

AGENDA



Polite Reminder Please take a 10 minute break every hour of meeting

Meeting: Board of Governors

Date: Thursday 28 September 2023 at 2.30pm; visit to learning centre at 2.30pm, meeting 3.30pm

Location: HMP and YOI Polmont **Please arrive promptly at 2.15pm**

Papers highlighted in purple font have not been published with the agenda as they are either due for future publication or are not in the public domain.

No	Item	Action	Lead	Pages
1	Welcome, Apologies and Declarations of Interests	Note	DCW	N/A
2	Minutes of the Previous Meeting: 22 June 2023	Approve	DCW	
3	Matters Arising / Actions Outstanding	Note	DCW	3-3
4	Fife College Students' Association (FCSA) Update	Note	TE/KG	4-10
5	Principal and Chief Executive's Update Report	Note	JM	
6	Business Report	Note	DL/JT/IH	
7	Education Scotland: Annual Engagement Visit Report	Note	IH	11-21
For Approval				
8	Strategic Risk Register 2023-24	Approve	JT	22-28
9	Update on Outcome Agreement Process for 2023/24	Approve	DL	29-30
10	Proposal to Introduce a Board Scholarship	Discuss	MP	31-33
11	Governance Update	Approve	MP	34-36
12	Self-Evaluation and draft Annual Development Plan	Approve	MP	37-41
For Noting				
<i>It will be assumed that these papers have been read in advance and they will not therefore be outlined at the meeting. Members will be invited to move to questions/ discussions of any key points. This will free up time for Strategic Discussion.</i>				
13	Five Year Financial Forecast (Previously Approved by email)	Note	JT	
14	Chair's Updates	Note	DCW	42-43
15	Summary of Committee Business	Note	Chairs	44-44
16	Review of Meeting	Discuss	All	N/A
17	Date of Next Meeting: Thursday 7 December 2023 at 3.30pm, Carnegie Conference Centre Board Development Day: Tuesday 31 October 2023, Levenmouth Campus	Note	DCW	N/A

For Information:

Fife's Economic Strategy 2017-27

Audit Scotland Annual Report

Good Governance Steering Group – College Governance Update

Board of Governors
Actions Outstanding / Progress Made
Key:

	Outstanding and deadline passed
	Progressing and on target
	Complete

No	Date of Meeting	Action	Responsible	Deadline	Comment
1	22.06.22	To bring a paper to a future meeting giving more detail on options available regarding Colleges Scotland membership.	Chair	31.08.23	Chair to give verbal update at meeting
2	08.12.22	To continue to work on the draft corporate Strategy 2023-28, taking feedback received into account, and bring this and the other underpinning Strategies that are due for review to the Board for approval.	Director: Planning and Performance	Dec 2023	Update will be provided at Board Development Day
3	21.03.23	To undertake a direct alignment exercise of the corporate Strategy, next level of Strategies and Directorate plans to ensure clarity and alignment, and to add richness and depth with a focus on outputs and outcomes.	W Brymer / Executive Team	Dec 2023	Update will be provided at Board Development Day
4	21.03.23	To undertake a “deep dive” into student withdrawals at Fife College and a comparative sector analysis, and present this to the Academic Quality Committee in due course.	D Leslie	Sept 2023	Complete
5	22.06.23	To share staff suggestions in an anonymised and summarised way.	J Metcalfe	28.09.23	Complete. A staff communication was issued giving an update – available here
6	22.06.23	To approve the draft budget for 2023-24.	J Thomson	30.06.23	Complete
7	22.06.23	To circulate the FFR to members for approval by email.	J Thomson	30.06.23	Complete
8	22.06.23	To endorse the timeline for approval of strategies and roll out of risk and opportunity actions.	J Metcalfe / J Thomson	Dec 2023	Complete
9	22.06.23	To circulate a survey to members seeking individual interest in offering a Board Scholarship and to come back with information on options available.	M Philp	Sept 2023	Complete. Paper on agenda
10	22.06.23	To prepare some bullet points on an elevator pitch for the Board to give key messages on Scholarships and Alumni activity.	M Philp	Sept 2023	Complete. Links below Adam Smith Scholarships Fife College Alumni
11	22.06.23	To approve the Equalities Mainstreaming Update Report 2021-23, and to feedback comments made by members to the OD and HR Team.	M Philp	30.06.23	Complete
12	22.06.23	To issue the self-evaluation template by email to members and attendees.	M Philp	30.06.23	Complete
13	22.06.23	To complete and return the self-evaluation template.	All Committee members/ attendees	31.07.23	Complete



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Fife College Students' Association (FCSA) Update	
Date of Meeting:	28 September 2023
Purpose:	To update members of the Board of Governors on the progress made by the FCSA since the last meeting
Intended Outcome:	To note the position
Paper Submitted by:	Kayleigh Gallacher, President Welfare and Equality Taylor Edwards, President Education and Representation
Prior Committee Approvals:	N/A
Board Impact from Decision:	To ensure that the FCSA has appropriate resourcing and support from the College to undertake its duties effectively; and that the FCSA is operating effectively in order to meet the needs of our learners
Financial Health Implications:	N/A
Learner Implications:	To ensure learners have relevant opportunities and support in place offered by FCSA and that the learner voice is heard and acted upon and taken into account in Board level decisions
Equality and Diversity Implications:	N/A
Strategic Risk(s):	(4) Failure to focus on wider wellbeing of staff and students (5) Failure to achieve recruitment targets across GIA and Non-GIA income activity and to deliver relevant, inclusive and sustainable curriculum, ensuring successful outcomes for all students (10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys
Publicly Available:	Yes
Author Contact Details:	Kayleigh Gallacher, kayleighgallacher@fife.ac.uk Taylor Edwards, tayloredwards@fife.ac.uk
Date of Production:	20 September 2023

FIFE COLLEGE BOARD OF GOVERNORS

Fife College Students' Association (FCSA) Update

1 Introduction

This paper reports the work of the FCSA against our aims and commitments within the FCSA 2025 Strategic Plan and the work of the Student Presidents against their elected aims.

This work will be summarised into key messages and fuller detail of all work will be available for further information (deep dives) later in the document. Work which relates specifically to course activities and the Class Representative Model is reported to the college's Academic Quality Committee.

2 Change to Report Format

Following feedback from the college's Board this report will now include more focus on FCSA work in line with our Memorandum of Understanding with Fife College.

Updates on the Presidents' work on their manifesto pledges will be included to highlight how the Presidents are being supported to deliver their pledges by the FCSA and Fife College, however accountability for the Presidents' performance is delivered via the President Oversight Group and the FCSA Student Council.

3 Local and National Issues of Relevance to Students

Where an issue is raised to the FCSA, we strive to resolve this with the relevant parties to the best benefit and support of our members.

Current local issues:

Apprehension around starting classes

A significant number of students have approached the FCSA in the first two weeks to access support to help them to acclimatise to the college environment. There are a number of factors which are creating anxiety within students and the FCSA continues to signpost students to appropriate services and advise them of the FCSA's upcoming events in line with our aim to increase social prescription activities.

Timetable and Course Changes

Students have experienced short notice changes to timetables, affecting both their classrooms, days on campus, and in some instances which campus the students will be attending. We appreciate there are reasons behind this, however, when experienced by a cohort which is already presenting anxiety, this could affect retention.

Transport Links

Students who rely on public transport to attend college find it frustrating and often have to make numerous connections. As this directly relates to one of Taylor's election pledges, work to help resolve this will be detailed there.

Current National Issues:

Industrial Action – Resulting Boycott

There was not widespread awareness among our graduating students about the implications for them of the resulting boycott. When these became apparent, we

received messages from many concerned students which were relayed to the college department to help students address their situations.

We have not received a significant level of contact from students regarding the most recent and upcoming strikes. If this action continues further into the college year, this will likely become more of a concern.

Funding

There is a national issue facing students regarding the levels of funding on offer and the amount of evidence that is required to receive bursary funding. There are instances where students are financially better off remaining on Universal Credits than applying for bursary funding.

Due to a high debt aversion, younger students note that they do not want to take on Student Loans. There is also a lack of understanding within some of the cohort regarding how the Student Loan operates.

Health

Mental health concerns are prominent within our cohort and nationally. Our partners in NHS Scotland have also noted a significant decline in the sexual health of many young people. Support services for both of these health strands will be promoted by Kayleigh.

