

AGENDA

A meeting of the Academic Quality Committee will be held on Wednesday 16 February 2022 at 3.30pm. Please join via Microsoft Teams.

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

Briefing Session: Digital Portfolio Update: College Offer and Key Partnerships
Stewart McDonald will present

No	Item	Action	Lead	Pages
1	Welcome, Apologies and Declarations of Interests	Note	SC	N/A
2	Minutes of Previous Meeting: 11 November 2021	Approve	SC	
3	Matters Arising / Actions Outstanding	Note	SC	N/A
4	Curriculum Update Report	Note	WB	2-5
5	Fife College Students' Association Update	Note	EW	6-9
6	Performance Update			
	6.1 Update on Education Scotland Visit	Note	IH	10-11
	6.2 Learner Survey 1	Note	IH	12-14
	6.3 Partnerships Impact on Curriculum (Product Design, Delivery)	Note	IH	
7	Academic Update: New Campus Project	Note	HH	15-18
8	Review of Meeting	Discuss	All	N/A
9	Date of Next Meeting Wednesday 8 June 2022 at 3.30pm	Note	SC	N/A

For Information:

Learning and Teaching Committee Minutes: (Friday 4 February 2022)

Key National Reports / Changes to National Policy

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Curriculum Update: February 2022	
Date of Meeting:	Wednesday 16 February 2022
Purpose:	To provide Committee members with an update on progress made with curriculum matters.
Intended Outcome:	The note the update.
Paper Submitted by:	Dorothee Leslie, Vice Principal Academic Strategy
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be informed on progress made with current curriculum matters.
Financial Implications:	N/A
Learner Implications:	None
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Dorothee Leslie (dorotheeleslie@fife.ac.uk) 01592 223190
Date of Production:	2 February 2022

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Actual Performance as at February 2022

STUDENT PROFILE

STRATEGIC HIGHLIGHTS

- The College's current credits realisation is sitting at 80% of our total 139,694 SFC credit target (which includes our core credits, as well as ESF, Deferrals, FAs, YPG and TTF credits). We are projecting a potential small shortfall; however, we are continuing to strive to close this gap through additional delivery and innovative approaches to new partnerships. Credit targets were revised at F1 (end October) to reflect recruitment challenges in several practical areas and to support the achievement of the College target. Most areas are on target to meet their revised F1 targets, with higher variance to be resolved through external delivery scheduled for semester two e.g., STEM courses for schools, Trade Union courses or roll on roll off courses still to start. MA recruitment has been strong with 378 signed up to date and on target to exceed our contractual numbers of 392.
- Student recruitment for 2021/22 continues to be impacted by the pandemic and remains at 97% (vs 102% last year) overall for FT courses, with FTFE sitting at 96% (vs 101% last year) and at FTHE achieving 99% (vs 103% last year). Revised F1 targets and in year rebalancing of credit targets are supporting these figures with almost all curriculum areas now showing figures above 95% at FE and at HE levels. February start courses will further contribute to these figures.
- Part-time recruitment is on track (65% of credits achieved to date) with several courses still to start later in the session. PTHE is performing well with 83% of credits realised to date vs 62% for PTFE.
- The relatively small decline in student retention, despite the ongoing pandemic, reflects the holistic approaches adopted to support students. Early withdrawal figures have been impacted by the restrictions in place across all modes and levels except for PTHE. However, the overall figure of 6.6% is expected to remain in line with or below sector average. Further withdrawal figures are only slightly higher than this time last year (6.5% overall vs 5.8%) and place us in a good position towards student course completion as restrictions ease.
- Student engagement with college surveys and levels of satisfaction remain outstanding as will be reported under agenda item 7.
- Portfolio review and planning for 2022/23 is reflecting fluctuations in demand and changes experienced by various industry sectors. The balance of credits allocated for 2022/23 has been further weighted towards priority sectors such as Health and Social Care or Science for example, while other areas have been consolidated to support the appropriate redirection of resources.
- Recruitment 2022/23 is underway with a total of 12% of offers accepted vs eligible for FT courses: 24% for FTHE (applications opened in the autumn) and 4% for FTFE (applications opened two weeks ago).

