Fife College

AGENDA

Meeting: Academic Quality Committee
Date: Tuesday 30 May 2023 at 4pm
Location: 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.
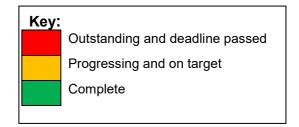
No	Item	Action	Lead	Pages
1	Welcome, Apologies and Declarations of Interests	Note	ZT	N/A
2	Minutes of Previous Meeting: 13 February 2023	Approve	ZT	
3	Matters Arising / Actions Outstanding	Note	ZT	2-2
	3.1 Examples of Learner Survey 1 Action Plans	Note	IH	3-5
4	Fife College Students' Association Update	Note	JR	6-9
	Jennifer Ritchie will join for this item			
5	Draft Learning Strategy	Approve	DL	
6	Curriculum Update Report	Note	DL	10-14
	6.1 Academic Update: New Campus Project	Note	DL	15-17
7	Performance Update			
	7.1 Learner Survey 2	Note	IH	18-23
	7.2 External Review Update: Education Scotland	Note	IH	24-28
	7.3 Performance Data Report	Note	IH	29-34
8	Student Withdrawals 22/23 at Fife College: Analysis of Data	Note	DL	
9	Scholarship and Alumni Update	Note	MP	
10	Self-Evaluation 2022-23	Discuss	ZT	35-37
11	Review of Meeting	Discuss	All	N/A
12	Date of Next Meeting	Note	ZT	N/A
	Monday 6 November 2023 at 3.30pm			

For Information:
Learning and Teaching Committee Minutes 12 May 2023
Key National Reports / Changes to National Policy

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Fife College

Key:	
🟥	Outstanding and deadline passed
🟧	Progressing and on target
🟩	Complete

Board of Governors: Academic Quality Committee

Actions Outstanding / Progress Made

	Date of Meeting	Action	Responsibility	Deadline	Comments
1	13.02.23	To provide sample action plans (Faculty and Professional Services) for information at the next meeting.	I Hawker	05.06.23	Complete. Sample of action plans is included in the meeting pack – Agenda Item No 3.1
2	13.02.23	To provide any feedback on the draft Learning Strategy to the Director: Governance and Compliance over the next two weeks.	All Committee Members	27.03.23	Complete

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

As per Action Outstanding 1 (agreed at the meeting 13 February 2023) below is a sample of action plans received from Faculty and Professional Services in response to Learner Surveys this academic year.

Area	Issue / Improvement made	Action to be taken
Business Faculty	Students on course not being prepared	Information sessions on campus to be introduced for all courses prior to the summer holidays. Expected Benefit: Opportunity for students and parents/carers to meet with staff to understand course information and manage expectations. In addition, this should help gather some key information about the student too.
Visual Arts	Removal of F2F interviews during pandemic	Return to F2F interviews and support students in completing application/enrolment. Expected Benefit: Staff are aware some leaners have not been levelled appropriately and some students have also complained about their lack of knowledge about course content and expectations. Therefore, having teaching staff meet learners beforehand will allow for this information to be assessed and discussed in the first instance – improving students' experience and hopefully PIs.
Mechanical, Automotive, Fabrication & Welding	Learner Survey Question 'Induction activities helped me make friends and feel part of the class group ', 75.5% agreement	Devise and implement new Ice-breaker/Team building activities within the first 6 weeks of the courses. Expected Benefit: Students to feel more of a community with less likelihood of withdrawal and increased student agreement with question.
ESOL	Not all ESOL learners have the standard of English required to complete the Learner Survey	Surveys produced in native languages (caveat that SFC need to agree this can be implemented for SSES responses). Realised Benefit: F2F sessions with language specific surveys implemented for Learner Survey 2. 17 different languages were supported with a response

		rate = 97% with satisfaction = 100%. Students reported that they felt much more valued being able to feedback in their own language and lecturing staff felt the feedback was more robust and they were more likely to use this to make improvements.
Construction Crafts, Built Environment & Building Services	Learner Survey Question 'I like the look and feel of my iLearn course (or other learning platform).' 68.3% agreement	Revisit/develop iLearn resources during Prep & Development weeks, post up links to iLearn pages on Teams. Expected Benefit: Higher student satisfaction with question and engagement with learning materials.
Electrical	Learner Survey Questions with less than 60% agreement 'I am aware of the Digital Readiness information and know how to access this and the Discovery Tool'. 'I am aware of the Fife College Employability Hub and team. I know how to access them and how they can support me' 'I am aware of the Fife College Students' Association (FCSA), who they are and what they do'	Information given at induction to be supplemented by the appropriate area and investigate if there can be a presence at the Rosyth campus so that students can access the area easily. Expected Benefit: Students better prepared for course and understand the services available and can access these. Realised Benefit: FCSA formal attendance at Rosyth campus for student support.

Below is a sample of the 'You Said, We Did' that are a result of action taken

Area	You Said (student feedback)	We Did
IT	We need devices to do work on outwith classes	Introduced laptop safes in key parts of all college campuses
Digital Learning	We need space to do groupwork	Created flexible working spaces with tech built in to make collaborative working easier
Library	We want better access to resources	Introduced new digital learning resources to access online 24/7 and refurbished library spaces to make them more inviting
Catering	We hate waste packaging in the canteen	Introduced biodegradable cutlery and packaging to reduce landfill waste
FCSA and Guidance	We need help with the cost of living	New budgeting workshops to help make the most of what money is coming in
All	We use too many digital platforms for our learning	Each department is committed to using one main resource which best suits the subject and student needs
Funding	Funding applications can be difficult to put in	Funding team appointments available on all campuses and academic staff can invite Funding to classes that specifically need help
Academics & Induction Team	Welcome event communication was conflicting when from academics and support	Academic teams to use software supplied by Induction Team to plan Inductions, Induction team to inform students of the times etc.
Quality & Comms	Sone students were not sure how to access policies and procedures	New area created on Student Portal with all the info, included in student newsletter

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Fife College Students' Association (FCSA) Update	
Date of Meeting:	30 May 2023
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, President for 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:	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:	19 May 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Fife College Students' Association (FCSA) Update

1   General

The FCSA were pleased to win two awards at the NUS Scotland Awards. These were for Campaign of the Year for Tali Fisher and the work the FCSA have done on introducing BSL, and the Community and Solidarity Award for the work the FCSA have done with the Prisons Team to help engage our prison-based members.