4 Updates on the FCSA Strategic Aims

4.1 Aim: By 2025 FCSA Sports will be an association in its own right.

Work done in Q1 2023

- Kirsten Mullen left the FCSA in May 2023 and her position as FCSA Lead Sports and Active Health Coordinator is not being backfilled.
- Rebecca Reader has joined the FCSA as the new Sports and Active Campus Coordinator. The salary and on-costs for this post are fully funded by SportScotland.

Planned work

Although Rebecca's role is based on Kirsten's prior role, it does not have as broad a remit so there will be a revaluation of the status of this aim once Rebecca has been with the FCSA for a few more months.

Achieve by 2025: **At Risk** (staff capacity)

4.2 Aim: By 2025, the FCSA will be recognised as a constructive force in all of its communities.

Work done in Q1 2023

- The FCSA has been shortlisted for two awards, both based on our partnership working with Fife College departments. Our work to engage Prison-Based learners with the Learning and Skills Team has been shortlisted for a SPARQS Student Engagement Award, and our project with the college's Planning and Performance Team to engage students with the new Fife College Strategic Plan has been shortlisted for the CDN Award for Research Project of the Year.
- The FCSA and Fife College Awards continue to be noted as a highlight of the year by the students and staff who attend them.

- Due to reduced staffing capacity, we have had to postpone longstanding FCSA events and have not been able to support as many external community events as in previous years.

Planned work

- The FCSA is working with Balfour Beatty to arrange the installation of our Unicorn Trail in Letham Glen, Leven. We hope to have this installed by September/October.

Achieve by 2025: [On Target](#)

4.3 Aim: By 2025, the FCSA will have reviewed all of its processes, practices and structures.

Work done in Q1 2023

- We held our annual strategy event in Dundee in July. The agenda included focus on supporting the Presidents in delivery of their manifestos, implanting Time Budgets to FCSA work, and setting operational and strategic goals for the upcoming year.

Planned work

- The SA Framework has been revised and we have not been able to carry out a full review against this national document. Georgia Brooks-Weaver has agreed to facilitate a new review of our current policies and procedures against the updated Framework. Georgia has previously worked extensively with institutions to support them in completing reviews against the Framework and is taking on this role in a voluntary capacity alongside her membership of the FCSA Oversight Group.

Achieve by 2025: [On Target](#)

4.4 Aim: New Campus – We will work closely with Fife College and our membership to deliver an FCSA presence that caters for the needs of our members as well as providing a platform for future development and success.

Work done in Q1 2023

- To facilitate the relocation of certain areas within the new campus we have agreed to move our office in the new campus to the first floor. While this will hamper visibility compared to our previous location, the FCSA is keen to operate more in informal and social settings and the new layout will hopefully benefit our members who have a greater need to be located on the ground floor.
- We recently distributed the report on public opinions and preferences on the Art for the new Campus. When more information is provided on the progress of this project, we will be available to engage.

Planned work

- We are meeting with the college's New Campus Team to finalise designs and layouts of the new FCSA Office.
- We are planning to improve signage and graphics at our Kirkcaldy and Glenrothes offices during the October break.

Achieve by 2025: [On Target](#)

4.5 Aim: Overseen by a Trustee Board, the FCSA will move towards being fully autonomous

Work done in Q1 2023

- We are setting up regular meetings between the OG Chair and the FCSA Presidents and Managers to provide more support outwith the OG Meetings.
- The FCSA OG now has a role to provide secretarial support to the group.

Planned work

- Meetings of the Oversight Group will now include presentations from the FCSA Staff to ensure the group is well informed of all areas of the FCSA's work.

Achieve by 2025: [On Target](#)

5 President Updates

5.1 Kayleigh Gallacher –

During the first months of this term, I have been holding introductory meetings and getting to know how things work from a college perspective. This knowledge will help to inform my work as I progress through my time in office.

Two highlights so far have been meeting all the new students and working with the Professional Services staff during induction, and taking part in the FCSA Theatre Society's Fringe Production.

[You can read Kayleigh's full update in the Deep Dives](#)

5.2 Taylor Edwards –

5.2.1 *Ensure that the attendance policy is used to help students achieve rather than adding pressure to people that may be struggling.*

Work done so far

Taylor has worked with the college's Attendance Team to review the emails which are sent to students at each stage of the attendance procedure to ensure these are supportive and encourage the students to engage.

Planned work

Taylor will meet with faculty staff and students to gain an overview of their understanding of the procedure and its intended purpose.

5.2.2 *Bring more inclusivity in the canteen for the students that have allergies.*

Work done so far

Taylor has created a survey to collect student opinions on the catering provisions that are currently in place.

Planned work

Once the survey is circulated, Taylor will use this information to inform ongoing discussions between the FCSA, Fife College and Aramark.

5.2.3 *Work to reduce stress of travel for students by improving college timetables and public transport links to ensure students are not late.*

Work done so far

Taylor has discussed this issue with Jim Metcalfe and relevant college staff to highlight the issues faced by a large part of our cohort.

Planned work

Taylor and Kayleigh are going to create video logs highlighting the difficulty in using public transport to get to certain campuses for specific times.

[You can read Taylors Full update in the deep dives.](#)

6 Work Towards the FCSA's Strategic Commitments and Aims

6.1 Representation

Further improvements have been made to the delivery and support of the Class Representative model, including new communication platforms and creating a SharePoint site to help improve staff awareness and understanding.

6.2 Development

We have worked with the college's Digital and Internal Communications and Student Events Teams to introduce a new all-student channel on Microsoft Teams. The Student Information Desk allows a single space for students to get the most important updates, and also means they can access their student emails and student portal via Teams rather than having to access multiple apps. We will continue to promote this to students during Freshers.

6.3 Learner Engagement

To date the FCSA have held 53 introductory class talks to a combined total of over 1100 students. There are currently a further 80 scheduled and bookings remain open until 6 October. As in previous years, students are engaged through the use of an interactive Mentimeter presentation.

6.4 Health

We are working closely with the college's Health and Wellbeing Team to host external organisations within FCSA spaces that support various aspects of our members' health.

6.5 Sustainability

The FCSA have enrolled on the Green Impact Student Union Awards. These national awards recognise the SAs that are committed to sustainability. ([Read about the awards here](#))

7 Other Notable Items

7.1 The FCSA Student Showcase took place in Dunfermline on 29 June in the Glen Pavilion. This event contained work from across the college curriculum areas and included a preview of our Fringe show. A total of 148 members of the public, including Claire Baker MSP, visited the event. Attendees who are joining the college this year noted it was a great way to see what they might be studying at the college.

- 7.2** The FCSA Freshers Festival will take place from 19 September until 5 October, with a variety of events across all five campuses.

- 7.3** The FCSA and Fife College Awards took place in Dunfermline on 30 June in the Glen Pavilion. A full list of the winners and nominees is available in the deep dives.

Deep dives can be accessed [here](#).

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Update on Education Scotland Visit	
Date of Meeting:	28 September 2023
Purpose:	To provide members of the Board with a copy of the report by Education Scotland following the annual engagement visit
Intended Outcome:	To note the contents of the report
Paper Submitted by:	Iain Hawker
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be aware of the areas of good practice and areas for improvement identified during the recent visit by Education Scotland
Financial Health Implications:	N/A
Learner Implications:	Improvement of student the student experience including satisfaction rates; retention rates and student success
Equality and Diversity Implications:	N/A
Strategic Risk(s):	<p>(5) Failure to achieve student recruitment targets across GIA and Non-GIA income activity and to deliver relevant, inclusive and sustainable regional curriculum, including ensuring successful outcomes for all students</p> <p>(10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environment and conditions for progressive learner journeys</p> <p>(3) Failure to make use of current and emerging technologies effectively and to ensure continuous enhancement of digital capability and confidence in support of hybrid learning and teaching delivery models as expected by all stakeholders and necessary to support sustained delivery</p>
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	18 September 2023

BOARD OF GOVERNORS OF FIFE COLLEGE**Update on Education Scotland Visit****1 Introduction**

Education Scotland has now published its report (attached) on the recent annual engagement visit.

As noted at the last Board meeting, Education Scotland undertook our Annual Engagement Visit (AEV) on a single day, Wednesday 31 May 2023, with verbal feedback the following day on Thursday 1 June 2023. The review team consisted of four reviewers including our College HMle (Peter Connelly) plus a Student Team Member. The AEV reported on the following themes:

- Learner progress and outcomes,
- Curriculum, learning, teaching and assessment,
- Services to support learning,
- Evaluation to facilitate improvement, and
- Learner engagement.