2021-22 Credit Targets Report & Current Performance Indicators

Faculty	F1 Credit Target [^]	Actual Credits ⁺	Variance (Actual vs Target)*
Business, Enterprise and Tourism with Supported Learning	25,336	19,666	-5,670
Care, Social Science & Education	33,849	31,612	-2,237
Creative Industries	35,550	28,554	-6,996
Engineering, Science, Technology & Built Environment	35,788	27,894	-7,893
Learning and Teaching Practice	0	392	392
SPS Contract	0	54	54
Total	130,522	108,172	-22,349

[^] F1 Credit target is the overall credit target for 2021-22

⁺ Actual credits as at 2 February 2022

* Based on SFC's actual credit target of 139,694 which includes our core credit target plus covid deferrals, FAs, YPG & TTF, the College is currently -22.6% under target

Mode/Level	Early Withdrawal %		Further Withdrawal %	
	20/21*	21/22 [^]	20/21*	21/22 [^]
FT/FE	9.7%	11.2%	25.6%	11.2%
FT/HE	5.2%	7.7%	15.5%	8.6%
PT/FE	1.8%	3.1%	7.4%	2.5%
PT/HE	5.0%	3.1%	6.8%	2.6%
FT Total	7.9%	9.9%	21.6%	10.3%
PT Total	2.4%	3.1%	7.3%	2.5%
Overall Total	5.1%	6.6%	14.2%	6.5%

The above data is based on total enrolments considered for PIs only

* Figures as at end of Academic Session

[^] Figures as at 2 February 2022

2022-23 Full-time Student Profile (as at 2 February 2022)

Faculty	% Offers Accepted vs Eligible Target	
	FT FE	FT HE
Business, Enterprise & Tourism with Supported Programmes	2%	26%
Care, Social Science & Education	11%	35%
Creative Industries	1%	15%
Engineering, Science, Technology & Built Environment	0%	11%
Overall Total	4%	24%

* FT figures above are based on courses with a start date of before 7 October 2022.

Additional Curriculum Updates

Academic and professional services teams are collaborating to support a **gradual student and staff return to campus** over the coming week with local arrangements to be tailored appropriately. Health and safety measures and recommendations will remain paramount.

Additional delivery will be scheduled as necessary to ensure that most of our students are able to complete their course before the end of this academic year and to minimise the number of potential deferred students in 2022/23.

Planning for the **2022/23 student induction** is underway and supplemented by a detailed keep warm campaign to support an improved level of conversion for offers to enrolments and from enrolments to course start. Interventions will include digital skills, vocational activities, and campus familiarisation where possible.

The new **Adult Learning Strategy for Scotland** will be launched in the Spring with a focus on Adult Community Based Learning but also an emphasis on partnership working (e.g., with colleges) to ensure a stronger employability focus.

Sector level collaboration is continuing to grow with the **Vice Principals Curriculum group increasing** its representation and input on national issues.

Participation in the work of the **CDN Research and Enhancement Centre** and collaboration with colleagues involved in the **East Central Scotland College Collaboration** are supporting further developments and striving to influence future resource allocation.

The work of the **Learning Strategy work stream** supporting the development of the **Dunfermline Learning Campus** is continuing to progress well. A short update is included on the agenda.



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

FCSA Update	
Date of Meeting:	16 February 2022
Purpose:	To update members of the Academic Quality Committee on the progress made by the FCSA since the last meeting.
Intended Outcome:	To note the position.
Paper Submitted by:	Emma Wallace
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:	As detailed in paper
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Emma Wallace; emmawallace@fife.ac.uk
Date of Production:	7 February 2022



BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Fife College Students' Association (FCSA) Update

1 General

The FCSA was pleased to win two awards at the Fife College Innovation Awards, including the award for Outstanding Cross Team Support for the Learning Experience of Students. This award was given for the FCSA Awards and our Secret Santa night, both of which provided entertainment and celebration for the winners and real environment work experience for the students who helped to deliver the events.

2 Class Reps 2021-2022

To the end of January 2022, we have so far registered 410 Class Representatives. This is a decrease on the same point last year where we had a total of 432 reps registered. Recruitment for reps for the January start classes is now open and being promoted through our normal channels.