We are also pleased that two members of the FCSA have been shortlisted for the Herald Higher Education Awards. Tali has been shortlisted for the Outstanding Contribution from a College Student Award and Kirsten Mullen has been shortlisted for the Outstanding Contribution from a Staff Member Award.

We are pleased that the awards the FCSA are being recognised in are for work that directly aligns with the FCSA's Aims and Commitments as part of the FCSA 2025 Strategic Plan.

Emma Wallace has found new employment and resigned from the FCSA, leaving us on Friday the 19th of May. We want to thank Emma for her hard work and contributions across the past two academic sessions. As per the FCSA Constitution we will utilise funds to support activities until the new President of Education and Representation takes post in July 2023.

2   FCSA President Elections 2023-25

The FCSA Elections concluded in April and following our highest ever vote total Taylor Edwards has been elected as FCSA President for Education and Representation for 2023/25. Taylor will join this committee when she has taken up office in July 2023.

Two of Taylor's manifestos pledges focus on working with the College and local travel providers to find the best approach to support students who need to use public transport to attend classes and how timetabling can support this, and ensuring that the College's Attendance Support Policy is being used to support learners to engage and achieve.

Kayleigh Gallacher was elected FCSA President for Wellbeing and Equity. Both President terms run from the 1st of July 2023 to the 30th of June 2025.

3   Class Reps 2020-21

Currently have a total of 512 Class Reps. This is an increase, and the most we have had registered since the 2016/17 session.

Session	Reps	Change on previous
22/23	512*	+113 (21/22)
21/22	399*	-108 (20/21)
20/21	507	+88 (19/20)
19/20	419	-

*The number of total registrations of Class Reps is higher than the figures here. These figures do not include reps who have been registered and subsequently withdrawn/removed from the role.

In the third year of operation the completion rates for our Class Rep Training are as follows:

Class Rep Training Modules Completion by Level

Level	Attempts	Successful Completions	Vs 21/22	20/21
1	208	201	-11 (212)	145
2	143	143	-34 (177)	137
3	132	126	-49 (177)	131
4	131	121	-43 (164)	129
5	163	145*	0 (145)	121

*The number jumps here as around 20 students have resat the quiz in order to get the 5/5 score – 4/5 is counted as a pass. Feedback on the correct answer is given whenever any incorrect answers are submitted.

As reported before the levels increase in difficulty, with Level 1 covering the basics of the role to ensure it is accessible to all learners – reflected here in the high pass rate. The seven incorrect attempts at Level One came from two students who subsequently passed. The high attempt rate at Level 5 also indicates where the training contains most of the SPARQS Class Rep Training information which focusses more on the theory behind the role rather than the mechanics which are covered in the other levels.

The reduction in numbers against last year appears to be due to a large number of reps having completed the training last year and being re-elected so not feeling there is value in doing this again.

In-line with student feedback on curriculum delivery, we have found there is less of an appetite for online delivery of the training as students indicate a strong preference for face-to-face learning. Due to the logistics of delivering in-person training the FCSA will not move to this approach as a single method of delivery. We will however facilitate training drop-in sessions where reps can come to our offices and be supported to complete the online training sessions.

Next session we will introduce a session for Reps who have already completed the training so we can capture this number accurately.

Improvements were made to the training this year including improved visual layout, moving the training from OneNote (which formats poorly on non-desktop devices) to Sways, automating significant portions of the administrative side.

Attendance at Rep meetings has been inconsistent and as in previous years, the main feedback on non-attendance centres on the misconception that the role is only to let us know if something is going wrong.

The FCSA have been active in trying to dispel this myth and we have seen an improvement in awareness with staff; however, we still find areas where the rep role is promoted as 'something we just have to have' rather than acknowledging the role as a key part of the College's Quality and Communication systems.

4   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.

Type	Year to Date	Last Year to 18th May 2022	May 2020
Commendation	642	194	287
Concern	101	80	132
Query	28	24	69
Suggestions	7	1	14
Total Issues	777	299	497

As predicted at this time last year, overall engagement with students has improved this year. The key factor has been the return to normal on-campus delivery of events making the FCSA more recognisable and accessible for students.

We are pleased to see the large increase in commendations from students as we want to help create a positive atmosphere and working relationship between our members and the College staff. As per our strategic plan the FCSA are committed to celebrating what is going well.

5   FCSA General

Nominations are now open for the FCSA and Fife College Awards, including the Faculty Student of the Year Award, the Student Recognition Staff Awards and the Fife College Staff Member and Team of the Year awards.

To date we have received a total of 248 nominations from students to the Student Recognition Awards to thank staff for their assistance across the year. Nominations close on the 31st of May.

We are creating an FCSA Sharepoint for staff to help them easily locate forms, such as the Class Rep Registration Form, which we often receive queries about as emails are difficult to keep track of.

Kirsten Mullen, the FCSA Lead Sports and Active Health Coordinator, leaves the FCSA on Friday the 26th of May to take up a new role as Sports Development Officer with the University of Stirling.