2 Feedback Received

The overall feedback received was very positive with several examples stated of developments and changes to support the learner experience across recruitment, retention, outcomes and progression.

The Managing Inspector also stated that the staff engagement was open and supportive of the process during the meetings, and passed on his thanks for this. A small number of areas for development have been suggested and we have one main action relating to our retention and partial success figures. Education Scotland also confirmed that they recognised the hard work and the progress made by college staff to work towards improvement for our learners, this included partnership working, system improvement, articulation, curriculum planning, services to support learning and learner engagement.

3 Next Steps

An Action Plan is being drafted to take forward the areas for development detailed in the report. An early draft copy is being presented at the Learning and Teaching Committee in September. A final version will be presented to the Academic Quality Committee for discussion, and the Committee will monitor progress at each meeting until all actions have been completed.

The Action Plan and its impact will be reviewed by Education Scotland as part of their AEV in session 2023-24.

4 Recommendation

The Board of Governors is invited to note the contents of the report and the action to be taken.

Annual Engagement Visit Report

Fife College

18 July 2023

College Principal	Jim Metcalfe
Annual Engagement Visit Date	31 May 2023
College Nominee	Iain Hawker
College HMI	Peter B Connelly

1. Background

Annual Engagement Visits (AEVs) are planned collaboratively between the college, HM Inspectors, and the Scottish Funding Council (SFC). During the AEV, the team focussed on the progress made on improvement priorities and the outcomes of previous engagement with HM Inspectors. HM Inspectors met with staff, learners, and other stakeholders. This report outlines the findings from the visit, and includes aspects of positive practice, aspects for improvement, and any associated main points for action. The report will be shared with the college Principal, college Board of Management, and/or Regional Strategic Body. An accompanying short report will be published on Education Scotland’s website.

During the AEV the team explored the following overarching themes linked to the college’s enhancement plan and priorities around COVID-19 recovery: learner recruitment; retention; attainment; and progression.

All data related to performance indicators used in this report has been taken from the SFC Regional Tool for the latest published data in academic year 2021/22.

2. The college and its context

The college serves the needs of the rural and urban communities of Fife. The main campuses are located in Dunfermline, Rosyth, Glenrothes, Levenmouth and Kirkcaldy with additional activity delivered from partner community learning centres across Fife.

The college is currently building a new site as part of the Dunfermline Learning Campus which will result in the relocation of the college’s current Dunfermline campus and two Fife Council secondary schools. The planned opening date is in 2025.

The college delivers the Scottish Prison Service Learning and Skills contract to provide learning in all the public estate adult prison learning centres in Scotland. The college also delivers several degree programmes in partnership with Queen Margaret University, The Open University and Abertay University. The college delivered an overall target of 132,897 Core and ESF credits in 2020/21 based on a target of 132,489.

3. Summary of findings

3.1 Recruitment

Areas of positive progress

Learner progress and outcomes

- The college is on target to meet planned recruitment levels.
- Staff have revised the on-line applications process and as a result, applications for higher education (HE) programmes were received at the college earlier than in previous years.
- Learners confirm that offers are communicated promptly after applications are made and this is supporting improved learner retention.
- College staff engage effectively with secondary schools to review and improve the range of learning opportunities available to senior phase pupils. As a result, the volume of young people accessing school programmes is high.

Curriculum, learning, teaching and assessment

- The college has in place robust and comprehensive curriculum planning arrangements and staff use these to take good account of local, regional, and national Labour Market Intelligence (LMI) to develop relevant qualification pathways.
- Flexible and robust application arrangements support teaching staff to use their professional judgement in deciding whether to accept applicants. Staff deliver information sessions to advise and interview candidates on the suitability of programmes or available alternatives.
- All prospective learners are offered an on-line digital readiness programme to help them to develop appropriate levels of digital skill before they first attend college.
- Curriculum teams are working productively to improve recruitment by increasing the range of short and part-time programmes to meet the needs of learners with work or caring commitments.

Services to support learning

- To ensure the recruitment process is implemented consistently, all funding applications have moved to an on-line only process. Staff offer good support to more vulnerable learners with additional needs.
- All learners engage in a useful induction period prior to commencing, and during their programme. This is helpful in setting out expectations, and ensuring learners become familiar with college support services.
- Strong working relationships with staff in the local authority and in schools helps the college to identify and support any specific learning needs of school applicants.

- The college provides a range of activities during recruitment for learners to become familiar with learning resources and approaches used by teaching staff in advance of starting their programme.
- Guidance advisors offer a range of bespoke induction activities to support care experienced learners before starting college. The Attendance Monitoring Team has been expanded to respond to attendance issues and share information with staff.

Learner engagement

- Admissions staff have worked well with learners and other stakeholders to improve and simplify the application process. Fewer questions, simpler language, and an improved layout have been helpful, particularly for those learners less confident in using technology or with lower levels of literacy.
- In the current session, the Student Association has increased the number of class representatives to 512, and over 200 have completed initial training.

Evaluation to support improvement

- Staff contact a sample of learners who do not fully complete their application for a college programme to identify actions for improvement to the application process.
- College staff use transition data effectively and work closely with local schools to support learners in senior phase programmes at the college.

Areas for development

- None identified.

3.2 Retention

Areas of positive progress

Learner progress and outcomes

- The overall withdrawal rate for part-time further education (FE) learners is 1.7% lower than the published sector norm.
- College managers use LMI and regional skills data to help identify and promote career pathways to school partners.

Curriculum, learning, teaching and assessment

- The recently updated digital learning standards are well understood by staff. They understand the requirements in relation to the use of remote learning in their delivery and to ensure digital resources are available to support learners.
- Curriculum teams maintain their knowledge of their vocational areas, work well with external stakeholders, including industry advisory boards, and participate in industry professional

learning opportunities to maintain their occupational competency. This is helping to inform both the curriculum offer and approaches to retention.

- In response to learners' mental health concerns, staff have implemented a variety of college-devised units aimed at helping learners build their resilience. These new units are designed to provide students with the tools and strategies they need to manage their mental health and well-being and to help them stay at college and achieve their academic goals.
- Many curriculum areas have formed partnerships with external organisations to offer learners placement opportunities. These placements provide learners with a chance to gain hands-on experience in their chosen subject field and connect their learning to industry standards.

Services to support learning

- The digital team provide a high level of helpful support to learners. For example, building on learner feedback they support the implementation of providing information to learners using smart phones.
- Student support service teams have identified an increase in learners with mental health issues seeking access to support services. The Wellbeing Team has trained over 300 staff as Mental Health First Aiders.
- College-wide digital learning standards help to ensure a consistent experience for all learners. The digital learning team have created 'how-to' videos to increase staff knowledge and understanding of accessible learning, the use of digital technologies, and how to create an inclusive learning environment.
- Professional services staff and curriculum teams work well to respond to learners requiring additional support. Ongoing monitoring of learner attendance by curriculum and support teams enables staff to intervene when concerns arise.

Learner engagement

- Learners indicate high levels of satisfaction with the quality of guidance and support delivered by the college.
- Curriculum management teams use feedback from learners and employers to design programmes that provide flexible learning options.

Evaluation to support improvement

- The college participation rate in the Student Satisfaction and Engagement Survey (SSES) is very high at 74% and this helps to inform improvement. Surveys are also used in March and November, and teaching teams use this information to make in-year changes. College survey questions have been translated into 17 different languages, resulting in a 96% response rate from ESOL students.

Areas for development

- A few learners waited too long for access to college support services to help address their additional needs.
- The overall withdrawal rate for full-time FE learners is 5.2% higher than the published sector norm.
- The overall withdrawal rate for full-time HE learners is 5.1% higher than the published sector norm. For part-time HE learners the figure is 1.7% higher.

3.3 Attainment

Areas of positive progress

Learner progress and outcomes

- The overall rate of learner success for part-time FE programmes is 78.3%, 2% higher than the published sector norm.
- The numbers of learners completing their programmes successfully in care, business, management and administration and science subject areas are above the sector averages.
- Rates of partial success for full-time programmes are lower than the sector norm.
- The overall rate of learner success for part-time HE programmes is 79.7% and is higher than the published sector norm.