As with last year we used a Youtube video to introduce the role to the widest range of students so far the video has received 534 views. This is down from the 1,264 views in 20/21

Training

This is our second session delivering our Online Class Rep Training:

As of 8 February 2022 the number of individual students completing each level is as follows, with last year's totals in parentheses:

Level 1	216 (149)
Level 2	173 (135)
Level 3	155 (135)
Level 4	155 (132)
Level 5	142 (112)

The 142 students who have completed all 5 levels of the training represents the highest total of reps we have trained at this point of the year since 2018/19. The 216 who have completed at least Level 1 is the highest total we have every had involved in the training.

Our completion target rate remains 75% to have completed at least Level 1. We are currently at 52.7% (up from 35% at this time last year). This figure will likely change once the January start reps have been registered.

Reps are asked to provide evaluation of the level as part of completing the unit and we will use this feedback to make further developments to the training.

Due to a widespread lack of knowledge on how to properly use their teams and outlook calendar from our reps we introduced a new section to the training package showing how these work.

Meetings

Although overall attendance at regular meetings as in previous lockdown affected years has been poor, there are areas where reps are very proactive and engaged with the process.

3 Student Engagement Tracker

The FCSA log all issues raised by students / reps onto the FCSA Student Engagement Tracker. If we are able to resolve these we will attempt to do so, however if anything is viewed as very serious we still log the issue and advise the person to look at using the official complaints system. Members of the College Quality team and leadership group also have access to this system.

Each engagement record is classed into one of four categories: Concerns, Commendations, Queries and Suggestions.

Type	Year to 7 Feb 2022	Last Year to 8 Feb 2021
Commendation	194	4
Concern	58	105
Query	14	3
Suggestions	0	13
Total Issues	266	125

The significant increase in commendations this year is due to the FCSA's promotion of the Thank You Forms which students can utilise to send message of gratitude to College members of staff. We are now able to capture these automatically within the Engagement Tracker as we moved this from iLearn onto Sharepoint and integrated with Forms and Power Automated processes.

It is difficult to ascertain exactly why the number of registered Concerns are lower, however we are hopeful that one factor is due to reps being more comfortable and able to resolve issues directly with the relevant members of staff.

An identifiable contributing factor are the improvements made to the Funding Application as we receive less concerns from this area than in previous years as student satisfaction with the new process is greatly improved.

4 'Thank You' Forms

As stated above we have continued to promote the FCSA Thank You Forms this year and again they have proved popular with the students and the staff members that receive the notes of gratitude. Staff regularly feedback that this makes a real difference to their mood and have used this feedback as part of their professional development and quality processes.

5 FCSA Digital Campus

The introduction the FCSA Digital Campus has been well received by students and staff and was noted in the recent Education Scotland report as being an effective method of growing engagement with learners during the current climate.

The FCSA is committed to providing a broad range of engagement activities for our learners and going forward the Digital Campus will be supported and staffed to the same level that we currently provide to the College's three larger campuses.

6 FCSA General

The FCSA helped to support the recent Education Scotland visit and Craig Walker was invited to present about our experiences of the new approach during a CDN session in January 2022.

We are developing a new approach to engaging Apprentices with the quality processes of Fife College. Historically, engagement with the Class Rep model has been low in these courses so we are looking to replicate an approach that apprentices may be more familiar with in a workplace setting. Although research has been done at a national level the prevalent theory there is to persevere with the traditional model and focus on engaging these courses. As we have attempted this in the past with negligible improvements we are looking at how a fresh approach may lead to sustained improvement.

The FCSA has been successful in securing external funding to support a range of projects including Sustainable Travel, eBikes, live events during Re-Freshers, and ongoing Mental Health campaigns.

