Fife College

AGENDA

A meeting of the Academic Quality Committee will be held on Wednesday 9 June 2021 at 3.30pm. Please join via Microsoft Teams.

Briefing Session: Corporate Parenting, Student Carers and Estranged Students – Vicki Anton, Dawn Clark and Michelle Sweeney. Due to availability of presenters, **this session will take place at 4.30pm.**

No	Item	Action	Lead	Pages
1	Welcome, Apologies and Declarations of Interests	Note	SC	N/A
2	Minutes of Previous Meeting: 17 February 2021	Approve	SC	2-4
3	Matters Arising / Actions Outstanding	Note	SC	5-5
4	Curriculum Update Report	Note	DL	6-14
5	Fife College Students' Association Update	Note	SF	15-18
6	Learning and Teaching Practice: Digital Learning Developments	Note	SB	19-23
7	Learner Survey 2	Note	IH	24-33
	7.1 Learner Survey 2: SFC Student Satisfaction and Engagement Survey (SSES)	Note	IH	34-39
8	Inclusion Report	Note	IH	40-42
9	Education Scotland Engagement Update	Note	IH	43-44
10	Performance Indicators: Fife College v Sector *(Verbal Update)*	Note	IH	N/A
11	Academic Update: New Campus Project	Note	DL	45-47
12	Key National Reports / Changes to National Policy	Note	DL	48-50
13	Review of Remit and Self-Evaluation and Annual Report to the Board	Discuss	SC	51-57
14	Date of Next Meeting Wednesday 10 November 2021 at 3.30pm	Note	SC	N/A

For Information:
Learning and Teaching Committee Minutes: 21 May 2021
Teaching in Colleges Qualifications Today Qualifications (Iain Hawker will provide a brief update)

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Unapproved Circulated

MINUTES

Minutes of the Academic Quality Committee meeting held on Wednesday 17 February 2021 at 3.30pm via Microsoft Teams.

Present: Shona Cochrane (Chair), Sarah Ferguson, Joseph Harney, Hugh Hall

Apologies: Jen Anderson, Zoe Thomson

In Attendance: David C Watt, Dorothée Leslie, Iain Hawker, Kay Fraser, Marianne Philp

1   Briefing Session

The Chair welcomed those present to the meeting.

A briefing session on New Learning Campus: Academic Progress was held at the start of the meeting. The slides used are available on Microsoft Teams. The briefing covered:
- Ambitions
- A progress update
- Integrated learning pathways – key aims and principles
- Schedule of accommodation
- Digital learning collaboration

It was noted that key to the project was keeping the needs and desires of learners at the forefront of minds, and building a relationship with Fife Council based on respect and trust.

Members commented that the project was exciting and that it was good to hear such good progress being made, with learners and technology being at the forefront of all considerations. Some concerns were expressed about the practicalities of outdoor teaching. It was confirmed that this was a Scottish Government priority, and would be used to replicate working environments, eg for Construction students, and was also seen as important for health and wellbeing. It was confirmed that views of all stakeholder groups were being gathered.

Decision: To arrange a separate session for Academic Quality Committee members to provide more information on what outdoor learning spaces might be used for.
Responsibility: D Leslie/H Hall   **Deadline:** June 2021

2   Welcome

The Chair advised that in order to ensure the Academic Quality Committee was not operating in a silo, she had asked members of other Committees to give an update on any actions raised during the last meetings that may have crossover with the Academic Quality Committee. The following updates were given:
- Audit and Risk: the annual credits and student support funds audits had concluded with no issues being identified.

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- Health and Safety and HR: risk register which links to student issues; briefing on transformational ways of working which would mean all staff would have access to relevant information and also had more ownerships of their CLPL and potential career pathways
- Finance, Commercial and Estates: academic fees for 2021-22 had been approved and were unchanged; the Estates Strategy had been approved and a suggestion had been made that changes to library be brought to a future Academic Quality meeting for discussion.

The Chair also advised that a small group of Board members had discussed research within the College sector and an internal dialogue had started about this. The Principal confirmed that our relationship with universities would put the College in a strong position for this and that relevant staff were involved in progressing with this idea.

3   Minutes of Previous Meeting: 28 October 2020

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

4   Matters Arising / Actions Outstanding

The contents of the paper that had been circulated were noted. It was agreed that the deadline for Action 3 would be extended to the date of the next meeting.