Lauren Rosenbaum, the FCSA Digital Engagement Coordinator, leaves the FCSA on Friday the 23rd of June to take up a new role as Marketing Executive at Edinburgh Zoo.

We are proud of both Kirsten and Lauren moving onto these exciting new positions and thank them both for their work in establishing the FCSA and bringing success through their work.

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Curriculum Update: May 2023	
Date of Meeting:	Tuesday 30 May 2023
Purpose:	To provide Committee members with an update on progress made with curriculum matters
Intended Outcome:	To note the update
Paper Submitted by:	Dorothée 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:	Dorothée Leslie (dorotheeleslie@fife.ac.uk) 01592 223190
Date of Production:	12 May 2023

1

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Actual Performance as at May 2023

STUDENT PROFILE

STRATEGIC HIGHLIGHTS
• The College's current credits realisation is sitting at 95% of our total 131,782 SFC credit target (which includes our core credits, as well as Deferrals and FAs). We are on track to realise our core target within the 2% threshold allowed, and we are continuing to strive to achieve and exceed the full target. Credit targets will continue to be supported through external delivery still scheduled before the summer (e.g., STEM courses for schools, external contracts, roll on roll off courses still to start) and through innovative approaches to enhance opportunities for partner organisations to access new training opportunities. • The College's provisional allocation for 2023-24 is 118,604 or a reduction of 13,178 credits compared to this year's target. The curriculum plan has been revised to account for this 10% reduction of our activity target. The consultation process necessary to support this exercise is progressing well with a strong focus on portfolio alignment and best use of resources available. • Further withdrawal figures are lower than this time last year (10.1% overall vs 13.8%), with an improvement across all modes and levels. FT withdrawals remain high despite the 6.4% improvement currently recorded. Retention on PT courses remains better than on FT courses and it is close to pre-covid figures. The main reasons for withdrawal remain non-attendance and unable to contact (25.2%), mental health (11.7%) and returned to school to focus on other school subjects (9.8%). A more detailed report on withdrawals will be presented later on the agenda • Recruitment 2023-24 for FT courses with a start date on or before 6 October 2023 is progressing well with a total of 98% of offers accepted vs eligible targets for FT courses (vs 88% this time last year), with FTFE and FTHE figures sitting respectively at 97% and 100% (vs 88% for both last year). PT recruitment has an overall figure of 30% to date (vs 53% last year), with both PTFE and PTHE figures sitting at 28% (vs 53%) and 38% (vs 51%) respectively.

2

2022-23 Credit Targets Report & Current Performance Indicators

Faculty	Live Credit Target^	Actual Credits+	Variance (Actual vs Target)*
Business, Enterprise and Tourism with Supported Learning	26,162	25,016	-1,146
Care, Social Science and Education	34,080	33,061	-1,019
Creative Industries	32,299	31,657	-642
Engineering, Science, Technology and Built Environment	37,324	35,386	-1,938
Total	**129,866**	**125,120**	**-4,745**

Mode/Level	Early Withdrawal %		Further Withdrawal %	
	21/22*	22/23^	21/22*	22/23^
FT/FE	9.6%	10.4%	25.2%	18.8%
FT/HE	6.5%	7.6%	22.3%	15.6%
PT/FE	2.8%	3.3%	6.0%	4.0%
PT/HE	3.2%	3.0%	7.8%	3.6%
FT Total	8.4%	9.5%	24.2%	17.8%
PT Total	2.9%	3.3%	6.3%	3.9%
Overall Total	5.2%	6.0%	13.8%	10.1%

^ Credit target is the overall credit target for 2022-23 based on the current live target within our student record system. There is other activity in planning across the Faculties. All of this will ensure the College is targeting over the SFC credit target.
+ Actual credits as at 12 May 2023
* Based on SFC's actual credit target of 131,782, which includes our core credit target plus covid deferrals, and FAs, the College is currently -5.0% under target

The above data is based on total enrolments considered for PIs only
* Figures as at end of Academic Session
^ Figures as at 12 May 2023

2023-24 Full-time Student Profile (as at 12 May 2023)

Faculty	% Offers Accepted vs Eligible Target	
	FT FE	FT HE
Business, Enterprise & Tourism with Supported Programmes	68%	89%
Care, Social Science & Education	111%	130%
Creative Industries	101%	97%
Engineering, Science, Technology & Built Environment	102%	65%
Overall Total	**97%**	**100%**

 * FT figures above are based on courses with a start date of before 6 October 2023.

3

Additional Curriculum Updates

The portfolio 2023-24 has been reviewed to reflect the reduction in activity targets as mentioned earlier. Ongoing discussions include proposals to reduce or remove some courses. These proposals are evidence based in relation to short to medium term portfolio planning and alignment to regional and national priorities. Performance indicators (e.g., applications, retention, successful completion) are also supporting this evidence base. The consultation exercise is scheduled to complete by the end of this academic year to ensure that staff and students are fully supported and to allow for the finalisation of operational arrangements (e.g., timetables).

Digital / data and sustainability skills are a growing area of focus within course frameworks, with course design also incorporating more health and wellbeing focused content across the portfolio.

Course design and delivery will prioritise flexibility and accessibility for all students, in line with the new Learning Strategy. Increased resources continue to be devoted to supporting digital capacity and capability, together with an emphasis on developing and supporting independent learning skills through active collaboration with the learning hubs.

Our 2023-24 MA contract has been confirmed with an increase of new MA starts from 341 to 400 (Automotive 1, Engineering and Gas 52, Hairdressing 5 and Healthcare Support 1) and a contract value increased by £3,883 to £1,867,243.