Curriculum, learning, teaching and assessment

- Staff have introduced a range of well-designed curriculum adjustments to help address low levels of attainment. These include changes to course design, sequencing of units and integrated assessment opportunities across subjects.
- A majority of programmes now include employability awards and work placement opportunities supported by the Employability team. These awards and practical experiences support learners in developing desirable skills and attitudes across a range of employment sectors.
- Most curriculum areas use a hybrid delivery model, which integrates face-to-face and remote learning methods to expand learning opportunities for learners. This provides learners access to different learning environments which helps develop their full learning potential.
- Almost all curriculum teams are making good use of college-devised and industry-certificated awards to provide greater flexibility to support attainment.

Services to support learning

- Professional services staff monitor vulnerable learners continuously to ensure they receive the necessary support. Effective collaboration between support and curriculum staff helps identify and address potential issues early.
- Strong teamworking between professional services staff and curriculum staff is helping to ensure that learners receive appropriate support to encourage and enable them to stay on course and attain their qualifications.

Learner engagement

- High levels of learner response to the SSES reflects strong levels of learner satisfaction with their college experience, in line with the sector averages for FE and HE programmes.

Evaluation to support improvement

- Staff in curriculum teams participate in key performance indicator analysis meetings. These meetings facilitate the opportunity for teams to reflect on learner retention and attainment and engage in data analysis to help inform improvement planning.
- The college has recently introduced a robust data dashboard using Power BI which will make analysis of key performance indicators easier for curriculum teams.

Areas for development

- The overall rate of learner success for full-time FE programmes remains below the sector average but has improved by 4.5% from the previous year.
- The overall rate of success for part-time FE learners has decreased by 5.2%.
- For full-time HE learners, the overall rate of success has decreased by 4.8% and is below the sector average.
- In media, hairdressing, beauty, and complementary therapies, and performing arts, the overall rates of learner success are low and significantly below the sector average.
- Feedback to learners on their assessment results and progress is inconsistent. Some learners do not receive feedback within college agreed timescales and a few indicate that they had waited a significant length of time.
- The college has not yet been able to systematically evaluate learning and teaching approaches to ensure standards of delivery are consistent across the college. This inhibits improvement in learning and teaching and professional development in some areas of the college.
- In a few programme areas, performance indicator data has not been analysed sufficiently to identify the reasons for poor performance over time and to implement actions for improvement.

3.4 Progression

Areas of positive progress

Learner progress and outcomes

- The college continues to have high levels of positive leaver destinations. Strong contacts with employers and good guidance and support from the employability team contribute well to this outcome.
- The rate of learner progression to a positive destination is high, with 97.6% entering a positive destination on leaving college.

Curriculum, learning, teaching and assessment

- The college has well-defined articulation routes for every HND programme into degree provision. The college works closely with university partners to devise and implement articulation routes.
- Learners have useful support from a wide number of agencies to help them in their career development. For example, there are good links with Young Enterprise Scotland to support learners who may consider freelance or self-employed status as their next steps.

Services to support learning

- The employability team provides effective guidance and advice on the next steps for learners, delivering group work and individual support to build learner confidence and develop skills to prosper in future employment opportunities.

Learner engagement

- Learners have access to a 'Pathways' website which helps them identify progression routes which recognise and value their HND qualification for advanced standing with universities. This is clear and simple to use and supports learners well to make choices about their next steps.

Evaluation to support improvement

- Staff engagement in evaluation and reflection with employers and partner agencies has encouraged more industry placements, and greater development of career management skills.

Areas for development

- The college has in place a range of platforms for remote delivery and learners indicate that this can lead to confusion and inconsistency in approach.

4. Main Points for Action

- The college should ensure that all staff analyse programme performance indicator data systematically to support action planning for improvement in rates of learner withdrawal and partial success.

5. What happens next?

We recognise the progress made against most aspects for improvement, however further progress is required in a number of areas. We will require a report on progress on the agreed areas for improvement to be provided to the college link HM Inspector within agreed timescales. Taking account of the progress report, we will then decide what further engagement with the college is required.

Peter B Connelly
HM Inspector



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Strategic Risk Register 2023-24	
Date of Meeting:	28 September 2023
Purpose:	To present to Board Members the updated Strategic Risk Register 2023-24.
Intended Outcome:	The Board of Governors is invited to approve the Strategic Risk Register for 2023-24, which will be reviewed and monitored by the Audit and Risk Committee at each meeting.
Paper Submitted by:	James Thomson, Deputy Principal
Prior Committee Approvals:	Audit and Risk Committee
Board Impact from Decision:	To ensure that the top strategic risks have been correctly identified and to approve these for the year ahead. The Audit and Risk Committee will, at each meeting, review the controls in place for the top risks and give assurance to the Board that the risks are being appropriately controlled by Management.
Financial Health Implications:	N/A
Learner Implications:	N/A
Equality and Diversity Implications:	N/A
Strategic Risk(s):	All
Publicly Available:	Yes
Author Contact Details:	Wendy Brymer (wendybrymer@fife.ac.uk)
Date of Production:	14 September 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Strategic Risk Register 2023-24

Introduction

- The Executive Team has reviewed the Strategic Risk Register for 2023-24 and presented this to the Audit and Risk Committee at their meeting on 7 September 2023. The Audit and Risk Committee is now recommending the approval of the Strategic Risk Register for 2023-24 to the Board of Governors for approval.

Changes to the Risk Environment

- The Strategic Risk Register has been reviewed as at end July 2023 and can be accessed via the following link: [Risk and Opportunities Register 2023-24](#)
- In line with discussions at the Audit and Risk Committee in June 2023, the following risk was removed from the register:
 - Failure to mutually negotiate agreeable terms for year 7, being the final year of the optional extension period for the Scottish Prison Service (SPS) contract impacting on margins and more equitable contract terms and conditions.
- One new risk has been added to the register since the last update as follows:
 - National bargaining sets pay award outwith college resources impacting on our financial sustainability.
- The following table sets out the current fifteen strategic risks for which the underlying risk has been scored as “severe” or “high”. It records the residual risk, with four risks shown as “High”, ten as “Moderate” and one as “Low”, following the mitigating actions which have been taken.

No.	Risk	Before Mitigation	After Mitigation
1	Failure to maintain and deliver improvements to college estate and achieve the estate strategy objectives in support of the strategic plan.	High	Moderate
2	Failure to achieve annual financial targets in line with the five year financial forecast plan.	Severe	High
3	Failure adopt current and emerging technologies, and to ensure continuous enhancement of digital capability in support of effective and efficient hybrid learning and teaching delivery.	High	Moderate
4	Failure to focus on wider wellbeing of staff and students.	High	Moderate
5	Failure to achieve recruitment targets across GIA and Non-GIA income activity and to deliver relevant, inclusive and sustainable curriculum, ensuring successful outcomes for all students.	High	Moderate

No.	Risk	Before Mitigation	After Mitigation
6	Failure to develop capacity and skills mix that fits the strategy.	High	Low
7	Risk of external political/ funding/regulatory changes.	Severe	High
8	Risk that we fail to achieve and grow commercial income in line with the five-year financial forecast plans.	High	Moderate
9	Failure to achieve cohesive culture.	High	Moderate
10	Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys.	High	Moderate
11	Failure to take steps to maintain reliable IT infrastructure and to protect systems from attacks and misuse, possibly remotely over the internet. Steps may be technical or procedural in nature. Technical steps more easily addressed than procedural steps which require buy in from staff and learners across the College.	Severe	Moderate
12	Failure to fully comply with statutory or regulatory requirements leading to a breach of legislation, resulting in legal action, a fine or another penalty against the College.	Severe	Moderate
13	Failure to deliver new appropriate accommodation in Dunfermline and deliver outcomes for the College.	High	Moderate
14	Failure to implement the agreement for a national job evaluation scheme impacting on our reputation, staff morale, and financial sustainability.	High	High
15	National bargaining sets pay award outwith college resources impacting on our financial sustainability	Severe	High

6. Attached is a dashboard report summarising where the risks are sitting, if there has been any movement since the previous report, and if we have any risks out with their tolerance level.
7. Four risks remain outwith tolerance. The summary below details where risks are currently sitting outwith their tolerance level.:

Risk (2) Failure to achieve annual financial targets in line with the five-year financial forecast plan

- Based on the 2023/24 final allocations from SFC we will be receiving flat cash for core funding.
- SFC have issued the 2023/24 final allocation which confirms a 10% reduction in the credit activity.