5   Curriculum Update Report

The contents of the paper that had been circulated were outlined and noted. The following highlights were noted:
- The credits target was on track to achieve with 92% of the projected credits having been realized to date
- Retention figures were being affected by the pandemic and extensive support was being provided to students and this was having a positive impact.
- Recruitment for 2021-22 was progressing well and was approximately 4% ahead of where it was at this time last year.
- Contact was being made with all recent students and applicants to let them know about new courses becoming available.
- Recruitment was being pushed in priority areas where it was known that there would be progression opportunities and jobs post pandemic.
- It was important to ensure that our degrees offered skills to help students stand out at job interviews and compete against other candidates with the same qualifications.

Committee members thanked all staff involved for all the work that was being undertaken to ensure business continued as normal, and that students were given the support that they need during challenging times.

6   Fife College Students' Association (FCSA) Update

The contents of the paper that had been circulated were noted. Updates were given on:
- The FCSA President for Education and Representation had stepped down from position following on from securing employment within the Student Funding Team. She would continue to represent students for the remainder of the academic year.
- Class reps training and meetings were continuing

Fife College

- Thank you forms had been introduced for students to pass on their thanks to college staff for things they were doing to make a difference to them
- An online President Oversight Group had been introduced
- The FCSA election process was now underway. "Suggest a Student" had been introduced to try to encourage more people to be identified as candidates.
- The FCSA and Fife College were awarded the bronze award in the Health Body, Healthy Minds Awards Scheme and were helping other organisations work towards receiving this award. Work was continuing which would lead to a silver award being achieved, hopefully by August 2021.

Committee members thanked the FCSA for continued good work and for the valuable support being provided to learners.

7   Learner Survey 1

The contents of the paper that had been circulated were noted. A 73.3% response rate had been achieved, which was a 4.1% increase on last year. Comments made by students who were most satisfied and less satisfied as outlined on page 23 of the Boardpack were highlighted.

It was confirmed that the updated Student Funding process was being tested by learners prior to roll out in May 2021. Terminology and processes were being simplified wherever possible. Staff were also being briefed on the changes so that information given was consistent.

Course team meetings would continue to be used to evaluate learning. Teams were expected to reflect on who was being taught, how best this can be done, and is it working. This applied equally to online learning and classroom based learning.

It was noted that a report had been drafted on lessons learned from lockdown and issues that could be taken forward as restrictions are lifted, and that a recent staff pulse survey had also been undertaken. It was noted that these would be presented at future meetings of this Committee and the Board of Governors once available.

8   Performance Indicators: Fife v Sector

It was noted that Performance indicators would be presented at a future meeting.

9   Digital Learning Update

The contents of the paper that had been circulated were noted. Most issues had been discussed at the earlier briefing session.

10   Key National Reports / Changes to National Policy

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

11   Date of Next Meeting

Wednesday 9 June 2021 at 3.30pm

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	28.10.20	To report on the College's progress with SIMD10 actions at the next meeting.	D Leslie	09.06.21	Complete. On agenda
2	17.02.21	To arrange a separate session for Academic Quality Committee members to provide more information on what outdoor learning spaces might be used for.	D Leslie / H Hall	June 2021	Complete. Shona Cochrane joined session with leadership team and information was provided at a session prior to last Board meeting
3	17.02.21	To present the report on Performance Indicators for Fife v Sector once figure were available.	I Hawker	09.06.21	Complete. On agenda

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Curriculum Update Report	
Date of Meeting:	9 June 2021
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
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Dorothée Leslie; dorotheeleslie@fife.ac.uk 01592 223190
Date of Production:	24 May 2021

Academic Quality Committee: Curriculum Update – June 2021

Executive Summary

Student Profile	• The College is on track to achieve our SFC target of 132,489 credits. To date, 98% of projected credits have been realised, which includes 3,407 deferred credits from 2019/20 due to COVID-19 (3%). We are continuing to respond to evolving circumstances and striving to mitigate restrictions affecting delivery modes as much as possible. Additional delivery is taking place to maximise student completion before the summer.
	• In some subject areas, withdrawal figures have been affected by the ongoing pandemic and ensuing challenging personal circumstances for many students. However, the extensive support provided to students has resulted in still good overall retention figures to date. Early withdrawals figures to date are 4.6% vs 4.3% at the end of last year. The current further withdrawal rate is sitting at 11.1% vs 10.8% at the end of last year.