Following successful College Open Days at the end of March as part of the national "Choose College" campaign, academic and professional services teams are working closely together to plan student induction for AY 2023/24. The faculties, the student experience team, including the FCSA, the digital and student information services teams are finalising operational arrangements.

The College has received confirmation of its successful bid proposal to help SHELL deliver its Powering Progress UK Strategy. The funding will be more than £500K, with a focus on energy transition by 2030. The Faculty of Engineering, Science, Technology and Built Environment will be leading on this project, working closely with other college teams (e.g., Digital Learning, Business Development). The first project meeting with SHELL is scheduled in early June.

Members of the Executive / Leadership team are representing the College and / or leading partnership groups at regional and national level. Bids have been submitted at regional level under the Opportunities Fife umbrella for activity commissioned against No One Left Behind (Employability) and UKSPF (Shared Prosperity Funding), the outcome of which is expected later this month.

Successful negotiations with the Scottish Prison Service have completed, with the contract extension for year 7 (2023-24) now fully agreed. Work is ongoing to support new models of delivery and enhanced partnership planning for SPS learners (e.g., women learners in the new CCU units); this include DDI funded courses within our participation to the ESES City Deal. The new Stirling facility for female prisoners is due to open in early June.

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Sector level collaboration through the Vice Principals Curriculum group and with colleagues involved in the East Central Scotland College Collaboration is ongoing with Virtual Reality projects (e.g., in the Care area), joint working within the City Deal skills projects to support curriculum developments and foster collaborative planning as the college and tertiary sectors evolve.

The detailed governance for the implementation of the Adult Learning Strategy for Scotland have not been confirmed yet. Budgets and governance arrangements are expected to be confirmed soon by the new administration. Regional partnerships, employability and measurable impact are key drivers for adult learning.

The work of the Learning Strategy workstream supporting the development of the Dunfermline Learning Campus will continue to progress within revised governance arrangements for all existing workstreams as confirmed by the Project Governance Board last week. A short update is included on the agenda.

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Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Academic Update: New Campus Project	
Date of Meeting:	30 May 2023
Purpose:	To provide Committee members with an update on progress made on the New Campus Project
Intended Outcome:	To note the update
Paper Submitted by:	Dorothée Leslie, Vice Principal Academic Strategy
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be informed on progress made on the New Campus Project
Financial Implications:	N/A
Learner Implications:	None
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Dorothée Leslie (dorotheeleslie@fife.ac.uk) 01592 223190
Date of Production:	12 May 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Academic Update: New Campus Project

Summary Update

As per the previous update and themes identified to support joint planning for the new Dunfermline Learning Campus, it has been agreed to focus on two key strands, namely:

- **Professional Learning and Relationships for staff**
- **Skills and Transitions for young people**

The overall project governance arrangements have been revised and streamlined to reduce duplication of effort and to ensure that resources are directed and utilised effectively.

This realignment will bring together the Learning Strategy and Integration workstreams and ensure that strategic and operational planning align to realise the unique benefits of a joint campus.

The newly formed **Collaboration and Integration Workstream**, working alongside the Communication / Stakeholder Engagement will oversee the development of a campus operating model.

A third key strand,
- **Site Operational Matters / Construction Development**

will be included alongside the two academic strands of the Collaboration and Integration Workstream.

Next Steps

The purpose and associated actions to be developed for each one of these three strands / working groups are in draft form, with group membership and co-chairing details to be confirmed shortly.

All three groups will comprise College, Education and other Council teams' representatives as appropriate. Colleagues from external organisations (who were mostly already involved in the work of the Learning Strategy workstream) e.g., SDS may also be co-opted to support developments and new practices.

The Professional Learning and Relationships for staff will focus on:

- Developing positive staff relationships across both schools and college
- Professional learning with an emphasis on digital capacity to support hybrid learning and innovative pedagogies in the new learning spaces
- Professional learning to support leadership and management of change

The Skills and Transitions for young people will focus on:

- Establishing joint planning and collaborative activities focused on wellbeing, learner voice, mental health and inclusion to support transitions to college

- Developing programmes to support enhanced transitions for the most vulnerable young people
- Exploring unique opportunities to enhance employability focused learning pathways

The Site Operational Matters / Construction Development will focus on:

- Ensuring the successful physical delivery of the campus
- Developing a joint community offer
- Developing a collaboration agreement

Frequency of meetings, links to existing groups (e.g., DYW, Opportunities Fife, Curriculum networks, Community groups etc.) will be confirmed within these next steps.

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

<table>
<tr>
<td colspan="2">Learner Survey 2:
SFC Student Engagement and Satisfaction Survey (SESS)</td>
</tr>
<tr>
<td>Date of Meeting:</td>
<td>30 May 2023</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To provide members of the Academic Quality Committee with an update on the results of the SFC SESS</td>
</tr>
<tr>
<td>Intended Outcome:</td>
<td>To note the update</td>
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<tr>
<td>Paper Submitted by:</td>
<td>Iain Hawker, Vice Principal: Quality and Academic Partnerships</td>
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<td>Prior Committee Approvals:</td>
<td>N/A</td>
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<td>Board Impact from Decision:</td>
<td>In accordance with the Committee remit, to review reports on stakeholder satisfaction</td>
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<td>Financial Implications:</td>
<td>N/A</td>
</tr>
<tr>
<td>Learner Implications:</td>
<td>To supplement 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</td>
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<td>Equality and Diversity Implications:</td>
<td>N/A</td>
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<td>Risks Assessed:</td>
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<td>Publicly Available:</td>
<td>Yes</td>
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<tr>
<td>Author Contact Details:</td>
<td>Iain Hawker; iainhawker@fife.ac.uk</td>
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<tr>
<td>Date of Production:</td>
<td>15 May 2023</td>
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BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Learner Survey 2: SFC Student Engagement and Satisfaction Survey (SESS)

Student Satisfaction and Engagement Survey (SSES) Session 2022/23[1]

The results of the annual Scottish Funding Council SSES survey questions completed in April 2023 are summarised below.