- Flexible Workforce Development Fund grant for 2023/24 has still to be confirmed by SFC but we are expecting this at best to be no more than what we received for 2022/23 which included a £400k cut from 2021/22.
- Ongoing inflationary cost pressures require ongoing review of the college's financial forecast and actions to maintain a financial sustainability across the planning period. This has been done initially for 2023/24 and discussed at Executive Group.
- The College will take a planned approach to secure financial sustainability which will incorporate the following:
 - Non-SFC Income growth to offset the cut in FWDF grant as much as possible.
 - Increased student retention and credit maximisation.
 - Review our curriculum offering and delivery models ahead of the 10% reduction in credit activity.
 - Explore and expand collaborations with other College and Universities.
 - Review our estate, utilisation and current footprint.
 - Review all non-staff and discretionary spend to seek savings.
 - Review all areas of the business to consider impact/output.
 - Accelerate business process improvements seeking efficiencies.
- Voluntary Severance scheme is available and will be utilised as part of the ongoing workforce planning and FTE requirements set.
- The detailed budget for academic year 2023/24 was approved by the Board in June 2023.

Risk (7) Risk of external political/funding/ regulatory changes

- The College will continue to engage with SFC for confirmation of additional 2023/24 funding i.e. FWDF and adjust our planning accordingly as information is released. Once we have clarity we will revert this risk back within tolerance.
- Based on the information we have received to date the College has compiled the 2023/24 budget, projecting the figures out to 2025/26 and has presented this to the Board along with mitigating actions which will need to be considered to ensure future financial sustainability.
- The 2023/24 budget has been presented to the Board and discussions are underway to put plans in place to minimise the financial risks regarding the funding settlement.
- The Executive Team have been working through the implications of the funding cuts and after doing everything they can to cut non-staff costs, we are looking at a possible reduction of up to 19 FTE posts across the College over the next year to ensure we balance the books. We will work with staff and the trade unions to see how we can achieve this and we remain committed to avoiding any compulsory redundancies.

Risk (14) Failure to implement the agreement for a national job evaluation scheme impacting on our reputation, staff morale, and financial sustainability.

- While there are limited mitigations that can be put into action by Fife College at present due to this being a national level project. We do continue to input to sector level discussions on the proposals for appropriate next steps forward in implementing this project. As well as planning for and carrying out the following:
 - Securing additional resource and support for the HR team for implementation including specialist and system support.
 - Providing clear and regular communications to staff as the project progresses as appropriate and in line with nationally agreed communications.
 - Participate in any training opportunities provided nationally for implementation.
 - Review and challenge data supplied to the College from the national team to ensure clear accountability as responsibility shifts to individual colleges.
 - Scenario plan around the financial implications for the College and engage with national team and SFC as appropriate on outturn.
 - Engagement with other colleges, particularly Edinburgh and NesCol, to provide support to each other and increase influence in raising key issues and concerns and their resolution to others in the sector and College Employers Scotland.

Risk (15) National bargaining sets pay award outwith college resources impacting on our financial sustainability

- The College will continue to participate in College Employers Scotland (CES) and other relevant groups to support national negotiations and implementation. As well as planning for and carrying out the following:
 - Scenario plan around the financial implications for the College and engage with national team and SFC as appropriate on outturn.
 - Annual budget forecasts for pay awards in line with public sector trends.
 - Continued engagement and discussion with CES on concerns and their resolution.
 - Engagement with other colleges to increase influence in raising key issues and concerns to CES.
 - Participation in discussions at Employers' Association and other relevant meetings on the papers and key issues emerging based on the agreed college position.
 - Continual workforce planning discussions at a leadership level.

Risk Events Log

8. There were two risk events logged during this period relating to Risk 11. Further details can be found in the [Risk Events Log](#).

Recommendation

9. Following this careful consideration and review, the Audit and Risk Committee agreed to recommend the Strategic Risk Register for 2023-24 to the Board for approval.

The Executive Team considers the Strategic Risk Register to be a live document, therefore will continue to review and update the risks each quarter to reflect the current

position. Regular updates will continue be provided to the Audit and Risk Committee and Board of Governors where appropriate.

The Board of Governors is invited to approve the Strategic Risk Register for 2023-24. Members are asked to note that, the Audit and Risk Committee will be reviewing the controls in place for the top risks. The Committee will then give assurance to the Board that the risks are being appropriately controlled by management.

STRATEGIC RISK REGISTER

August 2023

Overview

The following have been identified as the top strategic risks of Fife College for the reporting period up to October 2023. The colour status applied to each listed risk is based on the residual (Net) score applied within the top risk register maintained by the College.

RED Score

- ↔ (2) Failure to achieve annual financial targets in line with the five year financial forecast plan
- ↓ (7) Risk of external political/ funding/regulatory changes
- ↔ (14) Failure to implement the agreement for a national job evaluation scheme impacting on our reputation, staff morale, and financial sustainability
 - (15) National bargaining sets pay award outwith college resources impacting on our financial sustainability

AMBER Score

- ↔ (1) Failure to implement effective financial planning and control regarding estates and achieve the estate strategy objectives in support of the strategic plan
- ↔ (3) Failure to adopt current and emerging technologies, and to ensure continuous enhancement of digital capability in support of effective and efficient hybrid learning and teaching delivery models
- ↔ (4) Failure to focus on wider wellbeing of staff and students
- ↔ (5) Failure to achieve recruitment targets across GIA and Non-GIA income activity and to deliver relevant, inclusive and sustainable curriculum, ensuring successful outcomes for all students
- ↔ (8) Risk that we fail to achieve and grow commercial income in line with the five year financial forecast plans
- ↔ (9) Failure to achieve cohesive culture
- ↔ (10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys
- ↔ (11) Failure to take steps to maintain reliable IT infrastructure and to protect systems from attacks and misuse, possibly remotely over the internet. Steps may be technical or procedural in nature. Technical steps more easily addressed than procedural steps which require buy in from staff and learners across the College
- ↔ (12) Failure to fully comply with statutory or regulatory requirements leading to a breach of legislation, resulting in legal action, a fine or another penalty against the College
- ↔ (13) Failure to deliver new appropriate accommodation in Dunfermline and deliver outcomes for the College

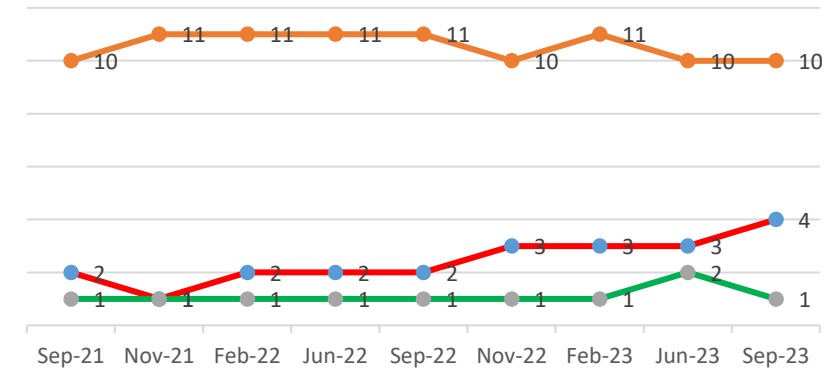
GREEN Score

- ↔ (6) Failure to develop capacity and skills mix that fits the strategy

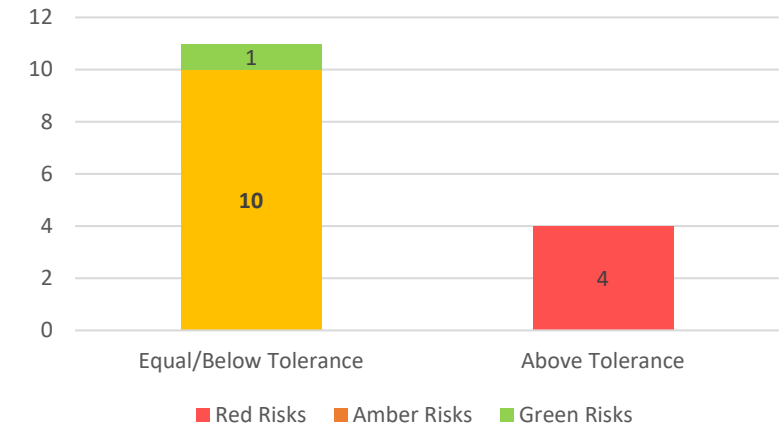
RAG Key

- ↔ No score movement from last quarter
- ↑ Residual (Net) score increased from last quarter. Colour of arrow denotes the previous score colour
- ↓ Residual (Net) score decreased from last quarter. Colour of arrow denotes the previous score colour
- New Risk
- ⤴ Combination of previously separate risks within the top risk register