	• 2021/22 FT recruitment is progressing well considering the current circumstances, with overall FT numbers (offers accepted vs eligible targets) sitting at 101% vs 98% at this time last year. Across the four academic faculties, overall percentages for FT applications are ranging from 81% to 140%.
	
	  FTFE is sitting at 101% vs 89% last year (overall percentages across Faculties are ranging from 80% to 130%), while FTHE numbers are showing a figure of 100% vs 111% at this time last year (overall percentages across Faculties are ranging from 80% to 154%). Marketing is focusing on Digital and Creative areas, with an improvement noted on applications as a result. Promotional activity is underway to support new and additional courses in response to COVID-19 circumstances and anticipated changing needs.
	
	  2021/22 PT recruitment is progressing with an overall figure of 51% (offers accepted vs eligible targets) to date with both PTFE and PTHE figures sitting at 51%.

	• We will offer an enhanced suite of Skills Boost and Accelerated HNs programmes 2021-22 to continue to support economic recovery. Proposals have been submitted to the Scottish Funding Council against anticipated Young Person Guarantee and National Transition Training Funds for 2021-22. The four

	colleges involved in the East Central Scotland Collaboration are discussing opportunities for co-creation, co-design and co-delivery of these programmes. • The SFC credit target for 2021/22 has been confirmed at 132,489, including 2,849 Childcare credits. • Progress on commercial targets will be reported to the Finance, Commercial and Estates Committee at the meeting in June 2021.

2020/21 Credit Targets Report (as at 24 May 2021)

Faculty	Revised Credit Target^	Actual Credits (as at 24 May 2021)	Variance (Actual vs Target) *
Business, Enterprise and Tourism with Supported Learning	27,374	24,464	-2,910
Care, Social Science & Education	33,476	36,426	2,950
Creative Industries	36,196	34,486	-1,710
Engineering, Science, Technology & Built Environment	35,730	33,592	-2,138
Learning and Teaching Practice	-	30	-
SPS Contract	700	895	195
Total	**133,476**	**129,893**	**-3,583**

^ Credit target is the overall credit target for 2020-21
* Based on SFC's actual credit target of 132,489, the College is currently -2.0% under target

The overall credit achievement position to date is similar to last year's one (-3,537) with the Faculty of Business, Enterprise and Tourism with Supported Learning proportionally more affected by the COVID-19 circumstances and ongoing restrictions this year (UNITE, Hospitality and Supported Education courses very limited). This also impacted some areas in the Faculties of Creative Industries and of Engineering, Science, Technology & Built Environment but to a lesser extent.

However, measures put in place to enable alternative delivery and assessment methods together with revisions made to some courses / additional course offering, have allowed for activity and credit claims to be maximised.

The projected end of year position to date is 133,327 credits (838 over target), with further mitigation in place should some end of year planned course delivery be affected by the pandemic.

2020-21 Current Performance Indicators

Mode/Level	Early Withdrawal %		Further Withdrawal %	
	19/20*	20/21^	19/20*	20/21^
FT/FE	7.6%	8.9%	18.5%	22.0%
FT/HE	4.8%	5.0%	13.1%	13.2%
PT/FE	2.3%	2.0%	5.8%	4.8%
PT/HE	2.3%	4.0%	4.6%	4.2%
FT Total	6.4%	7.4%	16.3%	18.7%
PT Total	2.3%	2.3%	5.6%	4.7%
Overall Total	4.3%	4.6%	10.8%	11.0%

The above data is based on total enrolments considered for PIs only
* Figures as at end of Academic Session
^ Figures as at 24 May 2021

Early withdrawal figures have increased slightly overall with FTFE courses showing a 1.3% decrease in retention. PTHE courses were also affected with a 1.7% decrease in retention, while FTHE and PTFE courses have remained stable.

Conversely, further withdrawal figures have improved slightly for PTHE. For FTFE courses, retention rates have decreased by 3.5%; this is consistent with delivery and assessment challenges for more practical courses. FTHE figures are very similar to last year and PTFE figures have improved by 1%.

The top reasons for withdrawal are: withdrawn by the college due to non-attendance and unable to contact (22.7%), other personal reasons (18.6%) and other programme related reasons (8.9%). Mental Health reasons follow closely behind at 8.7%.

Student feedback on engagement levels and support received from academic and professional services teams is very positive.