- The full-time responses (of approx. 3,000 students) shows a 5.3% increase from the previous year to 77.5%.
- The part-time responses (of approx. 1,000 students) show a 12.5% increase from the previous year to 65.8%.
- The Distance Learner responses (of approx. 100 students) show an increase of 22.7% from the previous year to 76.6% (mainly due to improved target data procedures).

Our overall response rate increased by 8.3% to 74.3% to show signs of recovery as we returned to campus after a long period of lockdown and home learning. All modes / levels saw an increase in response rates and comfortably exceeded the Scottish Funding Council minimum response level (50%).

The students' responses were recorded under "Strongly Agree, Agree, Disagree, Strongly Disagree and N/A". Aligned to SFC reporting "Strongly Agree and Agree" are recorded and summarised below as a positive response. The right-hand column in the tables below show the "Change" from session "2021/22" to this academic session.

Student satisfaction has recovered from a significant dip during the course of the pandemic with all modes/levels reporting above 90% satisfaction. Distance Learners have decreased in reported satisfaction slightly from 91.5% in 2021/22 to 90.3% this session although Distance Learners had the highest satisfaction of all modes/levels during lockdown. Full Time and Part Time learners showed an increase in agreement in all SSES questions. Distance Learners saw a slight decrease in the questions 'Staff regularly discuss my progress with me' (-2.8%) and 'I believe all students at the college are treated equally and fairly by staff' (-3.4%) although due to the low number of students targeted the difference calculates as 1-3 individual respondents.

The questions 'Staff encourage students to take responsibility for their own learning' remains one of the highest scoring questions across all modes/levels with 97.7% overall. This session saw a rise in agreement for 'I feel that I am part of the college community' with a 5.1% increase overall and a 16.5% increase for Distance Learners.

This session we can confirm that our sample sizes across all modes and levels are now providing us with statistical validity to the extent that the conclusions drawn from a statistical test are accurate and reliable.

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[1] *Please note all figures are still to be ratified by SFC.*

Student Satisfaction and Engagement Survey (SSES) Summary Return

		Last Year	% Positive	% Positive	Change
College Name	**Fife College** **FE & HE Level**				
Mode grouping	**Whole College**				
Survey Sample Number	4,050	3767			
Survey Response %	74.3%	66.0%			
SSES summary question results			**22/23**	**21/22**	
1. Overall, I am satisfied with my college experience.			92.6%	89.6%	3.0%
2. Staff regularly discuss my progress with me.			85.7%	83.7%	2.0%
3. Staff encourage students to take responsibility for their learning.			97.7%	96.6%	1.1%
4. I am able to influence learning on my course.			89.7%	87.2%	2.5%
5. I receive useful feedback which informs my future learning.			90.0%	88.4%	1.6%
6. The way I'm taught helps me learn.			88.6%	85.7%	2.9%
7. My time at college has helped me develop knowledge and skills for the workplace.			91.7%	89.5%	2.2%
8. I believe student suggestions are taken seriously.			86.4%	84.1%	2.3%
9. I believe all students at the college are treated equally and fairly by staff.			90.0%	89.5%	0.5%
10. Any change in my course or teaching has been communicated well.			83.7%	82.0%	1.7%
11. The online learning materials for my course have helped me learn.			86.6%	85.2%	1.4%
12 I feel that I am part of the college community.			84.8%	79.7%	5.1%
13. The college Students' Association influences change for the better.			94.9%	93.2%	1.7%

Student Satisfaction and Engagement Survey (SSES) Summary Return

College Name	Fife College FE & HE Level	Last Year	% Positive	% Positive	Change
Mode grouping	Group A - Full-time				
Survey Sample Number	2,976	2,751			
Survey Response %	77.5%	72.2%			
SSES summary question results			**22/23**	**21/22**	
1. Overall, I am satisfied with my college experience.			93.2%	89.6%	3.6%
2. Staff regularly discuss my progress with me.			85.4%	83.6%	1.8%
3. Staff encourage students to take responsibility for their learning.			97.7%	96.8%	0.9%
4. I am able to influence learning on my course.			90.1%	87.9%	2.2%
5. I receive useful feedback which informs my future learning.			89.8%	88.5%	1.3%
6. The way I'm taught helps me learn.			88.2%	85.3%	2.9%
7. My time at college has helped me develop knowledge and skills for the workplace.			92.1%	90.1%	2.0%
8. I believe student suggestions are taken seriously.			85.6%	83.3%	2.3%
9. I believe all students at the college are treated equally and fairly by staff.			88.6%	88.2%	0.4%
10. Any change in my course or teaching has been communicated well.			83.0%	81.3%	1.7%
11. The online learning materials for my course have helped me learn.			86.4%	85.4%	1.0%
12 I feel that I am part of the college community.			86.4%	82.2%	4.2%
13. The college Students' Association influences change for the better.			94.6%	93.6%	1.0%

