mathematics received the lowest agreement for three questions:

- Induction activities helped me to make friends and feel part of the class group (86%)
- I feel valued and respected (93%)
- I am aware of the Fife College Student Association (FCSA), who they are and what they do (71%)

However, the faculty was top for the 'Welcome to College' induction activity being helpful and informative (95%).

## Curriculum Area

Six curriculum areas came top in this section.

Construction Craft East came top for four questions:

- The 'Welcome to College' event was informative, helpful and supportive to allow me to have a good understanding of the support available to me while I am at College (98%)
- The 'Academic' Induction event was informative, helpful, and supportive, to allow me to have a good understanding about my course (100%)
- I feel welcomed at Fife College (100%)
- I feel valued and respected (100%)

The other five curriculum areas were top for various other questions but none more than once.

Further Education Choices was joint top with Construction Craft East for the 'Welcome to College' induction event (100%), but saw the lowest agreement rates compared to the other curriculum areas for two questions:

- Academic Induction was informative, helpful and supportive, to allow me to have a good understanding about my course (88%)
- I feel valued and respected (88%)

Social Sciences also saw the lowest agreement rates for two questions:

- The 'Welcome to College' event was informative, helpful and supportive to allow me to have a good understanding of the support available to me while I am at College (86%)
- I have heard about the scholarship opportunities from the Adam Smith Foundation (44%)

It has been relayed that many were returning students and perhaps did not feel it was necessary to have these welcome induction events as they already knew the information from previous years.

## Conclusion

Overall, students are very satisfied with their early experiences at Fife College with 96% being satisfied (Q: Overall, I am satisfied with my College experience).

Response rates have increased and all Faculties and Curriculum Areas were represented to reporting levels. Compared to AY2017/18 the overall response rate increased by 9%. Fife College surpassed the 50% target for the Full-Time Further Education cohort, however work is needed to bring the other areas up to the 50% target for the SFC SSES at the end of the year.

Areas of strength for Fife College include its staff; providing helpful advice and information to those thinking of coming to college, and providing support through students' application and interview process, before they start with the College. Once they have been accepted and have come to college for induction, as this is the first year induction has run as two separate events, students fed back that they liked the events themselves, they didn't like having it on separate days and would prefer to have it all on the same day e.g. one in the morning and the other in the afternoon.

For those students who had to go through clearing, they had a positive experience with the vast majority agreeing that it was both informative and helpful.

In induction students felt staff were very good at making students feel welcome to the College; feel valued and respected; and provided activities at induction where students were able to make friends and feel part of the class.

The FCSA have increased their profile compared to AY2017/18 and students have indicated that they would like to see more physical activities and social events run by the FCSA this academic year.

Areas for improvement include:

- I was provided with clear and accurate information about funding options (89%)
- Induction activities helped me to make friends and feel part of the class (89%)
- Raise awareness of the FCSA (79.6%)
- Raise awareness of the scholarship opportunities for the Adam Smith Foundation in each area (64% of students were aware of these opportunities)

Support for Learning were the faculty that consistently came out top, with their students being more likely to be satisfied with the help, advice and guidance they received prior to applying to the College, when they had started their course, and throughout Induction. However, perhaps more support or a review of why this faculty felt the application was not straightforward, to see how Fife College can improve this for them in the future.

Building Services students were more likely to be satisfied with the support, advice and guidance they received prior to coming to college. Construction Craft East students were more likely to be satisfied once they had started their course, and went through Induction.

Further Education Choices and Social Sciences had areas in Induction that could be improved, e.g. both induction events could be reviewed for these areas to see what could be improved for students. In the case of Social Sciences, it has been relayed that many were returning students and perhaps did not feel it was necessary to have these welcome induction events as they already knew the information from previous years.



## **Learner Survey 2: Learning and Teaching AY 18/19**

### **Preliminary Overview Report**



**Quality Team  
March 2019**

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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 survey tool, Social Optic. 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.

## Response Rates

A total of 7,260 students were targeted and the return rate was 43.0% (2947). Compared to the AY 17/18 which was 36.5%, Learner Survey 2 for AY 18/19 response rate has increased by 6.5%.

Those targeted for AY 18/19 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.

Learner Survey 2: Learning and Teaching, 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.

## 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.



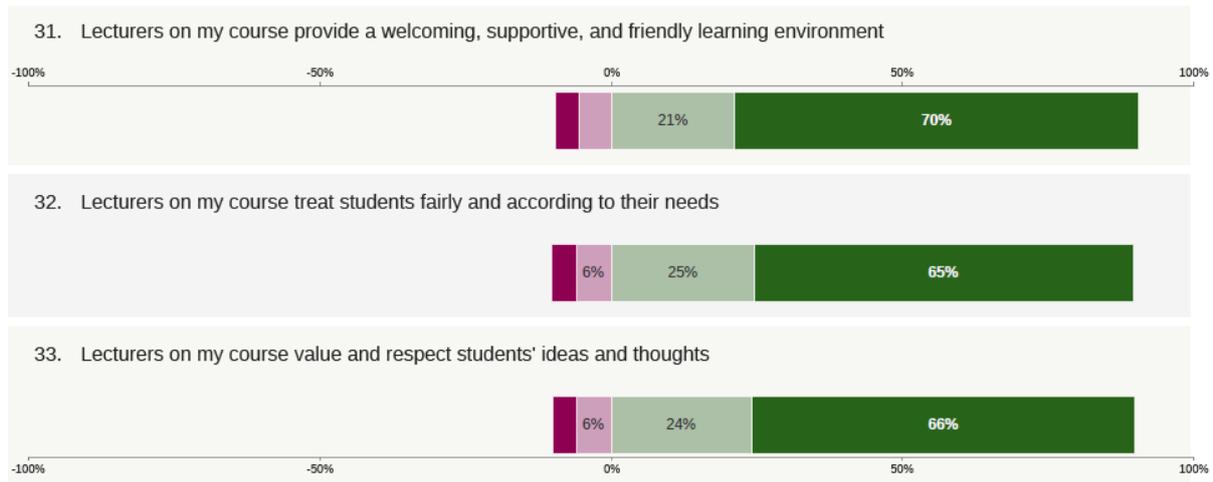
Overall<sup>1</sup> Fife College has a high percentage (84%) of students who accept that they have a responsibility for their own learning, and that of others. An increase from 81% last session. It is

<sup>1</sup> Overall percentages are taking the average percentage of the section.