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2021-22 Full-time Student Profile (as at 24 May 2021)

FT FE

Faculty	Eligible Target	No of Applications Active	Total Offers Accepted	% Offers Accepted vs Eligible Target
Business, Enterprise & Tourism with Supported Programmes	578	537	474	82%
Care, Social Science & Education	960	1,463	1,252	130%
Creative Industries	871	982	882	101%
Engineering, Science, Technology & Built Environment	819	866	655	80%
Total FT FE	**3,228**	**3,848**	**3,263**	**101%**

FT HE

Faculty	Eligible Target	No of Applications Active	Total Offers Accepted	% Offers Accepted vs Eligible Target
Business, Enterprise & Tourism with Supported Programmes	540	457	432	80%
Care, Social Science & Education	647	1,051	996	154%
Creative Industries	625	467	426	68%
Engineering, Science, Technology & Built Environment	253	260	212	84%
Total FT HE	**2,065**	**2,235**	**2,066**	**100%**

* FT figures above are based on courses with a start date of before 8 October 2021.

Full time recruitment remains on track with applications progressing well in a majority of areas.

At FE level, Care, Social Science & Education is over-recruiting with figures over 100% in all three curriculum areas, including 160% for Health and Social Care. Other areas of high demand are Media and Sport at 106%, Expressive and Visual Arts at 116% and Construction Crafts and Built Environment at 94%. Most other curriculum areas are on track with still lower figures for Hospitality and Supported Programmes (79%) and Computing and Technologies (63%).

At HE level, Childcare (179%), Health and Social Care (146%), Science, Mathematics and STEM (115%), Electrical, Mechanical and Building Services (113%) are all showing figures over 100% to date. Most other curriculum areas are on track with still lower figures for Computing and Technologies (45%) and Construction Crafts and Built Environment (52%). Both these areas are benefitting from enhanced Marketing and showing an increased number of applications over the past few weeks.

2021-22 Part-time Student Profile (as at 24 May 2021)

PT FE

Faculty	Eligible Target	No of Applications Active	Total Offers Accepted	% Offers Accepted vs Eligible Target
Business, Enterprise & Tourism with Supported Programmes	150	4	1	1%
Care, Social Science & Education	362	261	239	66%
Creative Industries	73	11	11	15%
Engineering, Science, Technology & Built Environment	223	280	158	71%
Total PT FE	**808**	**556**	**409**	**51%**

PT HE

Faculty	Eligible Target	No of Applications Active	Total Offers Accepted	% Offers Accepted vs Eligible Target
Business, Enterprise & Tourism with Supported Programmes	110	54	47	43%
Care, Social Science & Education	146	148	124	85%
Creative Industries	46	25	20	43%
Engineering, Science, Technology & Built Environment	99	38	13	13%
Total PT HE	**401**	**265**	**204**	**51%**

* PT figures above are based on courses with a start date of before 8 October 2021 and excludes School College Partnership activity and any other courses which do not follow the main recruitment process.

Part time recruitment is progressing well overall but showing some considerable discrepancies at this stage. These are in part due to normal recruitment patterns in some areas (e.g. Business, Enterprise & Tourism with Supported Programmes). However some numbers are reflective of current uncertainties and any portfolio adaptations still required at this stage will be addressed.

At FE level, the Care areas are oversubscribed. For Creative and Digital Industries recruitment is slow but improving. In the Engineering area, most PT places are against Science, Mathematics and STEM and showing a figure of 91% to date.

At HE level, Care is again heavily subscribed. Enterprise and Business courses are progressing well, as are Computing and Technologies and Visual and Expressive Arts courses.

Additional Curriculum Updates

Academic and professional services teams have collaborated very successfully this year to mitigate the impact of the **COVID-19** circumstances for current and future students. Retention figures to date, satisfaction levels and the relatively low numbers of students (1,061) expected to return after the summer to complete their 2020/21 course are all very positive.

While the emphasis remains on supporting course completion before the summer for as many students as possible, planning for academic session 2021/22 is also well underway. Guidance is expected from the Scottish Government regarding Social Distancing after the summer, and we are therefore pro-actively scenario planning to ensure that delivery can be supported.

Areas of focus:

1. Optimum successful completion of courses for current students, including additional delivery before the summer.
2. Optimum recruitment for 2021/22, including progression for current students and information to new applicants. This includes targeted transition support over the summer period, working with SDS and Education partners.
3. Review of 2021/22 portfolio offer considering changed and evolving needs and future markets, including close collaboration with partners and external stakeholders (e.g. other Colleges, DWP, University partners, industry partners).
4. Portfolio 2022/23 planning and marketing. This includes a revised publication date for our HE portfolio offer with applications for 2022/23 HE courses opening at the end of September 2021.