College Name	Fife College FE & HE Level	Last Year	Agree	Agree	Change
Mode grouping	Group B - Part-time				
Survey Sample Number	966	874			
Survey Response %	65.8%	53.3%			
SSES summary question results			22/23	21/22	
1. Overall, I am satisfied with my college experience.			91.1%	89.3%	1.8%
2. Staff regularly discuss my progress with me.			86.8%	83.7%	3.1%
3. Staff encourage students to take responsibility for their learning.			97.8%	95.8%	2.0%
4. I am able to influence learning on my course.			89.1%	85.5%	3.6%
5. I receive useful feedback which informs my future learning.			90.7%	87.5%	3.2%
6. The way I'm taught helps me learn.			90.4%	86.9%	3.5%
7. My time at college has helped me develop knowledge and skills for the workplace.			90.9%	87.8%	3.1%
8. I believe student suggestions are taken seriously.			88.5%	85.9%	2.6%
9. I believe all students at the college are treated equally and fairly by staff.			94.0%	92.2%	1.8%
10. Any change in my course or teaching has been communicated well.			85.4%	83.1%	2.3%
11. The online learning materials for my course have helped me learn.			87.4%	84.1%	3.3%
12 I feel that I am part of the college community.			80.1%	74.7%	5.4%
13. The college Students' Association influences change for the better.			96.4%	92.6%	3.8%

College Name	Fife College FE & HE Level	Last Year	Agree	Agree	Change
Mode grouping	Group C - Distance/Flexible				
Survey Sample Number	108	142			
Survey Response %	76.6%	53.9%			
SSES summary question results			**22/23**	**21/22**	
1. Overall, I am satisfied with my college experience.			90.3%	91.5%	-1.2%
2. Staff regularly discuss my progress with me.			83.8%	86.6%	-2.8%
3. Staff encourage students to take responsibility for their learning.			97.8%	97.2%	0.6%
4. I am able to influence learning on my course.			84.8%	84.4%	0.4%
5. I receive useful feedback which informs my future learning.			90.3%	90.0%	0.3%
6. The way I'm taught helps me learn.			84.8%	85.7%	-0.9%
7. My time at college has helped me develop knowledge and skills for the workplace.			88.1%	88.4%	-0.3%
8. I believe student suggestions are taken seriously.			91.3%	88.1%	3.2%
9. I believe all students at the college are treated equally and fairly by staff.			93.5%	96.9%	-3.4%
10. Any change in my course or teaching has been communicated well.			89.2%	90.1%	-0.9%
11. The online learning materials for my course have helped me learn.			85.9%	87.4%	-1.5%
12 I feel that I am part of the college community.			77.3%	60.8%	16.5%
13. The college Students' Association influences change for the better.			94.2%	93.2%	1.0%

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

External Review Update: Education Scotland	
Date of Meeting:	30 May 2023
Purpose:	To provide members of the Academic Quality Committee with an update on Education Scotland engagement
Intended Outcome:	To note the update
Paper Submitted by:	Iain Hawker, Vice Principal: Quality and Academic Partnerships
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be made aware of any actions that are not being progressed timeously
Financial Health Implications:	N/A
Learner Implications:	Improvement of student satisfaction rates, retention rates and student success.
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:	11 May 2023

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BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

External Review Update: Education Scotland

The last formal Education Scotland engagement was undertaken in November 2021. As the outcome of this visit was positive and the College received "satisfactory progress is being made against improvement priorities" our next engagement will be a shorter and smaller Annual Engagement Visit (AEV). Education Scotland have confirmed our Annual Engagement Visit will take place on Wednesday 31 May 2023, with feedback the following day on Thursday 1 June 2023. A team of 4 reviewers including our College HMIe (Peter Connelly) and two Student Team Members will undertake the review. The AEV will explore the following themes:

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

On conclusion of the AEV, the team will provide a verbal report of their findings to the college. It will provide assurance of the quality of the learning experience, and may identify aspects requiring further improvement.

Three weeks after the AEV is completed, a final written report will be provided to the college and the college link Inspector will make arrangements to share the report with the college Board.

Education Scotland Progress Visit Nov 2021 – Improvement Action Plan

The update and now complete action plan following our November 2021 is detailed below:

	Education Scotland Comment	Responsible Lead	Others involved	RAG	Due date/ Status	Expected Outcome(s)
1	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	Sarah Halliwell	All Academic Heads; VP Academic Strategy		Apr to June 2022 Complete	Student satisfaction and engagement to increase Suggested evidence: • Timetables

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	Education Scotland Comment	Responsible Lead	Others involved	RAG	Due date/ Status	Expected Outcome(s)
	face-to-face delivery that is currently possible on campus.					• Learner survey 2 satisfaction rates • Informal feedback from staff and students to AH/AQM and AQL. • Student focus group meetings
2	The college recognises that some groups of learners, such as Modern Apprentices, do not participate fully within the SA and opportunities on offer, such as class representatives. Faculty staff are working with the SA to encourage participation from all student groups.	Craig Walker	Faculty staff; MA Teams		Dec 2022 (Interim milestone Sept 2022) Complete	Increased class rep numbers and understanding of FCSA role by Apprentices Improved knowledge of challenges and success factors affecting MA learners Suggested evidence: • Learner Surveys • Class rep numbers • FCSA badges issued • Increased participation in Class Rep Activities.
3	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.	Jo Bruce	Vicki Anton (SEED); FCSA; Digital Services; Faculty staff (named contacts)		Complete	All students readily able to access relevant information Suggested evidence: • Student Portal • Communication • Engagement/Analytic monitoring • Learner Survey 1 & 2