Risk Movement



Risk Tolerance Summary





COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Update on Outcome Agreement Process for 2023/24	
Date of Meeting:	28 September 2023
Purpose:	To update Board members on the Outcome Agreement Process
Intended Outcome:	To note the update and timelines, and to agree to approve the draft OA by email correspondence during October 2023
Paper Submitted by:	Dorothee Leslie, Vice Principal Academic Strategy
Prior Committee Approvals:	N/A
Board Impact from Decision:	Reassurance that an agreement is in place between SFC and Fife College capturing, at high level, contributions, impact and outcomes, and provides assurance on use of allocated funding in Academic Year 2023-24
Financial Health Implications:	N/A
Learner Implications:	N/A
Equality and Diversity Implications:	N/A
Strategic Risk(s):	All
Publicly Available:	Yes
Author Contact Details:	Wendy Brymer; wendybrymer@fife.ac.uk
Date of Production:	15 September 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Update on Outcome Agreement Process 2023/24

1 Introduction

This paper provides an update on the process of producing the Outcome Agreement 2023/24 in line with Scottish Funding Council (SFC) guidance and timelines.

2 Background

An Outcome Agreement (OA) is required to be in place between SFC and the College, which captures, at a high level, contributions, impact and outcomes for key priority areas for the use of the allocated funding in Academic Year (AY) 2023/24, including projections for the national measures. In addition to this, there is also a requirement for a self-evaluation and case studies that form part of the assurance over delivery of the outcomes set out in the AY 2022/23.

Changes to this year's guidance include timescales, which have been moved to earlier within the academic year, with an overall aim for the OA to provide a forward look to the academic year ahead with a key focus on a smaller set of priority areas as outlined below:

- Fair Access and Transitions
- Quality Learning and Teaching
- Coherent Learning Provision
- Work-Based Learning and Skills
- Net Zero and Environmental Sustainability

3 Current Position

In line with the SFC guidance and timelines, a draft Outcome Agreement has been shared with SFC for comment / feedback. It is anticipated to have this feedback before the end of September 2023 in order to finalise and share with the Board of Governors in October 2023.

The Self Evaluation and associated case studies are currently being produced and a draft will be shared with SFC for comment / feedback by the end of September 2023, along with statistical data available to date.

The final OA, Self Evaluation and Case Studies are to be submitted to SFC by the end of October. Prior to this, these will be shared with the Board of Governors by email correspondence during October 2023 for approval.

4 Recommendation

Board members are invited to note the update and timelines outlined, and to agree to approve the draft OA by email correspondence during October 2023.



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Proposal to Introduce a Board Scholarship	
Date of Meeting:	28 September 2023
Purpose:	To update Board members on responses received in the survey regarding the proposal to introduce a Board Scholarship
Intended Outcome:	To discuss the options and agree on a preferred way forward
Paper Submitted by:	Marianne Philp, Director: Governance and Compliance
Prior Committee Approvals:	N/A
Board Impact from Decision:	To
Learner Impact:	Financial support to a small number of learners to provide a laptop or piece of equipment; or hardship funding awards
Financial Health Implications:	N/A
Equality and Diversity Implications:	N/A
Strategic Risk(s):	(4) Failure to focus on wider wellbeing of staff and students
Publicly Available:	No
Author Contact Details:	Marianne Philp; mariannephilp@fife.ac.uk ; 01383 845009
Date of Production:	18 September 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Proposal to Introduce a Board Scholarship

1 Introduction

At the last meeting, members agreed that a survey be issued to seek views from Board members on setting up a Board Scholarship as part of the Adam Smith Scholarships programme. A survey was issued over the summer period seeking Board member views on levels of interest, amounts to be donated and what the funding should be used for. A total of nine responses were received.

It should be noted that, if this proposal goes ahead, there will be no obligation on Board members to contribute, and this will not be a condition of being a Board member.

2 Feedback

The main areas of feedback are summarised below:

- A one-off annual donation was preferred to a monthly direct debit donation (in reality both options can be offered to give members a choice)
- Levels of donation ranged from £20 to £200
- A specific Board Scholarship was preferred to using our hardship fund
- Using the funding to support one or a small number of students would be more impactful than helping several students
- No real preference on what the funds should be used to support (eg equipment, travel, childcare, hardship etc) and members were happy for the Scholarship team to identify where funds could be best utilised (eg an individual Faculty or curriculum area)
- The Board Scholarship could be tied into the 125th Birthday Celebrations in 2024
- Some members indicated they would wish to continue to making an annual donation after their Board term of office had ended.
- From the responses received, the indicative level of total donations was circa £900 per year. This may change as we were not asking for a commitment from any Board member, and some Board members who did not reply may wish to donate.

3 Potential Options

There are two potential main options available depending on the level of funding secured:

1. **Board Scholarship:** If a total amount in excess of £1,000 is secured, a specific Board Scholarship could be introduced which would be ringfenced to specific students. Feedback received from our students is that laptops or pieces of equipment linked to their course is what they value most.

We have seen an increase in the number of applications coming from ESOL students and we have no specific Scholarship to support those students. For 2023-24 the Scholarship Team would recommend opening such a Scholarship to ESOL students towards the end of January 2024 with an award being made in February/March 2024. Feedback on progress from students would be taken from lecturers, as happens for other Scholarships to ensure we support the students who will benefit most. We could aim to provide awards of around £500 to two or more students, but this could be flexed (in discussion with the Board) depending on the requests coming forward and the levels of funding secured. If the Scholarship continued into future years, we could consider whether ESOL students continue to be our focus, or if this should be moved to another student group, depending on information gained during this round of Scholarship awards.

Any remaining funds from the donations received could be carried forward to next year or put into the hardship fund to help students with contributions towards fees, travel or childcare costs.

2. **Hardship Fund:** Another valuable way to help our students would be for the money to go into our existing hardship fund and be used to help students with contributions towards fees, travel or childcare costs. This funding is awarded on a discretionary basis on an ongoing basis with the Director: Governance and Compliance and Scholarship and Alumni Lead making decisions on awards as and when requests are received. All requests are considered taking into account student attendance, achievement and commitment and based on feedback from their lecturer. No minimum level of funding is required for this option.

For either of these options, consideration could be given to launch this Scholarship activity to tie in with our 125th Birthday Celebrations. The 2023-24 award could be used as a pilot with view then taken on whether to carry forward to 2024-25 and beyond.

4 Level of Donations

It is recommended that members be allowed to choose the amount they wish to donate, rather than a fixed amount being agreed. The amount donated by individuals would not be made available other than on a need to know basis. We will also explore if gift aid can be used to further enhance the level of donations. Whilst one-off/annual donations was the preference of most members, we would like to continue to offer a monthly direct debit option. We would, however, require to receive the total of funds before end of January 2024 in order to launch the award of the Scholarship.

5 Easyfundraising

A few members have asked for the link to join the Easyfundraising page – this is available [here](#). When shopping online using this link using participating retailers, a small donation will be made to Adam Smith Scholarships. These funds are paid into the hardship fund and use to support our students.

6 Recommendation

The Board of Governors is invited to discuss and agree the preferred option. Thereafter we will:

- issue communication seeking confirmation of level and method of payment
- draft a donor agreement with the usual terms and conditions and adding that this is not a condition of Board membership.



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Update on Membership and Governance Related Matters	
Date of Meeting:	28 September 2023
Purpose:	To update Board members on governance related matters
Intended Outcome:	To approve the recommendations as detailed within the paper and to note the other updates provided
Paper Submitted by:	Marianne Philp, Director: Governance and Compliance
Prior Committee Approvals:	N/A
Board Impact from Decision:	To ensure good governance arrangements are in place in relation to all Board and Committee activity
Learner Impact:	N/A
Financial Health Implications:	N/A
Equality and Diversity Implications:	N/A
Strategic Risk(s):	Failure to fully comply with statutory or regulatory requirements leading to a breach of legislation, resulting in legal action, a fine or another penalty against the College
Publicly Available:	Yes
Author Contact Details:	Marianne Philp; mariannephilp@fife.ac.uk ; 01383 845009
Date of Production:	14 September 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Update on Membership and Governance Related Matters

1 Introduction

This paper is to update Board members on membership and governance related matters.