Fife College has been working closely with the wider sector, SQA and other awarding bodies on alternative arrangements for assessment for 2020/21 courses. Detailed guidance is available by subject area, including processes to quality assure and record student work.

Preparations for the start of academic year 2021/22 include:

- The systematic roll out of **Digital** equipment and guidance to staff and (prospective) students.
- Following a very successful Continuous Improvement project, our **funding** application system for 2021-22 will be online and very focused on a proactive and solution focused approach.
- Online "keep warm" activities supporting the **conversion of offers** accepted into enrolments and followed by online enrolments and an online **induction programme** (NB: alternative methods / support will be provided as appropriate)
- A **hybrid model of learning and teaching** with revised curriculum delivery principles, including face to face activities, supported online elements and independent /peer group study. Planning at team level is supporting the roll out of this hybrid model of working with academic and professional services teams considering opportunities for an appropriate balance of on campus and remote delivery.
- **Continued portfolio review** to respond to and anticipate new and changed requirements, working closely with SDS sector managers and local team, EMSI partner (LMI software provider), Fife Council Economic Department, DWP partners, industry, college and university

partners.
NB: An example of this is the very recent approval of two new validated Degrees in the Care area, the BA Childhood Practice and the BA Childhood Studies.

As reported at the March 2021 Board meeting, the College has overachieved on its planned **MAs targets** for 2020/21 (266 against 259 contract for April 20-March 21). For 2021/22, the College has been allocated a record number of 392 starts (including 314 in Engineering and Construction) with a healthy amount of interest across all frameworks and an early indication at this stage that we are on course to hit this target.

Participation on **local, regional and national groups or partnerships** and very regular communication continue to support an enhanced and joint approach to economic and civic recovery. Recent discussions have included the review of the **Adult Learning Strategy for Scotland** with a consultation on the draft new strategy now open. The **Vice Principals Curriculum group** has become more proactive in supporting recommendations via Colleges Scotland and it is supporting the development of more effective collaboration and future planning across the sector.

Additional funding to support **wellbeing and mental health**, as described earlier this year, has been sustained. This has enabled us to provide enhanced support, including for Counselling services. A detailed update has been presented to the Health and Safety Committee. For 2021/22, guidance for digital capacity and mental health support will be issued next month and other funds like counselling provision are due to be confirmed later.

The Education Scotland feedback presented at the Board Strategy session in May reflected the positive position noted throughout this update. The College continues to engage very successfully with Education Scotland, and we are expecting to participate in the "recovery year" cycle of meetings described at the Board Strategy session.

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 later on the agenda.

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Fife College Students' Association (FCSA) Update Report	
Date of Meeting:	9 June 2021
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:	Sarah Ferguson, Lead Representation Officer
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Sarah Ferguson; sarahferguson@fife.ac.uk
Date of Production:	1 June 2021

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

FCSA Update

1   General

The FCSA Sabbatical Officer elections took place in April; a total of 333 votes were cast (up from 210 in 2019/20) with Emma Wallace elected as President - Education and Representation and Tali Fisher elected as President – Welfare and Equality. Emma and Tali will take office on 1 July 2021, and both terms will last until 30 June 2023.

On 30 June 2021, Jade Burnett's term as President - Welfare and Equality will end. Jade will be continuing with the FCSA as our new Community Engagement Coordinator from July 2021. This is a new position funded for a total of two years, part from an extra grant from the SFC and part from funds in 2022/23 from Fife College. This role will improve our capacity to engage with students across all modes of their learning as we adjust to the post-pandemic landscape.

2   Class Reps 2020-21

In total this year we registered 507 Class Reps, an increase from 419 in 2019/20. A total of 156 reps completed at least Level One of our new online training, which is more than the 132 who did in person training in 2019/20. A total of 121 Students completed all five levels of the new online training. Feedback on the training has been very positive so we will continue to refine and develop this and use it as our standard method of delivery going forward.

Based on student feedback and attendance this year we organised monthly meetings for the Class Reps across the full year. This replaced the previous model of bi-monthly meetings with alternating drop-in sessions. Students noted that having the fixed meeting slot helped them to plan their days better. Attendance at the meetings across has increased based on last year, however the percentage of reps who attend the meeting is low with around 18%.

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 part of the College's Quality and Communication systems.