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 fifth (20%, drop from 25% last session) do not feel this happens in their course.

### 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.



90.3% of learners were positive about the student-lecturer relationship and confirmed that lecturers provide a welcoming environment; treat students fairly; value and respect student ideas and thoughts.

### 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>2</sup>). For students to be engaged in their learning, they need to have some level of interest in the subject matter. On occasions a course may contain necessary elements such as essential skills that may not be recognised by the student as of a direct/particular interest, the lecturer can use this as an opportunity to integrate the topic with other subjects and/or contextualise the content to the student’s course. 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>2</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 87.5% (increased from 83.6% last session) 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 dealing effectively with disruptive or disrespectful behaviours (83%).

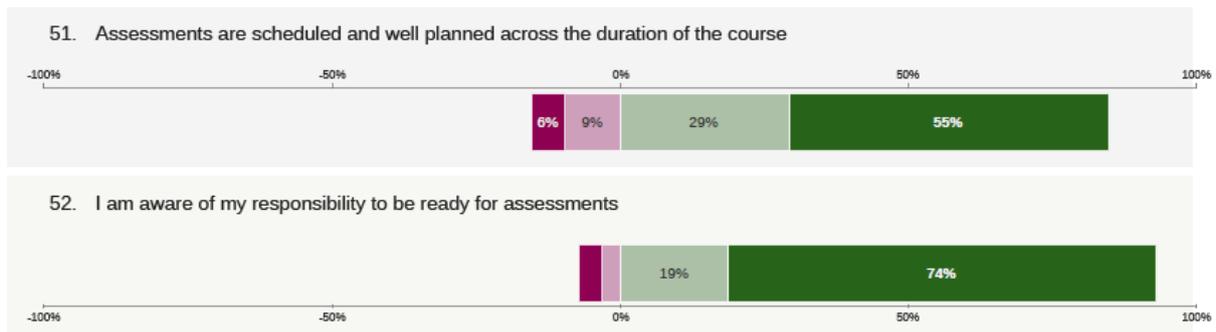
### Lecturer Engagement

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 88% in satisfaction (5% improvement on previous session). Overall students were satisfied with their lecturer engagement with 89.8% (up from previous session of 87.4%). Lecturers being enthusiastic about what they teach had the highest agreement with 91%. Areas with lower (but still positive responses ↑88%) included: lecturers giving clear information about unit requirements (89%); lecturers make good use of technology to enhance my learning (89%); and presenting lessons clearly and in ways students understand (88%).

## Assessment



Overall, students were satisfied with assessments on their course with 88.5% agreeing (up from 86% last session). In terms of assessments being well planned and scheduled across the duration of their course, 84% agreed this was the case (up 4% from last session). The vast majority of students (93%, up 1% from last session) said they understood they had a responsibility to be ready for assessments as well.

## Next Steps

All Curriculum Managers have been issued with the breakdown of the survey results data specific to their area of responsibilities. Each have been asked to complete an action plan and return this to the Quality Team by 15 March 2019.

Subsequently a fuller and more in-depth report will be compiled and issued by the Quality Team.



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

<b>Performance Indicators: Fife College v Sector</b>	
<b>Date of Meeting:</b>	13 March 2019
<b>Purpose:</b>	To update members of the Academic Quality Committee on Fife College Performance Indicators versus the Sector.
<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>	5 March 2019

**BOARD OF GOVERNORS OF FIFE COLLGE**

**Academic Quality Committee**

**Performance Indicators: Fife College v Sector**

Comparisons between Fife College Performance Indicators (PIs) for sessions 2014-15, 2015-16, 2016-17, 20187-18 and the sector PIs for 2017-18 are detailed in the following table:

Performance Indicator	FC 2014-15	FC 2015-16	FC 2016-17	FC 2017-18	% FC Trend 2016-18	Sector 2017-18	Diff +/- FC/Sector
Completed: Successful	65.5	70.4	65.1	69.2	+4.1	74.0%	-4.8%
Completed: Partial Success	19.8	8.6	14.8	13.8	-1.0	10.6%	3.2%
% Completing	85.3	79.0	79.9	83.1	+3.2	84.6%	-1.5%
Further Withdrawal	9.7	14.8	13.6	11.2	-2.4	10.3%	0.9%
Early Withdrawal	5.0	6.2	6.5	5.8	-0.7	5.1%	0.7%
% Withdrawing	14.7	21.0	20.1	16.9	-3.2	15.4%	1.6%

All PIs showed an improvement over the previous session, with Completed: Successful showing the largest improvement (4.1%). The Completed: Successful PI hit a positive peak in 2015-16, and took a significant dip in the following year (-5.3%). However, 2017-18 shows a recovery with an increase in those completing successfully (+4.1%) compared to 2016-17. Overall the four-year trend shows an improvement in those completing successfully (+3.7%).

Although the Completed: Partial Success PI seems to be on an improving trend with 6.0% less learners overall getting a partial success, when you take into account the Total Withdrawal (+2.2%) data as well as the Completed: Successful data, there are both positives and negatives. Here, 3.7% more students are going on to complete their course successfully. However, 2.2% more students are withdrawing rather than staying to the end of their course. The majority of these withdrawals are happening later in the year 11.2% (+1.5%).

The Early and Further Withdrawals both show a negative trend from 2014-15 (+2.2%); however overall there has been an improvement compared to the previous session 2016-17 numbers (-3.2%).

## PIs by Education Scotland Groups

FE Enrolments by Education Scotland Subject Group on courses lasting 160 hours or more compared to the Sector Average. Five areas are performing above sector average for Completed Successfully, highlighted in green.