Fife College

	Education Scotland Comment	Responsible Lead	Others involved	RAG	Due date/ Status	Expected Outcome(s)
4	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.	Lisa Calderwood	AQMs/AQLs; SEED; FCSA		Dec 2022 (Interim milestone Aug 2022) Complete	Detailed analysis of demographic and reasons for withdrawal for various FTFE student groups and related action plans Suggested evidence: • e4e • Mid Year Performance reviews and documentation • 'SFC FTFE' report
5	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.	Lisa Calderwood	AQMs/AQLs; SEED; FCSA		Dec 2022 (Interim milestone Sept 2022) Complete	Detailed analysis of reasons for withdrawal / partial completion and related action plans Suggested evidence: • e4e • Mid-year review / Spotlight On action plans
6	Whilst learners are represented on the college COVID-19 Group, their impact in relation to curriculum planning (CP) or areas that they could influence is not yet fully embedded in arrangements.	VP Academic Strategy	FCSA; Academic Heads		Jan 2023 (Interim milestone Sept 2022) Complete	Increased value-added engagement of the student voice in CP Suggested evidence: • CP meetings and revised design / delivery models (timetable / assessment models) • Input in L&T strategy update (focus groups / survey) • Minutes of course team meetings (including actions agreed)

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	Education Scotland Comment	Responsible Lead	Others involved	RAG	Due date/ Status	Expected Outcome(s)
7	The use of digital standards in curriculum design and the role of digital champions (DC) have yet to be fully embedded across all curriculum areas.	Sharon Burns	Faculties; Digital Champions		June 2023 (Interim milestone Nov 2022) Complete	All faculties complying with digital standards when developing digital courses Suggested evidence: • iLearn course compliance • Reconstructed Faculty iLearn site(s) • Representation from each curriculum area on the DC group.

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Performance Data Report	
Date of Meeting:	30 May 2023
Purpose:	To provide members of the Academic Quality Committee with restated SFC update on student performance data for 2020/21 and 2021/22
Intended Outcome:	To note the update
Paper Submitted by:	Iain Hawker, Vice Principal: Quality and Academic Partnerships
Prior Committee Approvals:	N/A
Board Impact from Decision:	To identify trends within the data and ensure that performance data is as expected, or to set objectives and targets where anything is not as planned or expected
Financial Health Implications:	Early withdrawal rates have a direct impact on SFC credit income.
Learner Implications:	To improve retention rates and student success.
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:	15 May 2023

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BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Performance Data Report

Performance Indicator Data – Fife College 2021/22

The following data has been confirmed by the SFC prior to national publication of the full sector data on 31 May 2023. The data also includes a restatement of 2020/21 performance data due to updating of COVID-19 coding of students returning to complete in subsequent sessions.

Key Observations (high level)

Enrolments
- Fife College enrolled 13,504 students in session 2021/22 that met the criteria for SFC PI measures. This was an increase from the previous year of 848 students.
- FT enrolments were down by 44. Largest decline of enrolments were FTHE with 1,969 down from 2,207 on previous year and the lowest in the past 5 years.
- The largest increase was in PTFE which increased from 6,029 to 6,629 enrolments. The highest enrolment rate in this category in the past 5 years. PTHE also saw an increase of 248 enrolments to 1,340.

Performance Indicators
- FEFT
  - Completed Successfully increased to 57.2% (up 4.5%), supported mainly by a positive decline in Partial Success.
  - Partial Success is the lowest in the past 6 years, however Withdrawals still remain very high.
  - Withdrawal rate declined by 0.1% to 34.5%.
- FEPT
  - Completed Successfully decreased to 78.3% (down 5.2%), due mainly to an increase in Partial Success.
  - Withdrawal rate increased slightly by 0.7% to 9.0%.

- HEFT
  - Completed Successfully decreased to 61.1% (down 4.8%), due mainly to an increase in Withdrawals.
  - Partial Success is the lowest in the past 6 years, however Withdrawals is the highest in the same period.
  - Withdrawal rate increased by 7.9% to 28.7%.
- HEPT
  - Completed Successfully decreased to 79.7% (down 0.5%), due mainly to an increase in Partial Success.
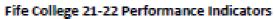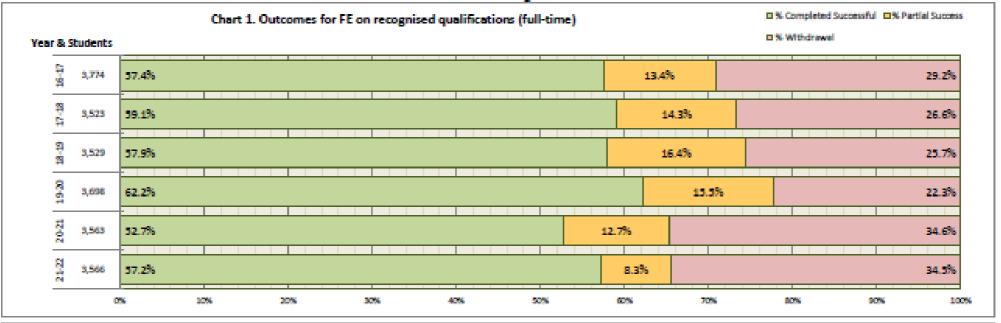 - Withdrawal rate increased slightly by 0.1% to 11.2%.