Attendance in the second semester has improved this year, partly due to the introduction of the FCSA Class Rep Code Word competition. In this competition Reps are given a code word which they are then told to pass onto their classmates. Their classmates can then sign up to the competition to potentially receive a phone call from the FCSA asking for the code word. If the student gives the correct response then they win a prize from themselves and their Class Reps. The competition is broadcast live on Facebook and you can view them on the FCSA Youtube Channel

Here is Jade doing the first day and explaining the rules
https://youtu.be/m2eAopJX2Fc

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Next year we will run the competition in November and March for our new Reps and January starts.

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.

Type	Year to Date	Last Year to 18 May 2020
Commendation	287	39
Concern	132	225
Query	69	34
Suggestions	14	31
Total Issues	497	329

Commendations this year have increased as we introduced a 'Thank You' form in October 2020 following student feedback that they would like a way to express their appreciation to the College staff. As previously discussed all entries to the Thank You form are shared with the member of staff and their line manager.

Overall engagement with students has reduced this year. We have found a very active core who interact regularly and others who come to us as necessary, however widespread awareness has been hampered by the pandemic and reduced interaction opportunities.

4   FCSA Digital Democracy and the FCSA Digital Office

As noted previously the pandemic has changed the way the FCSA Student Executive functions and this pilot year has helped us to establish changes we will keep going forward. The main of these will be the use of the President Oversight Group to provide the necessary monitoring and assurance of President Work.

The FCSA Digital Office has been used well this year as a single location for all of our representation and extra-curricular work, however we have found that some students would prefer a separation of the two. To help with this in the summer we will be launching three new Teams Channels.

These will be:

FCSA Class Reps and Officers
This channel will host all of our Class Representative and Executive Officer functions.

FCSA Health Hub
Our Health Hub will host all of our Sports and Wellbeing activities

FCSA Communities, Societies, and Events Centre
This space will be where our extra-curricular work takes place – such as the online portion of Freshers, our monthly Book Group meetings, and competitions.

5   FCSA General
Nominations are now open for the FCSA and Fife College Awards, including the

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Faculty Student of the Year Award, the Student Recognition Staff Awards and the Fife College Staff Member and Team of the Year awards. This year the FCSA have also introduced a specific category for our prison based members to recognise their teaching staff. The winners of the Prison categories will also be eligible to win the Student Recognition Awards for Teaching Staff Member and Teaching Team of the Year. The ceremony is due to take place on Friday 8 October 2021 and hopefully in person this year. Shortlists for the Awards will be announced end of June 2021.

The FCSA has submitted nominations for three awards in the SPARQS Student Engagement Awards for 2020/21. These cover Award 1: 'A student-led initiative in a college' for the Thank You Form, Award 3: 'A students' association-led initiative in a college' for Jade's work on the Winter Wonderland collaboration project with other Scottish SA's, and Award 5: 'A partnership initiative in a college' for the project with the FCSA, Fife College, and the University of Edinburgh on the design of the Dunfermline Learning Campus with our students and local high school pupils. The submission documents are available on Teams and are hyperlinked. The winners will be announced on 22 June 2021.