ES Subject Group	Completed Successfully			Partial Success			Withdrawal		
	Fife	Sector	Diff.	Fife	Sector	Diff.	Fife	Sector	Diff.
Art and design	59.6%	68.8%	-9.2%	12.7%	8.6%	4.1%	27.7%	22.6%	5.1%
Business, Management and Admin.	68.9%	61.0%	7.9%	10.4%	17.8%	-7.4%	20.7%	21.2%	-0.5%
Care	68.0%	65.3%	2.7%	13.0%	13.4%	-0.4%	19.0%	21.2%	-2.2%
Computing and ICT	60.3%	66.8%	-6.5%	23.9%	14.7%	9.2%	15.8%	18.6%	-2.8%
Construction	77.7%	76.1%	1.6%	8.8%	8.0%	0.8%	13.5%	15.9%	-2.4%
Education and training	63.7%	72.5%	-8.8%	10.2%	7.9%	2.3%	26.1%	19.6%	6.5%
Engineering	69.2%	73.9%	-4.7%	14.9%	9.2%	5.7%	15.9%	17.0%	-1.1%
Hairdressing, Beauty and Comp. Therapies	60.1%	65.9%	-5.8%	11.1%	7.1%	4.0%	28.9%	27.0%	1.9%
Hospitality and tourism	63.5%	65.8%	-2.3%	8.0%	8.2%	-0.2%	28.4%	26.1%	2.3%
Land-based industries	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Languages and ESOL	66.3%	78.2%	-11.9%	17.4%	6.0%	11.4%	16.3%	15.8%	0.5%
Media	63.4%	62.1%	1.3%	17.1%	12.5%	4.6%	19.5%	25.5%	-6.0%
Nautical studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Performing arts	65.3%	66.3%	-1.0%	24.0%	14.6%	9.4%	10.7%	19.1%	-8.4%
Science	55.5%	54.9%	0.6%	18.8%	18.4%	0.4%	25.7%	26.7%	-1.0%
Social subjects	49.3%	55.5%	-6.2%	19.0%	16.4%	2.6%	31.7%	28.1%	3.6%
Special Programmes	68.8%	72.2%	-3.4%	10.8%	11.9%	-1.1%	20.4%	15.9%	4.5%
Sport and Leisure	59.9%	64.1%	-4.2%	12.6%	11.7%	0.9%	27.5%	24.2%	3.3%

HE Enrolments by Education Scotland Subject Group on courses lasting 160 hours or more compared to the Sector Average. Two areas are performing above sector average for Completed Successfully, highlighted in green.

ES Subject Group	Completed Successfully			Partial Success			Withdrawal		
	Fife	Sector	Diff.	Fife	Sector	Diff.	Fife	Sector	Diff.
Art and design	67.2%	78.2%	-11.0%	9.7%	7.2%	2.5%	23.1%	14.6%	8.5%
Business, Management and Admin.	69.4%	71.7%	-2.3%	11.9%	10.2%	1.7%	18.7%	18.1%	0.6%
Care	71.8%	72.5%	-0.7%	13.1%	8.7%	4.4%	15.0%	18.8%	-3.8%
Computing and ICT	67.1%	69.6%	-2.5%	20.2%	13.6%	6.6%	12.7%	16.7%	-4.0%
Construction	72.6%	77.5%	-4.9%	11.0%	8.9%	2.1%	16.5%	13.6%	2.9%
Education and training	65.4%	75.4%	-10.0%	10.3%	8.2%	2.1%	24.4%	16.5%	7.9%
Engineering	75.2%	73.6%	1.6%	13.2%	13.2%	0.0%	11.6%	13.3%	-1.7%
Hairdressing, Beauty and Comp. Therapies	76.7%	73.2%	3.5%	4.5%	4.8%	-0.3%	18.8%	22.0%	-3.2%
Hospitality and tourism	44.6%	64.5%	-19.9%	17.9%	12.6%	5.3%	37.5%	23.0%	14.5%
Land-based industries	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Languages and ESOL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Media	63.5%	73.5%	-10.0%	14.1%	12.0%	2.1%	22.4%	14.6%	7.8%
Nautical studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Performing arts	68.3%	79.3%	-11.0%	19.5%	7.5%	12.0%	12.2%	13.2%	-1.0%
Science	68.5%	69.6%	-1.1%	21.7%	12.4%	9.3%	9.8%	18.0%	-8.2%
Social subjects	66.4%	67.8%	-1.4%	20.0%	14.7%	5.3%	13.6%	17.4%	-3.8%
Special Programmes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Sport and Leisure	63.6%	70.0%	-6.4%	17.8%	10.0%	7.8%	18.6%	20.0%	-1.4%

In February this year a new Mid-Year Review process was introduced across all faculties. Following semester 1, this process identifies courses where Early Withdrawal, Further Withdrawal and/or progress is of concern based on RAG (Red, Amber, Green) ratings. Meetings are held with each faculty, the Vice Principal and Assistant Principal to discuss the courses rated Red and what actions have or are being taken in year to ensure improvements are being sought for in year and following year learners.