Emma Wallace
President of Education and Representation
Fife College Students' Association

7 February 2021

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Education Scotland Progress Visit 2021/22	
Date of Meeting:	16 February 2022
Purpose:	To provide members of the Academic Quality Committee with an update on the recent Education Scotland Visit
Intended Outcome:	To note the update
Paper Submitted by:	Iain Hawker, Assistant Principal: Quality and Academic Partnerships
Prior Committee Approvals:	N/A
Board Impact from Decision:	In accordance with the Committee remit, to ensure that the quality arrangements as required by Education Scotland are robust
Financial Health Implications:	N/A
Learner Implications:	To supplement College self-evaluation process with the external review report and consider the recommendations and how they can be taken forward
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	31 January 2022

BOARD OF GOVERNORS OF FIFE COLLEGE
Academic Quality Committee
Education Scotland Progress Visit 2021/22 – Summary

The Progress Visit was held in November 2021 by a team consisting of HM Inspectors of Education, Associate Assessors and Student Team Members. The visit consisted of a review of electronic evidence and professional discussions with college managers, staff, learners and stakeholders. The review team assessed the progress that Fife College has made against our Action Plans, taking account of any changes to local circumstances. Based on this evidence, the team will form a view as to whether the College has made satisfactory progress against its Action Plans or has not made satisfactory progress.

The Progress Visit to Fife College explored six overarching themes linked to the college operational plans for 2020-21 and priorities around COVID-19 recovery. These themes are:

- Learning, teaching and assessment;
- Learner engagement;
- Learner support and wellbeing;
- Learner outcomes;
- Curriculum planning; and
- Quality improvement and enhancement arrangements

The review team concluded that Fife College is making satisfactory progress and the college's quality improvement and enhancement processes are identifying and addressing appropriately issues arising from the pandemic.

Across the six review themes 43 (86%) bullets of positive progress were noted in the full report. There were a 7 (14%) bullets noted for further progress, all of which the college teams were aware of and actively reviewing:

- Managers and staff recognise that Further Education (FE) learners are more likely to find remote learning a challenge. Where learners at SCQF levels 4 and 5 have chosen programmes with considerable practical content, they are often disappointed at the limited amount of face-to-face delivery that is currently possible on campus.
- The college recognises that some groups of learners, such as Modern Apprentices, do not participate fully within the Students' Association (SA) and opportunities on offer, such as class representatives. Faculty staff are working with the SA to encourage participation from all student groups.
- Despite the college making information available to students during induction and through other media, a few learners are still unsure of where to access information and advice. Further development of a student portal as a 'one-stop shop' may help with learner communication and easier navigation for learners to access support and appropriate advice.
- During academic year 2020-21, further withdrawal rates for learners on full-time programmes increased, although partial success rates continued to improve. As a result, successful completion rates fell for learners on both FE and HE programmes. This is against the trend of recent years. COVID-19 restrictions and the consequences on practical activities, are likely to have contributed to this dip in improving student outcomes.
- The college recognises there is still further work to be done in analysing the multiple factors that contribute to learner withdrawal and improving outcomes, particularly for full-time FE learners.
- Whilst learners are represented on the college COVID-19 Group, their impact in relation to curriculum planning or areas that they could influence is not yet fully embedded in arrangements.
- The use of digital standards in curriculum design and the role of digital champions have yet to be fully embedded across all curriculum areas.

The full report is available [here](#).

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Learner Survey 1 2021/22	
Date of Meeting:	16 February 2022
Purpose:	To provide members of the Academic Quality Committee with an update on the first learner survey of session 2021/22
Intended Outcome:	To note the update
Paper Submitted by:	Iain Hawker, Assistant Principal: Academic Quality and Partnerships
Prior Committee Approvals:	N/A
Board Impact from Decision:	In accordance with the Committee remit, to review reports on stakeholder satisfaction
Financial Health Implications:	N/A
Learner Implications:	To supplement the College self-evaluation process with a focus on enhancing provision and learner experience based on feedback at whole College, faculty and professional service department levels
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	27 January 2022

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Learner Survey 1 2021/22 - Summary

Learner Survey 1 2021/22 asked a variety of questions and also gave an open opportunity for students to feedback on the issues that matter.

The Learner Survey 1 format was online and distributed to students over a period of 17 days between 25 October and 11 November 2021. The target list for Learner Survey 1 2021/22 consisted of a total of 4,384 students with 3,270 students responding, a 74.6% response rate and a 1.3% increase on Learner Survey 1 2020/21.

In general terms all Faculties achieved a response rate of more than 70% giving statistically relevant data. Most clusters had good response rates with the notable exception of 'Hair, Beauty and Visual Arts' with a 57.6% response rate and also 'Mechanical, Automotive Engineering, Fabrication and Welding' with 61.9%.