We continue to work and support SAs and NUS across Scotland to help them to create and introduce a variety of projects such as introducing their own versions of the Thank You form, the Code Word competition, and the FCSA Performance Support Policy.
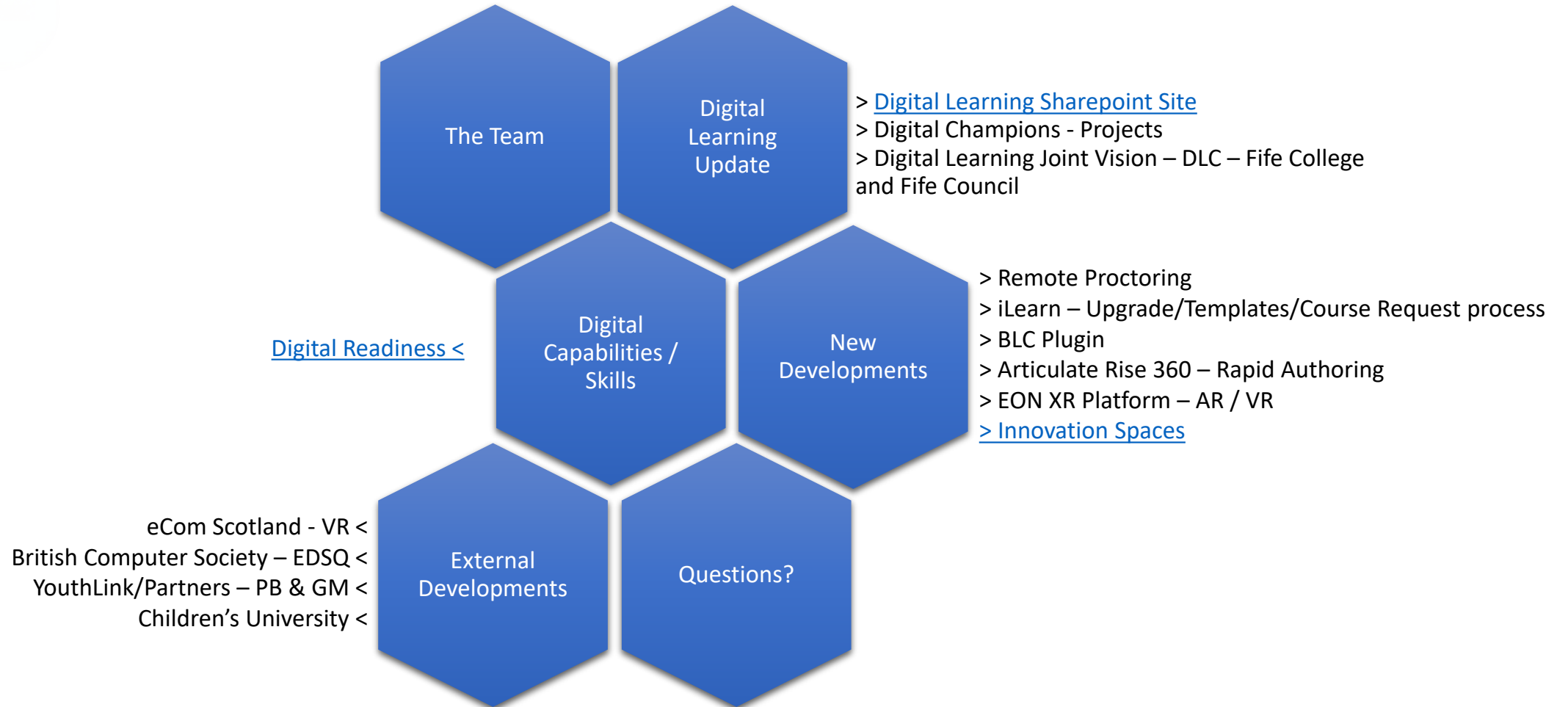
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Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Learning and Teaching Practice: Digital Learning Developments	
Date of Meeting:	9 June 2021
Purpose:	To provide members of the Academic Quality Committee with an update on Digital Learning Developments.
Intended Outcome:	To note the update
Paper Submitted by:	Dorothée Leslie
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	No
Author Contact Details:	Sharon Burns; sharonburns@fife.ac.uk
Date of Production:	1 June 2021

UPDATE - DIGITAL LEARNING

Fife College

The Team

Digital Learning Update

> Digital Learning Sharepoint Site
> Digital Champions - Projects
> Digital Learning Joint Vision – DLC – Fife College and Fife Council

Digital Readiness <

Digital Capabilities / Skills

New Developments

> Remote Proctoring
> iLearn – Upgrade/Templates/Course Request process
> BLC Plugin
> Articulate Rise 360 – Rapid Authoring
> EON XR Platform – AR / VR
> Innovation Spaces

eCom Scotland - VR <
British Computer Society – EDSQ <
YouthLink/Partners – PB & GM <
Children's University <

External Developments

Questions?