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

<b>HE Partnerships Report</b>	
<b>Date of Meeting:</b>	13 March 2019
<b>Purpose:</b>	To provide members of the Academic Quality Committee with an update on HE Partnerships.
<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>	5 March 2019

## BOARD OF GOVERNORS OF FIFE COLLEGE

### Academic Quality Committee

#### HE Partnerships Report

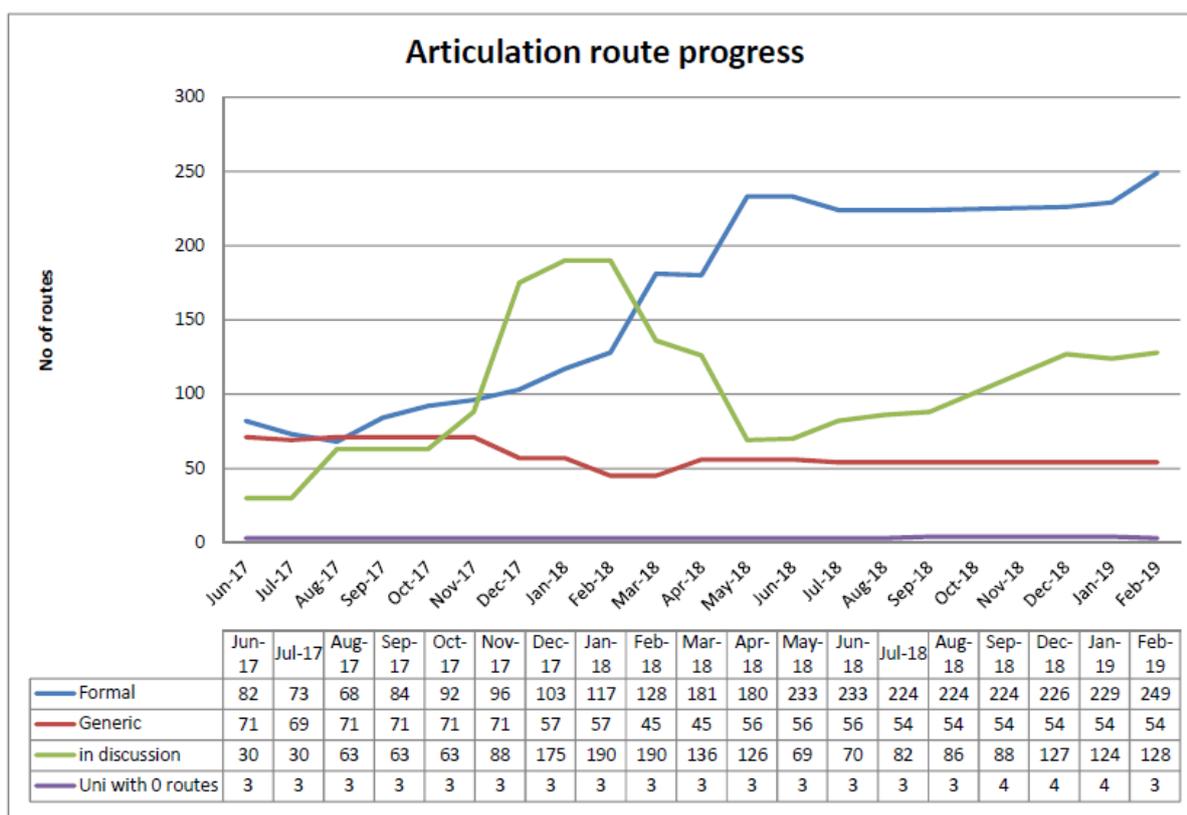
#### Introduction

The second issue of the University Partnership Newsletter was issued in December 2018. This gives a summary update to form part of the update to the Committee. A link to the document is here:

<https://staff.fife.ac.uk/curriculum/hep/SiteAssets/Lists/College%20Announcements/EditForm/University%20partnership%20Newsletter%20-%20Edition%202.pdf> and a copy is attached in your papers.

#### Articulation

In the past 12 months, articulation routes have nearly doubled from 128 to 249 articulation routes. The decrease from 4 to 3 universities with no formal articulation routes is due to a recent signing of a Memorandum of Understanding with the University of Stirling.



#### Franchise Degrees

A review of our eight Abertay University franchise degrees has been completed. Some of the programmes will remain with Abertay whilst replacement and new routes are being explored with other universities. The change will be phased from 2020/21.

A HE Articulation report is currently being finalised which is reviewing the destinations of our UCAS applicants with analysis aligned to the articulation agreements to analyse which are

being utilised and where there are gaps. Recommendations from this work will inform future partner articulation discussions.

### Open University (OU)

The college hosted an Open University Ministerial visit on Tuesday 19 February 2019. Richard Lochhead, Minister for Further Education, Higher Education and Science attended with Susan Stewart, Director for OU in Scotland.

More details here: <https://www.fife.ac.uk/news/fife-college-and-open-university-partnership-welcome-minister/>

The main partnership highlights were:

- Agreed articulation route for 7 HND courses onto OU degree programmes with full credit for the two years of SQA HN study which means only one further year of study required to gain an honours degree. Routes are recognised through a formal agreement which is reviewed annually and updated as necessary.
- Formal Partnership since 2015 for Collaborative provision with Fife College staff delivering OU degree modules as Associate Lecturers of the OU.
- “Learning Spaces” Agreement for OU students to access Fife College facilities to study and OU to hold events, classes and meetings. OU students can also access college student support services and IT facilities.
- As a pilot for session 2019/20, a wider partnership, the OU, Fife College and Bell Baxter High School (Cupar) are offering OU Access two modules at SCQF level 6 in 1) Arts and Languages and 2) Science, Technology and Maths to Senior Phase pupils as part of the DYW School College Partnership programme.
- We are currently working with the OU to develop a bespoke online resource so that College students who have been offered a place on a Fife College course for the next academic session are signposted to free OU resources that have been carefully selected to prepare students for study and with a focus on enhancing their transition into college and improve their chance of success.

### Associate Students

The Scottish Funding Council has a programme of Additionally Funded Places (AFPs) which support universities identifying HN students who are potentially looking to articulate in the future from their HN course to a degree course. Fife College currently has agreements in places for AFPs with University of Dundee and Edinburgh Napier University. We can confirm discussions are supporting us to expand the provision with these two universities and also to agree new places with Queen Margaret University.

New places for session 2018/19 include: Architectural Technology/Quantity Surveying and Software Development. New places for next session (2019/20) will include: Applied Sciences and Creative Industries (Media & Communication). The income to the college through AFPs can be summarised as follows:

Session	AFP Income
2017/18	£113k
2018/19	£128k (awaiting finalisation)
2019/20	£215k (projected)



Iain Hawker  
Assistant Principal:  
Quality and Academic Partnerships



Ann Playford  
University Partnership  
Co-ordinator



A partnership with Robert Gordon University (RGU) is not new as we have had an advanced entry arrangement for HN Fashion students in place for several years. However, we have now signed a Memorandum of Agreement and have routes in place from our HN Architectural Technology and HN Quantity Surveying courses as well as updating those for HN Fashion.