Fife College

Fife College 21-22 Performance Indicators

Chart 1. Outcomes for FE on recognised qualifications (full-time)

Legend: □ % Completed Successful □ % Partial Success □ % Withdrawal

Year & Students

Year	Students	% Completed Successful	% Partial Success	% Withdrawal
16-17	3,774	57.4%	13.4%	29.2%
17-18	3,523	59.1%	14.3%	26.6%
18-19	3,529	57.9%	16.4%	25.7%
19-20	3,698	62.2%	15.5%	22.3%
20-21	3,563	52.7%	12.7%	34.6%
21-22	3,566	57.2%	8.3%	34.5%

Chart 2a. Outcome Totals for FE on recognised qualifications (part-time)

Legend: □ % Completed Successful □ % Partial Success □ % Withdrawal

Year & Students

Year	Students	% Completed Successful	% Partial Success	% Withdrawal
19-20	5,013	81.3%	11.0%	7.7%
20-21	6,029	83.5%	8.2%	8.3%
21-22	6,629	78.3%	12.7%	9.0%

Fife College

Chart 4. Outcomes for HE on recognised qualifications (full-time)

Year & Students

Legend:
- % Completed Successful
- % Partial Success
- % Withdrawal

Year	Students	% Completed Successful	% Partial Success	% Withdrawal
16-17	2,275	68.4%	12.9%	18.8%
17-18	2,340	66.8%	12.7%	20.5%
18-19	2,242	67.6%	13.6%	18.7%
19-20	2,221	70.0%	12.8%	17.2%
20-21	2,207	65.9%	13.3%	20.8%
21-22	1,960	61.1%	10.2%	28.7%

Chart 5a. Outcome Totals for HE on recognised qualifications (part-time)

Year & Students

Legend:
- % Completed Successful
- % Partial Success
- % Withdrawal

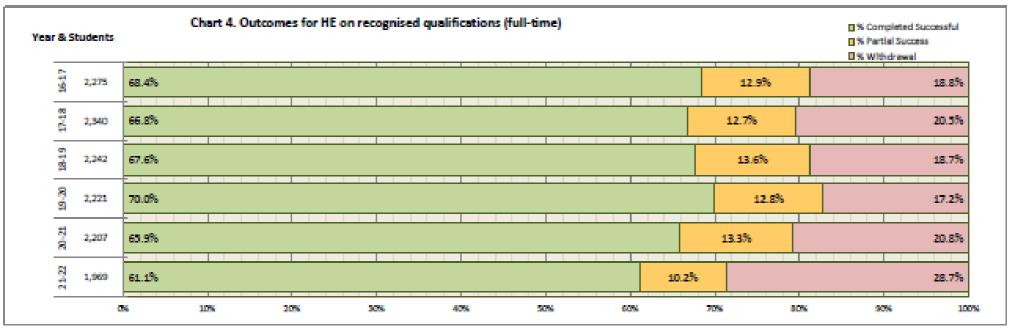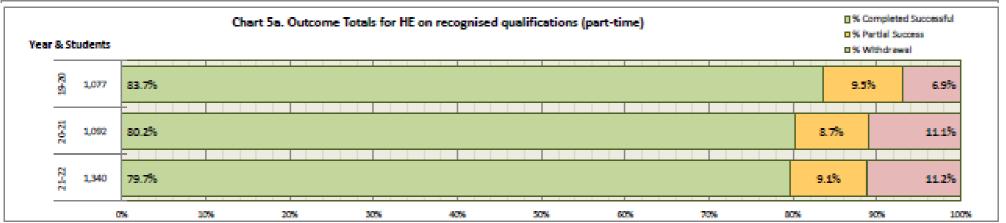| Year	Students	% Completed Successful	% Partial Success	% Withdrawal
19-20	1,077	83.7%	9.5%	6.9%
20-21	1,092	80.2%	8.7%	11.1%
21-22	1,340	79.7%	9.1%	11.2%

Performance Indicator Mid-Year Reviews

In this academic session following the end of semester 1, course performance reviews of courses running in 2022/23 were held and focused on FTFE courses which had Red and Amber rated withdrawal rates. Action plans were agreed and are being progressed.

Sector Data

The SFC have stated the sector data for 2021/22 will be published on 31 May 2023. Following this publication, the College will undertake a more in-depth analysis and review of the PI data to identify best practice, trends and inform change.

A report will be shared at the next Academic Quality Committee meeting.

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Self-Evaluation 2022-23	
Date of Meeting:	30 May 2023
Purpose:	To undertake a review of the remit and self-evaluation of the Academic Quality Committee for academic year 2022-23
Intended Outcome:	To agree any changes to the remit that may be required, and any improvements that can be made to the work of the Committee and to report on this to the Board of Governors. Requirements will also form part of the Board Development Plan for 2023-24
Paper Submitted by:	Marianne Philp, Director: Governance and Compliance
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be assured that the Committee is fulfilling its governance role and remit, and is operating efficiently and effectively
Financial Implications:	N/A
Learner Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	None
Publicly Available:	Yes
Author Contact Details:	Marianne Philp; mariannephilp@fife.ac.uk; 01383 845009
Date of Production:	21 May 2023

Fife College

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Self-Evaluation 2022-23

			Strengths	Weaknesses	Actions
1	Meeting inputs	Papers are issued with sufficient time to read / prepare for meeting			
		The information contained in papers gives sufficient detail and clarity			
		Where requested, clear answers are provided to questions asked in advance of and/or during meetings			
2	Meeting process	The time of meetings is suitable			
		Sufficient time is allocated for meetings			
		There are high quality discussions at meetings			
		All members participate and make valuable contributions			
3	Membership and Attendance (see Appendix 1)	Members of the Committee have sufficient skills and expertise to fulfil the Committee's remit			
		Attendance levels over the year have been acceptable			
4	Remit (see Appendix 2)	All aspects of the Committee's remit have been covered over the year			

5	In your view, does the Committee's remit (see Appendix 2) require any changes? Yes/No
	If yes, please detail your suggestions below.
1	
2	
3	

6	In your view, what have been the main achievements of the Committee over the year?
1	
2	
3	

7	In your view, what aspects of the Committee have not gone well over the year?
1	
2	
3	

8	What opportunities for improvement do you see over the next year?
1	
2	
3	

9	Are there any training opportunities or briefings you think would help the Committee achieve its responsibilities over the coming year?
1	
2	
3	

10	Please provide any additional feedback, comments or suggestions that you may have
1	
2	
3	