2 Board Membership

As previously advised, Drew Connelly will step down from his role as a Board member with effect from 1 October 2023.

Elections have been held for the non-teaching staff Board member, in accordance with the paper presented at the last Board meeting. Eight nominees stood for election with a total of 210 votes cast by staff. Brenda Heenan, School College Partnership Co-ordinator, received the highest number of votes and has therefore been appointed to the Board for a four-year period commencing 2 October 2023.

It is recommended that Brenda Heenan be appointed to the People and Culture Committee and the Finance, Commercial and Estates Committee with effect from 2 October 2023, as a direct replacement for Drew.

3 Draft Election Regulations

3.1 Trade Union Board Members

The Scottish Government is on track to pass the relevant legislation to progress with the introduction of Trade Union Board members to College Boards, effective from 1 January 2024 (per the timeline included in the papers for the last meeting and in Annex 1 of the Good Governance Steering Group Update provided as a link from the agenda).

It is recommended that the College adopts the exemplar election regulations for Trade Union Board members which have been approved by the Good Governance Steering Group and recommended for use within the sector. The exemplar has been updated with Fife College details and is available [here](#).

3.2 Staff Board Members

It is also recommended that the College adopts the updated exemplar election regulations for Staff Board members which have been approved by the Good Governance Steering Group and recommended for use within the sector. The exemplar has been updated with Fife College details and is available [here](#). The only substantive change to the existing regulations was to remove the need for members to be proposed and seconded by staff within their own group. This is seen as a potential barrier to participation, which has been heightened by an increased number of staff working on hybrid models. The student process has already been updated to make this change, which keeps processes more aligned.

4 Review of Standing Orders and Scheme of Delegation

These documents are normally reviewed every two years and were last reviewed in September 2022. In light of changes at Executive Team level, an earlier review has been undertaken by the Director: Governance and Compliance.

4.1 Standing Orders ([link](#)): No changes are proposed.

4.2 Scheme of Delegation ([link](#)): It is recommended that clause 5.2 be updated to read:

*“After a period of four weeks’ unplanned continuous absence of the Principal, the Board shall designate **an Executive Team member** as the accountable officer for the duration of the Principal’s absence, ensuring that the Scottish Funding Council is advised of such absence at the earliest opportunity.”*

5 Committee Calendars

Minor adjustments have been made to the Committee calendar for 2023-24. The updated calendar available on [Microsoft Teams](#).

The Committee calendar for 2024-25 has been drafted and is available [here](#).

6 Recommendation

The Board of Governors is invited to:

- endorse the appointment of Brenda Heenan as the non-teaching staff Board member for a period of 4 years commencing 2 October 2023;
- appoint Brenda Heenan to the People and Culture Committee and the Finance, Commercial and Estates Committee commencing 2 October 2023;
- approve the adoption of the exemplar election regulations for Trade Union Board members and Staff Board members with immediate effect;
- agree that no changes are required to the Standing Orders; to approve the proposed change to the Scheme of Delegation; and that both these documents be reviewed again in two years;
- approve the Committee calendar for 2024-25 and the changes to the calendar for 2023-24;
- note the other updates provided.



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Self-Evaluation 2022-23: Board of Governors	
Date of Meeting:	28 September 2023
Purpose:	To review the effectiveness of the Board for 2022-23
Intended Outcome:	To discuss the feedback and agree recommendations and actions for the year ahead
Paper Submitted by:	Marianne Philp, Director: Governance and Compliance
Prior Committee Approvals:	N/A
Board Impact from Decision:	To provide assurance that the Board of Governors and Committees are operating effectively and in accordance with delegated authority
Financial Health Implications:	N/A
Learner Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Marianne Philp; 01383 845009; mariannephilp@fife.ac.uk
Date of Production:	17 September 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

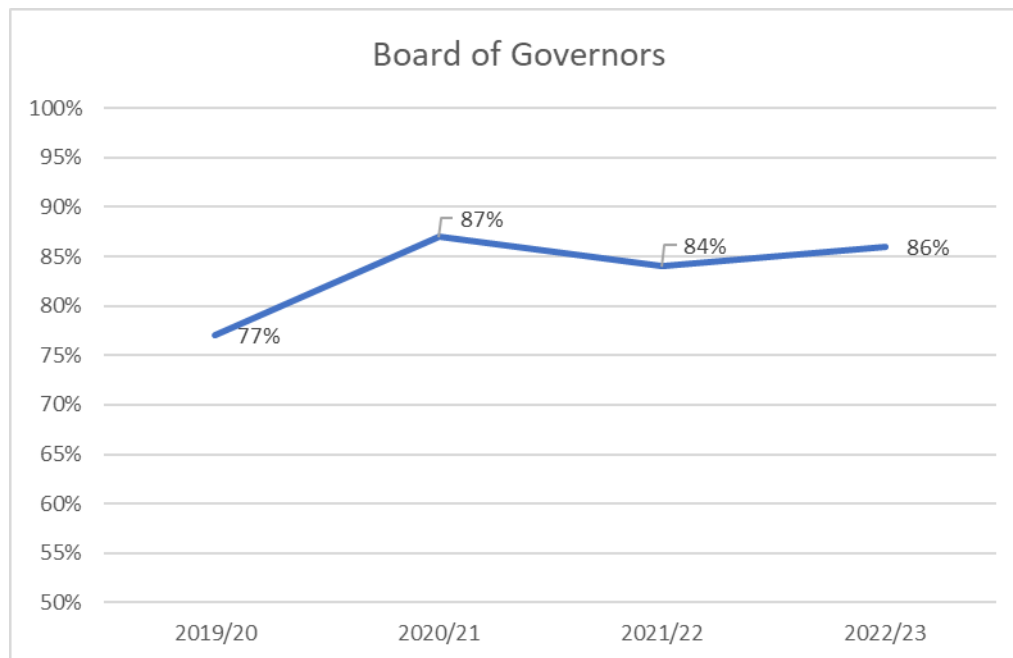
Board of Governors: Self-Evaluation 2022-23

1 Introduction

The Code of Good Governance for Scotland’s Colleges requires Colleges to undertake an annual self-evaluation. During the last round of meetings, each Committee and the Board agreed to use a form drafted for this purpose, which was issued for completion over the summer period.

The Board and Committees all confirmed that the timing of meetings, issuing of papers and general arrangements worked well for members. There were a number of overarching themes emerging, together with some more specific comments and actions relating to the work of Committees, all of which is summarised below.

Attendance at Board meetings for the year was 86% overall - see the graph below.



At the same time, a review of compliance was also undertaken, with completed paperwork for Audit and Risk, Board of Governance and review of compliance with the latest version of the Code of Good Governance for Scotland’s Colleges circulated to members as appropriate. No changes were proposed to any of the drafts presented during the last round of meetings.

Relevant actions are included in the draft Board Annual Development Plan (Appendix 1) for the Board’s approval and progress will be monitored at future Board meetings. The paper and the Annual Development Plan will be submitted to Scottish Funding Council to confirm that self-evaluation has taken place, as required by the Code of Good Governance for Scotland’s Colleges.

2 Overarching Themes

Circulating questions and answers to all Committee/Board members in advance of meetings was seen by Board members as a positive improvement last year. Less time was spent at meetings giving clarification; and it improved openness and transparency. Staff were also supportive of this change, but commented that diary commitments could sometimes make it difficult to respond to detailed questions ahead of meetings. To date, as all questions have been answered in advance, this should continue to be monitored.

Members commented that the **recent changes to staff at Executive Team level** had been handled well and the transition period appeared to have gone smoothly. Effective arrangements had been put in place to manage the recruitment process for the new Principal which had resulted in a successful outcome. One Board member commented that knowing the weighting applied to each part of the Principal recruitment day process may have helped improve transparency of the process.

The Audit and Risk Committee had been involved in the **appointment of new internal auditors** and felt that process had been open and transparent and had resulted in a successful appointment, with cost savings to the College.