Survey Results

Satisfaction

92.1% of learners reported that they were satisfied with their College experience, an increase of 2.7% from 2020/21. The Creative Industries Faculty were most satisfied (94.0%) closely followed by Engineering (93.8%) while the Business Faculty were least satisfied (90.3%).

Coming to College

Students reported selecting their course online (93% Agreement) and applying online (94.9% Agreement) was fairly straightforward. Likewise 94.9% of students felt that the enrolment process was straightforward although only 80.8% found it simple to upload the required photo.

Funding

81.7% of students Agreed or Strongly Agreed that completing the new online funding application was easy and straightforward, an increase of 30.7% from the previous session. Student comments on funding (28% of all comments) discussed the simplicity of the new system, how quick the whole process was and praised the staff for helping when any problems did arise.

Induction

Only 61% of students attended an online Welcome to College event as part of their Induction process, a reduction of 20% from last academic session.

The survey asked for comments on elements of the Online Welcome to College, the positive comments fell into one of four main themes. 43% of respondents thought it was great getting more information about the course in preparation of classes starting. 40% enjoyed meeting their lecturers and 9% enjoyed meeting classmates. 7% of respondents commented on how straightforward the process was.

As part of the induction process, students were invited by email before Induction and again at the start of term to evaluate existing digital skills and offering a range of videos, guides and training to boost their skills to an acceptable level for effective blended learning. Only 58.4% of students reported being aware of the Digital Familiarisation information and how to access the Discovery Tool. Only 68.2% of respondents felt that the online induction activities helped

learners to make friends and feel part of the class group. This is a 1.1% increase from Learner Survey 2020/21 but student comments still expressed a disconnect with classmates that only being on campus could solve.

iLearn

iLearn is the primary system for blended and online learning making it vital to the learning experience during this period of the pandemic. Students were asked what kinds of devices are used most and their suitability. This showed that most students (67%) use a laptop which 94% felt was suitable. 18% of students reported using a smartphone with only 57% of students finding it a suitable device.

Students were asked if they were able to access iLearn as part of their course without any problems and 89.5% of respondents agreed. 82.0% liked the look and feel of their iLearn course with 81.4% reporting they felt able to navigate quickly and with ease throughout their iLearn course.

Learning and Teaching

Students were very positive about their Learning and Teaching experience this year with all questions gaining over 90% agreement. The questions with the highest levels of agreement showed that lecturers valued and respected students (97.2% Agreement), lecturers are enthusiastic about their subject (97.1% Agreement) and that the learning environment is welcoming and supportive (96.5% Agreement).

Positive Comments

A total of 733 students, split 55% FE and 45% HE, left constructive comments about their learning experience overall which were broken down into 12 themes.

- 56.4% of comments were about the excellent work and supportive nature of lecturers.
- 19.3% of comments spoke of how their classmates were a source of strength while studying during the pandemic measures.
- 8.4% of comments showed how some students have fully embraced online learning with many finding it more productive.
- 7% of comments expressed relief at being back on campus already with some highlighting the difficulties they faced in previous years of lockdown.
- A further 5.5% of comments were about the satisfaction of learning during these difficult times with many feeling proud of their achievements.

Other Comments

A total of 591 students, half FE and half HE, left comments about their learning experience that they like least, these were broken down into 49 themes.

- 33.8% of all comments regarded a desire to return to the campus for in person lessons with 55.5% of these comments from HE students.
- A further 18.6% of comments stated that students were struggling to achieve with online learning.
- Timetable issues contributed towards 11.8% of all comments with students describing 'ad hoc' timetables that changed week to week with changes to days, times and locations. This was a concern for both online only and those who were on campus. Students reported issues securing childcare in time, changing work arrangements to attend classes, travelling from the campus to their home in time to attend later online classes, concerns that classes were not being cleaned on campus as cleaning crew may be unaware of the room being used and also general frustrations of last-minute changes.