Following a visit to RGU at the beginning of December talks took place between Creative Industries staff and Gray's School of Art and also between staff from both Social Science and Social Work teams. We are also hopeful that we can secure some of the Degree Links for other courses in the near future.

Once courses are designated as Degree Link courses, all students studying on the relevant HNC/D can apply to become Associate Students of RGU and this gives them access to RGU resources including online curriculum, the library and study skills courses. Once the Degree Links are in place staff and students will be made aware of how to sign up.

## University partnerships

Over the past few months we have been following up the leads from previous UCAS cycles. By looking at the universities our students have applied to and successfully gain places at we are able to identify prospective new partners and articulation routes.

### Progressing to England - What you need to know...

In England,

- an honours degree takes 3 years
- tuition fees are £9250 per year BUT Scottish students can apply to SAAS for a non-means-tested fee grant loan for the full amount

So although it will cost students slightly more to study for one year in England than two years in Scotland, they will complete their Honours degree sooner and therefore able to get in to the workplace or progress to further study one year earlier.

Below are some new English University partners to help students in niche areas to progress:



Our HND Petroleum Engineering students often move to England to continue their studies. Teesside University offers a one-year top-up degree, BEng Eng Tech (Hons) Petroleum and Gas Engineering. At the beginning of November, Liam Coakley and several Fife students went down to Teesside for a visit and were very impressed with the facilities, with several students now considering making this a UCAS choice.



This agreement has been in place for several years for our Radio and Journalism students but this is being expanded this year to provide routes for Performing Arts students. Staff from Sunderland came up to talk to students and again they were offering a one-year top-up BA (Hons) Performance for HND students.



This route has been favoured by Performing Arts students and, following two-way visits by staff in the Creative Industries faculties, a Memorandum of Understanding has been signed which paves the way for future collaboration. Although discussions have initially started with Creative Industries it is hoped that this may lead to further articulation agreements or new delivery models with other departments.

## UCAS - 2018 Cycle - The Numbers...

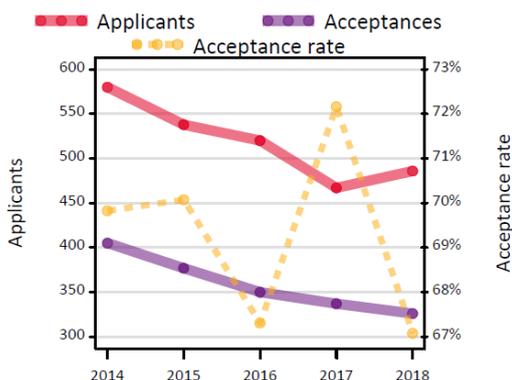
Cycle:  
**2018**

### Fife College

Changes in brackets refer to the previous cycle. PP refers to a percentage point change.

Applicants <b>486 (+4%)</b>	Acceptances <b>326 (-3%)</b>	Acceptance Rate <b>67% (-5pp)</b>	Offers (Applicants) <b>427 (+3%)</b>	Applicant Offer Rate <b>88% (-0pp)</b>
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Applicants and acceptances (2014 — 2018)



Deadline applied by	2018	2017
Applied by 15 Oct deadline	0%	0%
Applied by 15 Jan deadline	95%	95%
Applied after 15 Jan, before 30 Jun	5%	5%
Applied after 30 Jun deadline	0%	0%

*University Partnership - supporting the learner journey from HN to Degree!*

**Top 5 HEPs by acceptances (2018 ranking)**

	2018	2017
Abertay University	73	72
University of Dundee	61	65
Heriot-Watt University	35	22
Edinburgh Napier University	31	56
University of Stirling	22	22

**Top 5 subjects (JACS3) by acceptances (2018 ranking)**

	2018	2017
B7 - Nursing	39	56
C6 - Sport and Exercise Science	23	9
C8 - Psychology	14	20
I1 - Computer Science	14	16
W2 - Design studies	14	2

A more detailed UCAS report is available: [click here](#)

All UCAS reports are stored on the [HE PORTAL](#).

If you would like any help or have any questions about the UCAS reports please contact Ann Playford at [annplayford@fife.ac.uk](mailto:annplayford@fife.ac.uk) or [degrees@fife.ac.uk](mailto:degrees@fife.ac.uk)

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If students have any specific queries please encourage them to use the [degrees@fife.ac.uk](mailto:degrees@fife.ac.uk) email.

All staff can also find more specific details about articulation agreements including any requirements specified in relation to required units or graded unit grade on the [HE PORTAL](#).

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**Finally, the University Partnership team wish all our colleagues an enjoyable and relaxing winter holiday...**





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

<b>Partnerships - Impact on Curriculum Update: March 2019</b>	
<b>Date of Meeting:</b>	13 March 2019
<b>Purpose:</b>	To provide members of the Board with an update of the impact of partnerships on curriculum
<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>	6 March 2019

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

### **Academic Quality Committee**

#### **Partnerships – Impact on Curriculum**

#### **Introduction**

This paper provides a brief update on the impact of growing partnerships on curriculum design and delivery. Detailed information has been provided by Faculty and is available in **Appendix 1**. The main findings highlight challenges and opportunities and provide the basis for specific action planning linked to resourcing and flexible models of delivery.

#### **Findings**

The points listed below provide a summary of common themes highlighted by the Faculties:

- Short course provision / “chunked learning” preferred in many cases
- Geographical location /access to resources can be a limiting factor
- Disconnect between College delivery parameters (including linked to funding) and industry / other partners’ needs (e.g. timing for employment, HEI offers)
- Existing qualifications not always appropriate / sufficiently up to date
- Staff skills and expertise not always sufficiently up to date

#### **Challenges and Opportunities**

Faculties have identified changes already effected in response to these findings. A number of these changes can be put in place at College level and without the need for external interventions or changes; however, some other elements may require some increased flexibility from external stakeholders and / or additional funding.