Members appreciated the opportunity to discuss **strategic risk** at the recent Board Strategy Day. The agreement to add risk to all Board and Committee paper templates will ensure that risk is considered and monitored throughout all activity and ensure it is being managed effectively. There will be an opportunity for all Board members to review the strategic risk register after the corporate strategy has been approved.

The Board and the Finance, Commercial and Estates Committee has monitored the College's **financial situation** closely and this has resulted in the College being in a stronger position than some others during a period of exceptionally challenging circumstances.

A return to **in person Board meetings** has been welcomed, especially by newer Board members, and this has improved knowledge of the College and relationships between Board members and the Executive Team. **Committees continuing to meet via Microsoft Teams** has also been welcomed and seen as an efficient use of diary time.

The funding for the new **Dunfermline Learning Campus** was confirmed in December 2022 and the construction work is now well underway. Monthly Project Board meetings will continue and a review of reporting is underway.

Board and Committee papers can sometimes be too detailed and that there can be a lack of clarity about what is being asked of members and the context in which papers are being presented. This, at times, could result in more operational and detailed discussions and time being spent seeking clarification. There was also recognition that the same discussion sometimes would take place at Committee and Board meetings. It was suggested by one member that whilst meetings are procedurally strong, they can be a bit dry and lack actual discussion and members never debate or disagree. It was also suggested that a lot of papers are for "noting" rather than "approving" or "discussing" or allowing members to influence and shape strategy.

Further actions:

- approve and roll out a new format of Business Report which provides focus on KPIs and encourages strategic discussion ensuring the priorities as detailed within the Strategy are the key focus
- reformat Board paper template to have recommendation and context clearly stated at outset to improve focus
- review papers and information to ensure Committees deal with things delegated to them and avoid duplication where possible at Board level, perhaps combining Committee updates with the new format of business report
- presenters to assume that papers have been read in advance of meetings and therefore only present any highlights thus freeing up time for more discussion and interaction by members
- identify opportunities for members to contribute more to decisions and increase the number of “approve” and “discuss” papers presented to increase Board impact and value

All Board members require to participate and engage fully at meetings. There was a feeling that some members are quieter and contribute less than some others.

Further actions:

- Chair to discuss individual engagement and participation with members during Annual Development Meetings
- Board induction to be tailored to offer more one-to-one support to new Board members
- Consider what information, training and support can be made available online to better support Board members

Accessibility Breaks have not always been taken as required which caused difficulties for one member of the Board. It is recommended that these are built into Board meetings as standard practice. A break of at least ten minutes should be taken every hour during a meeting.

Student Withdrawals have been an area of concern over the year and members would like to continue to monitor progress in this area at least until return to return to pre-Covid levels.

3 Suggested Training / briefings:

- Briefing from Education Scotland on recent engagement visit
- Team building opportunities
- Leading Safely training
- Carbon literacy training
- Risk management workshop
- Further non executive director training
- “What does a good Strategy look like?”

Our new internal auditors have also highlighted that they can provided training on:

- Risk Management
- Role of the Board
- Role of Internal Audit
- Finance for Non Financials

- Fraud Awareness

Some of the training identified has been included in the Annual Development Plan. It may not be realistic to fit all training into 2023-24 and some may need to be carried forward to 2024-25. There may be opportunities for online training to be identified and rolled out for members to complete in their own time. The Director: Governance and Compliance will keep members updated on options.

4 Committee Feedback

Each of the Committees has completed a similar exercise and these are available [here](#).

5 Self-Evaluation 2023-24

It is recommended that self-evaluation for 2023-24 follows a similar format and includes the following elements:

- The Board and each Committee to review its performance at the end of the academic year
- A review of Compliance with the Code of Good Governance to be undertaken
- Completion of Scottish Government's Audit and Assurance Committee self-assessment
- Completion of Board of Governors self-assessment
- Each Board member to participate in an Annual Development Meeting with the Chair

It is also recommended that the next External Effectiveness Review takes place in early 2025, the following academic year, which is in accordance with the requirements of the Code of Good Governance for Scotland's Colleges.

6 Recommendation

Members of the Board are invited to discuss the findings and agree on action to be taken over the next year. Thereafter confirmation will be sent to the Scottish Funding Council that self-evaluation has been undertaken together with the Board's Development Plan 2023-24.

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Chair's Updates to the Board	
Date of Meeting:	28 September 2023
Purpose:	To update Board members on activity since the last meeting
Intended Outcome:	To note the update
Paper Submitted by:	David C Watt, Chair
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be briefed on local, national and sector-wide activity that the Chair has been involved in
Financial Health Implications:	N/A
Learner Implications:	N/A
Equality and Diversity Implications:	N/A
Strategic Risk(s):	All
Publicly Available:	No
Author Contact Details:	David C Watt; davidwatt@fife.ac.uk
Date of Production :	20 September 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Chair's Update

1 Introduction

This paper provides a note of the Chair's updates for members since the last meeting.

2 Updates

- Just after last board meeting we all said Farewell to Hugh Hall at a small dinner at the Carnegie Conference Centre on 22 June 2023
- Completed 3 months' probationary review of the Principal – can report all identified key actions are being positively addressed
- Speaking to the Principal at least twice per week
- Held annual development meetings (ADMs) individually with all board members
- Key learnings from ADMs will be acted upon – notably capitalising on board members' expertise and enthusiasm
- Continued substantial commitment to meetings designed to resolve national bargaining on pay and conditions
- Met with Principal, Deputy Principal and Director of Governance and Compliance, other senior staff to follow
- Attended FCSA away day in Dundee
- Highland RFCA event
- Consideration of the role of Colleges Scotland needed – I will update verbally.

3 Recommendation

Board members are invited to note the paper.

BOARD OF GOVERNORS OF FIFE COLLEGE

Summary of Committee Business

Audit and Risk Committee: 7 September 2023

- There was a full discussion about emerging risks and the strategic risk register. Members were keen that the work started on embedding risks across the Committees and making the risk register a live document continue and it was noted that this would be picked up after the Corporate Strategy was approved and the risk register reviewed as part of that. The Committee agreed to recommend the approval of the risk register for 2023-24 to the Board of Governors for approval.
- Azets attended their final meeting of as internal auditor and presented their final reports. An unqualified opinion has been given for 2022-23. Wylie & Bisset attended their first meeting and presented their internal audit plan for the next 3 years. Some changes were discussed and agreed. Mazars also attended their first meeting and outlined the approach to the external audit for this year, with nothing of concern being raised. [Post meeting, agreement was reached following a request from Audit and Risk Committee Chair to Finance, Commercial and Estates Committee Chair to move the Cyber internal audit to year 1 and risk management to year 2 of the internal audit plan. The Deputy Principal is in discussions with the internal auditors about making this recommended change.]
- There had been no whistleblowing allegations raised during 2022-23 and no entries made in the register of losses for 2022-23. An update was given on business continuity progress over the year.

Finance Commercial and Estates Committee: 12 September 2023

- Committee members remain uneasy about the high risk associated with Cyber Security and wished to request that the Audit and Risk Committee bring forward the internal audit scheduled for this from year 2 to year 1 of the audit plan. Good progress had been made by the College in drafting an assurance map on Cyber and this would be used to inform some “deep dive” exercises for discussion at future Committee meetings.
- The projected year-end financial position was £250k, subject to audit. The audit fieldwork was on schedule to commence on 25 September 2023. An update will be provided at the Board meeting, and the annual accounts will be submitted to the November/December round of meetings for approval.
- Committee members were pleased to note the College was taking a proactive approach to RAAC. Whilst there were no areas of current or immediate concern, a surveyor had been appointed and a timeline was in the process of being agreed. It was suggested that a reassuring communication be issued to staff, students and Board members advising of the College’s approach.
- There was a presentation on the plans for the disposal of the Halbeath campus, and approval was given to procure a phase 2 contractor for this.
- The College’s [Financial Regulations](#) had been updated and were approved. The main changes to enhance the Financial Regulations relate to strengthening authorisation levels and tiers of authorisation. The proposed regulations provide clarity on authorisation levels for requisitions and the tiers of authorisation required for significant spend. This includes capital projects where any one project in excess of £250,000 require to be approved by the Finance, Commercial and Estates Committee and any one project in excess of £1,000,000 is to be approved by the Board of Management. The proposed regulations also require business expense claims to be authorised by an individual’s line manager prior to submission, providing enhanced controls and also support for staff.

New Build Project Board

- [6 July 2023](#)
- [31 August 2023](#)