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Academic Update: New Campus Project: February 2022	
Date of Meeting:	16 February 2022
Purpose:	To provide members of the Committee with an update on the academic progress for the new campus project.
Intended Outcome:	To note the update
Paper Submitted by:	Dorothee Leslie, Vice Principal Academic Strategy
Prior Committee Approvals:	N/A
Board Impact from Decision:	To provide assurance to the Board that the future academic needs of the College are being embedded into the New Campus Project
Financial Health Implications:	N/A
Learner Implications	A modern and fit for purpose learning environment within the new campus which is flexible to adapt to changing needs
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Dorothee Leslie; dorotheeleslie@fife.ac.uk 01592 223190
Date of Production:	4 February 2022

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Academic Update: New Campus Project

Introduction:

The six working groups (as described at the previous meeting) created to support the implementation of the learning pathways and the development of enhanced partnership and transition arrangements for the Dunfermline Learning Campus have started to progress their work with finalised remits and priority objectives now confirmed.

Progress update:

Initial meetings have taken place for all groups with priority actions agreed. The first summary reporting templates shared with the Project Governance Board in December and January outline progress made to date by each group.

Working Group:	Career Long Professional Learning (CLPL)
Chair(s):	Sandy McIntosh and Mick McGee (Fife Council)
Key Message(s) to Report to DLC Project Governance Board:	Brief Group Update (13 January 2022) Initial considerations around collaborative opportunities for cross school/college working and professional learning. Work to develop relationships, trust and shared understanding that can be developed into more detailed and focused activities, built upon on our project timelines.

Working Group:	Young Person Skills Development and Developing Young Workforce (DYW)
Chair(s):	Zoe Thomson (Fife Council)
Key Message(s) to Report to DLC Project Governance Board:	Brief Group Update (13 January 2022) We have agreed our remit and set out tasks to meet our first aims. We are considering which pupil groups and employers we will involve as key stakeholders.

Working Group:	Wellbeing and Inclusion
Chair(s):	Deborah Davidson (Fife Council) and Vicki Anton (Fife College)
Key Message(s) to Report to DLC Project Governance Board:	<p>Brief Group Update (13 January 2022)</p> <p>First introductory meeting has been conducted with the whole group to ensure buy in and establish the key aims and objectives of the group.</p> <p>Second meeting held on 12/01/22 to discuss first main theme – transitions.</p>

Working Group:	Careers Info, Advice and Guidance (CIEAG) and Employability Working Group
Chair(s):	Julie Kennedy (SDS)
Key Message(s) to Report to DLC Project Governance Board:	<p>Brief Group Update (7 December 2021)</p> <p>Met once, next meeting planned for 9 December 2021.</p> <p>We are currently working on producing baseline figures for the group so in January we can use these to measure impact and plot our actions. This includes work already undertaken in the schools and with the college, anticipated occupations and routes for S4-6 pupils, numbers on FA/SCP etc.</p> <p>Planning to meet with other chairs in Jan to look for crossover such as Scottish Apprenticeship Week.</p>

Working Group:	Digital Learning Partnership Group
Chair(s):	Sharon Burns (Fife College)
Key Message(s) to Report to DLC Project Governance Board:	<p>Brief Group Update (7 December 2021)</p> <p>Action Plan distributed to group for feedback and comment prior to next meeting in January. Current feedback indicates the group is happy with the draft plan. Next step is to further define tasks and commence implementation.</p> <p>Jisc Discovery tool logins secured and shared with Fife Council, and 3-18 Digital Skills: Progression Framework used in St Columba's High School distributed to group for feedback/comment to support development of the joint Essential Digital Skills framework.</p>

Working Group:	Timetabling and Curriculum Planning
Chair(s):	Alan Cumming (Fife Council)
Key Message(s) to Report to DLC Project Governance Board:	<p>Brief Group Update (8 December 2021) Group has met twice, latest meeting on 8 December 2021. Possible schematics have been developed to cater for a variety of scenarios but more work is required to understand what the schoolday at each school will look like and the on-site requirements for SCP courses.</p>

The chairs of the groups have identified synergies between the objectives of their respective groups and they will ensure collaborative working on these, Synergies identified include for example digital developments and professional learning or career information and skills development. The wellbeing and inclusion themes also cut across the work of all other groups.

As more defined actions and timelines are agreed by each working group, the overarching Learning Strategy work stream will focus on the identification and reporting of measurable outputs. This will include feeding into the work of the Communications work stream to support stakeholders' awareness of progress to date and of resulting innovative practices.