The points listed below provide an overview of progress to date:

- Development of new qualifications in partnership with industry (e.g. Lloyd Banking group, GWO)
- Work with national partners to develop new qualifications, update existing qualifications (e.g. SQA, ESP)
- Review of existing delivery models and of course content / format to support access and progression (e.g. with SDS, NHS, HEI partners, Fife Council, Swiss port, Renovite)
- Review of delivery locations to support work based learning (e.g. City of Edinburgh Council, Enterprise activity)
- Faculty / team based CLPL planning (e.g. for digital skills, knowledge transfer opportunities, industry based upskilling)

In order to facilitate progress / enable further changes the following elements are being prioritised:

- Participation in / bidding for CLPL opportunities (e.g. FuturEquiped programme, Innovation vouchers, ESP / NMIS opportunities)
- Review of professional development opportunities and time allocation for development of resources
- Continuous increase / upgrade of mobile resources
- Contracting of external trainers as appropriate / consideration of flexible working opportunities
- Discussions with SFC on funding models, particularly for FT courses

## Appendix 1

### CRIN

#### COMPUTING DEPARTMENT

The 'Fintech Partnership' or 'Digital Partnership' with Ingenico and Renovite has raised the need for bespoke chunks of learning and short custom-made courses to be delivered. This does not have a direct impact on any current mainstream courses in terms of content or delivery, however prompts an examination into the related frameworks e.g. Networking / Software Development as to potential additions / amendments. The course delivery however has the potential to pose difficulties in relation to timetables and delivery days/dates when being delivered by a current member of staff. Additionally, the respective member of staff will require time to develop specific material related to the course subject.

Due to the rapid changes in technologies and associated skills, course requests in particular areas require the input of external trainers with the knowledge, experience and expertise. Current staff would require in-depth training in order to deliver the quality product expected.

NHS - course delivery again poses a problem due to the one-day per week requirement, geographical location and resources available. Staff cannot access the external resources required which has a direct impact on the quality of delivery. This raises the question of mobile resources.

#### MEDIA DEPARTMENT

For the current review of Screen SDS BBC SQA  
500 Screen related business were contacted re skills/cpd/qualifications survey and 10% responded. Identified opportunities for training to freelancers, short course provision and wider skills-gap shortfalls across the Creative Industries not just Screen but related areas, Art & Design, VFX, Sound/ Audio Production  
Current workforce not big enough or skilled enough to meet current demand. Future demand and growth predicted to be exponential. Changes to Qualifications inevitable.

Radio partnership/membership  
BOOM Radio and multi-platform content generation a key employability thread and local Radio Stations, Edinburgh College and Sunderland Uni have a part to play for development and changes.

Journalism NCTJ/ Local Press  
Confirmation from NCTJ and local publishers/ editors that the key components of qualification need to remain and that when our students work well it works well for our students.

Vis Com  
Continuing external partnerships, agencies and clients, continue to place high demands on the skills and appropriate responses from our undergraduates which places the perfect work-based context.

NC Broadcast Media  
Working with Fife Council on Behavioural Change DVD for 7 schools in Levenmouth reinforces work-based context and skills

- Creative Media Network, BBC, Screen Scotland, ECom, NHS Lothian.

## **BHRT**

Working with the Lloyd Banking Group at developing a Procurement Qualification. Also offering working on Work Experience especially with our FA contract.

Our Culinary arts students are now supporting Aramark in Food Preparation for Campuses. We have moved to SVQ's in some levels which facilitate creating this link between industry and the curriculum.

Working with the Adam Smith Global Foundation: This will develop our Enterprise Hub in a High street Location. Our Enterprise activity will be required to alter to support this. It will give our Catering students a realistic work Environment. Already they have employed a last year Event Management student on a paid internship.

Our partnership with Swiss port at Edinburg Airport has encouraged us to end the Tourism Programmes early to allow our students the best opportunity to gain employment.

## **CSSE**

Looking to agree second year entry with University of Stirling for general HNC Nursing students (as opposed to endorsed/employed status students) by agreeing increased placement hours with NHS Fife, and in accord with new Nursing and Midwifery Standards.

City of Edinburgh Council – delivery of HNC Social Services in wholly integrated model over 4 hours per week p.a. with embedded SVQ elements, and improved linkage with workplace assessors and lecturers – CLPL for both groups of staff.

Fife Council ESOL team – development of new courses for community learners validated by ESOL Fife College staff with progression routes available to community learners.

## **BEEST**

- Current work going on in life sciences with NHS Lothian. This work includes articulation with Edinburgh University, MAs in Life Sciences and Healthcare and Yvonne is currently working on a new programmes with NHS Lothian to address their workforce concerns, this includes facilities management.
- Working with Babcock on a CAD transition course which will reskill workers over 14 weeks so they will be able to work in the design office.
- Working with Fife Council and local industry to develop the regions advanced manufacturing capability through KTP and various working groups including the Innovation group.
- Working with Fife Council to deliver two Emerging Technologies short courses aimed at their facilities supervisors to give them awareness of greywater harvesting, solar and air source and ground source heating systems.
- Ongoing work with ESP and SQA to develop the new suite of engineering qualifications in partnership with industry. New units to include renewables, cybersecurity, IoT, Advanced Manufacturing
- Work with GWO to develop an industry specific wind turbine technician course. All documentation complete and awaiting GWO approval.

## MINUTES

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<b>Meeting:</b>	Learning and Teaching Committee
<b>Date:</b>	Wednesday 13 <sup>th</sup> February 2019
<b>Location:</b>	S2.10, Stenton Campus
<b>Present:</b>	D Leslie (Chair), M Gerrie, I Hawker, L Calderwood, D Campbell, C Hunter, K McVicar, A Morrison, M Kelly, G McLaren, K Paterson, K Roxburgh
<b>Apologies:</b>	P Bradbeer, D Ritchie, I Wilson F Durno, T Ford-McNicol, N Inglis, G Laurini, K Mitchell
<b>In Attendance:</b>	R Watson (Minutes)

### 1.0 Welcome and Apologies

DL welcomed all to the meeting and apologies were noted as above.

### 2.0 Minutes of Previous Meeting

The Minutes of the previous meeting on Friday 21 September 2018 were approved.

### 3.0 Matters Arising

#### 3.1 Revised Remit

DL shared that she has been working with I Hawker to realign the Learning and Teaching Remit to the agenda and ensure that each point is simplified. K Paterson suggested that an additional line is added that clarifies that it is the role of committee members to collate and disseminate information between the committee and their colleagues. D Leslie advised that this should not need to be stated and that committee members should understand that is part of their role and should be evaluated.

D Leslie suggested that the first review session to determine the impact of evaluation tools be held on the week beginning 17 June 2019. R Watson is to circulate a doodle poll to find the best time for all. D Leslie advised that members titles are to be revised. It was agreed that the student engagement coordinator should join the group and that the new structure for CMs will be taken into account when membership is to be reviewed.

**Action:**

- To create doodle poll to organise the first review session to determine the impact of evaluation tools.

**Responsibility:** R Watson**Deadline:** 01.03.19

- To review and edit the Learning and Teaching Strategy Remit.

**Responsibility:** D Leslie**Deadline:** 01.03.19**3.2 Resulting Process**

G McLaren shared that the final version of the staff guide is being completed with input from D Leslie, I Hawker and L Calderwood. G McLaren is to circulate with the committee. The guide will clear guidance on resulting. Once feedback has been received from the committee the guide should be circulated with all academic staff. G McLaren shared that she is also working on a resulting timeline.

**Action:**

- To circulate resulting staff guide with committee

**Responsibility:** G McLaren**Deadline:** 01.03.19**4.0 Core Business****4.1 Performance Evaluation**

I Hawker shared the published PI data and advised that the document had been colour coded with green being positive and red being negative. IH advised that the full report will be ready by the end of the week. The report takes a close look at the requirements from Education Scotland. I Hawker shared that although units have been achieved, course aim may not have been which causes a rise in partial success. The mid-year reviews were introduced this year for curriculum areas to establish any problems and remedy them before the end of the academic year. This process can help identify students who are at risk of not achieving and give CMs and idea of what their CP should look like for the next year. Data is continuing to be cleansed and amended where necessary to help keep the PIs a true reflection of the work that is happening. K McVicar agreed that it was a good opportunity for future planning.

D Leslie is keen for there to be a clear set of guidelines produced to clarify the rules on how credits operate and outline what can and cannot be done in terms of course design.

D Campbell asked whether the mid-year review process could be linked with the e4e. I Hawker advised that L Calderwood is looking into how this can be done.

D Leslie advised that input on papers is needed from all members of the committee to ensure full endorsement and support. M Kelly advised that he would need a better understanding of this process to see where his team would best be able to support curriculum areas, but will continue to encourage his team to support with students at risk of not achieving on a more frequent basis. C Hunter advised that students feel unsupported by some staff members on their PLSP needs and as a result are withdrawing.



M Kelly shared that in his experience in schools he met regularly with the principal teachers to discuss where pupils are at risk and measures that can be put in place to support them. D Leslie advised that this is already happening in some areas of the college. D Leslie suggested there be a red box system to identify students at risk of not achieving and that the course teams would be responsible for identifying these students.

A Morrison shared that his team meets every 4 weeks to identify at risk students but advises that mental health is a bigger issue that needs to be addressed with his students.

K Roxburgh advised that for her supported learning students, the lecturers are much more informed on the students' progress and circumstances and that PIs are discussed at their team meetings.

IH advised that all teaching staff should be aware of PI figures in relation to other colleges. M Gerrie shared that the information is difficult to find on the system. It was agreed that information should be simplified and stored in one place so that it is easy for all staff to locate. L Calderwood advised that staff can contact her for any support.

D Leslie advised that SFC funding is based on outcomes and that the college need to progress in line with the sector averages which will take all members of the college working together to achieve.

M Gerrie suggested that at risk achievers may be a fife wide issue and that more support could be in place to help learners e.g. childcare for students on in-service days.

L Calderwood advised that she is looking at how CLPL can be better delivered to all staff and D Leslie suggested that a targeted approach may work best.

**Action:**

- To produce a clear set of guidelines on the parameters of course design.

**Responsibility:** G McLaren

**Deadline:** 01.03.19

- To ensure PI data can be easily accessed in the one system for all staff.

**Responsibility:** I Hawker

**Deadline:** 01.04.19

**4.1.1 Innovation**

D Leslie advised that the Future Equipped project is now complete. M Fleming is currently scoping the innovation needs for the college and working closely with Fife Council. D Leslie advised that innovation will be featured in the new structure and is about more than developing ICT skills and facilities.

**4.1.2 SCP Collaboration**

I Hawker reported that the SCP team have engagement from all 18 high schools in Fife. I Hawker shared that the college have helped at Glenwood delivering administration due to a lack of teachers available and this in effect has caused other schools to reach out to the college. The SCP work is expanding and all types of models are being used in and out of schools. I Hawker shared that mathematics have delivered an open learning course this year. There has been a mix of blended and interactive learning incorporating technology into the learning. I Hawker shared that the college are working in partnership with



SRUC, Open University and Bell Baxter High to deliver different options of study to students at Bell Baxter high school.

I Hawker advised that he is delivering pathway events to show all the different option that the college can offer and meeting with principal teachers to cascade information to teaching staff.

I Hawker shared that Gail Foy has joined the SCP team as a coordinator. A Morrison shared that he feels pupils should be informed as early as possible on what qualifications they will need for their studies at college.

It was raised that the curriculum plan should take into account what the schools are teaching and ensure recruitment matches up with entry requirements.

D Leslie advised that the committee should continue to share information with their colleagues.

#### 4.2 Learning and Teaching Strategy

D Leslie reported that there was a very poor response for feedback requested at the last meeting. More engagement is needed by all members of the committee. D Leslie advised that a refresh of the Learning and Teaching Strategy is needed to keep it in line with the college Strategic Plan 18-21. The refresh should focus on connections and impacts and evidence collected. The refresh should be completed and circulated by the start of the new academic year. A short life working group is to be convened with D Leslie and I Hawker. R Watson is to email the committee to gather members. D Leslie stressed that those who are not members of the short life working group will still be expected to contribute feedback.

K Paterson shared that for all new teaching staff they must have or begin working towards a TQFE or another relevant teaching qualification. It was discussed that there needs be a way to evidence/implement this with staff and a way to capture all CLPL activity/attendance for staff.

M Kelly shared that he has previously used a learning log with 35 hours of CLPL to be logged and evidenced. K Paterson shared that this year's PDR process will not be significantly different as HR have not begun using the new system.

##### **Action:**

- To invite members for the committee to join a short life working group to refresh the L&T Strategy.

**Responsibility:** R Watson

**Deadline:** 01.03.19

#### 4.3 CLPL

K Paterson advised that she has been trying to compile a list of names of those who have not completed a TQFE qualification. For new staff this is now part of their probationary process and it is to be completed before their probationary paperwork can be signed off. K Paterson will discuss this with CMs at the next CMF.

It was discussed that IOSH health and safety training for all staff will no longer be used and the remainder of the licenses are being distributed and closed.



Moving forward all staff will look to complete the Learning Nexus modules.

K Paterson share that the faculty CLPL plans are progressing and her team are developing a picture of what the needs and resources are required. D Leslie suggested that it would be good to have some development for staff who have held a TQFE for a number of years.

M Kelly asked whether there would be budget for having external training providers in for CLPL as his team are keen to have speakers in, but feels that all staff should have the opportunity to attend and expand their CLPL.

#### 4.4 Student Association

C Hunter reported that members of the student's association have attended a number of external meetings. C Hunter and G Laurini have received SPARQS training and are now both fully qualified to deliver training in-house.

C Hunter shared that there are now 456 class reps throughout the college. Only 182 have attended the class rep training, but there is a high number of class reps who are in the role for a second year feel that they do not require to complete the training again. C Hunter shared that they are looking to roll out a new online class rep training module, but the module will need to be tailored to the in-house requirements. This module will not replace the face to face training.

C Hunter advised that class rep meetings are taking a more focused approach and have become more curriculum focused as there are fewer complaints and issues being resolved in class.

C Hunter shared that the physical activities week went well. It was raised that holding the events at St Brycedale was a barrier to students based at another campus. Classes are hoped to be rolled out in other campuses where there is interest.

C Hunter advised that a temporary student association assistant has been recruited due to one of the presidents leaving. There are also 3 award entries to NUS awards this year.

K Paterson asked whether CMs receive feedback on student complaints. C Hunter advised that CMs are kept informed of the issues and resolutions. D Leslie suggested that all areas are involved to ensure any training is completed if necessary so reoccurring issues do not happen. Themes of issues should be relayed to CLPL team.

K McVicar shared that she would not immediately approach CLPL if there was an issue with a member of staff, but would organize training if that is what was required from the discussion. FCSA should to be involved in what CLPL activity may be required.

It was discussed that student complaints of lecturers using outdated teaching methods may be due to the units required by the awarding body. If this is the case, then feedback should be relayed to the awarding body to see if the unit can be removed or altered.



## 5.0 Themed Topic

### 5.1 Recruitment and Retention – Teamwork Approach Curriculum/Professional Services

D Leslie reported that she has only received feedback from 5 of the academic members. D Leslie advised that all members are responsible for contributing. Feedback already received is to be uploaded on the gateway and D Leslie reiterated that all members need to send in feedback before the topic can be discussed.

D Leslie advised that a small list of guiding principles is to be shared with the curriculum areas.

It was agreed that a discussion on curriculum design is needed at the next meeting. It was raised that students need to be able to track their attainment and any outstanding units they need to complete to achieve their qualification. There should be a focus on how the students are helped and supported. D Leslie advised that information should be sent within the next 4 weeks of the committee members thoughts on curriculum design, current delivery included. The curriculum product as a whole should be considered and how teams can help support. Feedback should be received and shared before the next meeting to ensure a constructive discussion takes place.

#### Action:

- To share list of guiding principles with curriculum areas.

**Responsibility:** D Leslie

**Deadline:** 01.03.19

- To provide feedback on curriculum design.

**Responsibility:** All

**Deadline:** 13.03.19

## 6.0 AOCB

### 6.1 REMS/SIM Issues

M Gerrie advised that the issues have been passed to IH and that discussions are ongoing on how Care Experienced students are identified on the system, possibly by using a symbol. G McLaren raised concerns over GDPR issues in situations where students may see the register on the smart screens in classrooms. K Paterson stressed that registers need to be kept confidential from students to ensure GDPR laws are adhered to. D Leslie suggested that students be made aware that information is shared with the relevant staff, but we cannot put everyone in the same box as every individual's situations are different.

Further discussions on this should be held at another time and to be resolved for the new academic year.

### 6.2 ILR

A Morrison raised issue that he is having to complete an ILR for every unit for every student. L Calderwood is to check as there should only be one ILR for each learner. L Calderwood and A Morrison to discuss further.



**6.3 ERS**

K Roxburgh shared that the ERS system is no longer active. D Leslie is to check with Jan Thomson to see what has happened.

**Action:**

- To check on ERS issues with Jan Thomson.

**Responsibility:** D Leslie

**Deadline:** 01.03.19

**6.4 Recruitment/Waitlist**

D Leslie advised that CMs and the SIM team have been advised to overbook courses and that there will be no waitlist used this year.

**7.0 Date of Next Meeting**

TBC