DIGITAL CAPABILITIES / SKILLS – DIGITAL READINESS

Fife College

Digital Behaviour / Digital Outputs

- Digital Readiness for starting college self-reflective questionnaire to allow identification of basic skills required for induction/commencing course.
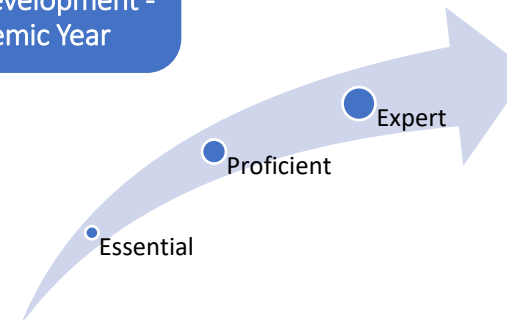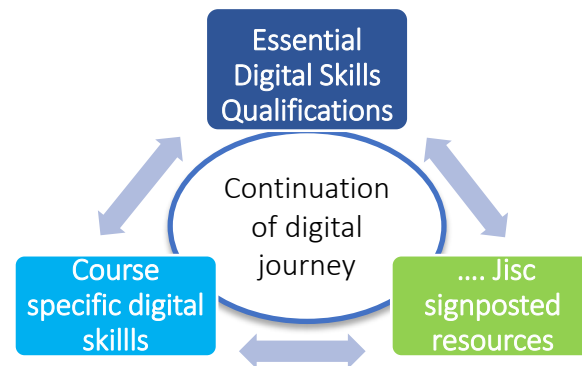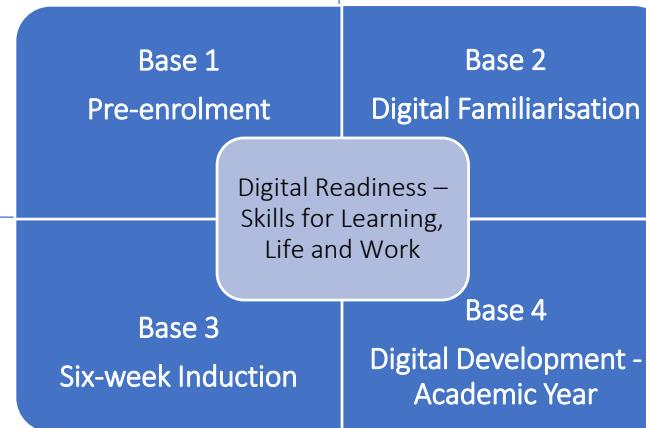
- Four short, snappy associated videos

Digital Readiness

Base 1 Pre-enrolment	Base 2 Digital Familiarisation
Base 3 Six-week Induction	Base 4 Digital Development - Academic Year

Digital Readiness – Skills for Learning, Life and Work

College Systems and Digital Tools

Using Technology in a Safe and Positive Way

Digital Capabilities

Essential Digital Skills Qualifications

Continuation of digital journey

Course specific digital skillls

…. Jisc signposted resources
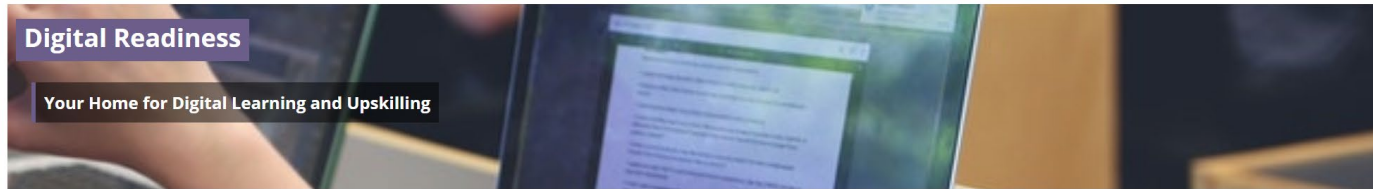
Essential

Proficient

Expert

- small chunks of learning/facilitation sessions

- develop contextualised or curriculum specific digital skills

- develop digital wellbeing knowledge and skills
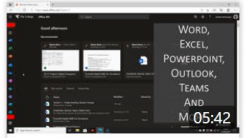
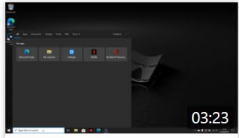- work towards vendor certifications

DIGITAL READINESS

Digital Readiness

Your Home for Digital Learning and Upskilling
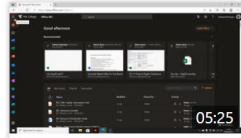
Pre Enrolment Materials

Pre-Enrolment Videos
4 videos | 0 followers

Microsoft Stream

WORD, EXCEL, POWERPOINT, OUTLOOK, TEAMS AND M 05:42	03:23	CREATING A STRONG PASSWORD: 1: USE A DIFFERENT PASSWORD TO OTHER PLATFORMS. 03:40	05:25
V2 - Communication & Collab	V2 - Using Your Device	Stay Safe Online V1	Create & Editing V1

Digital Familiarisation

Digital Tools	Using Tech Safely	Digital Capabilities
Learn about the Digital Tools provided here at Fife College.	Learn how to use Technology in a safe & positive way.	Learn about your Digital Capabilities & how to improve these.
Read More	Read More	Read More

NEW DEVELOPMENTS – INNOVATION SPACES

DUNFERMLINE CAMPUS
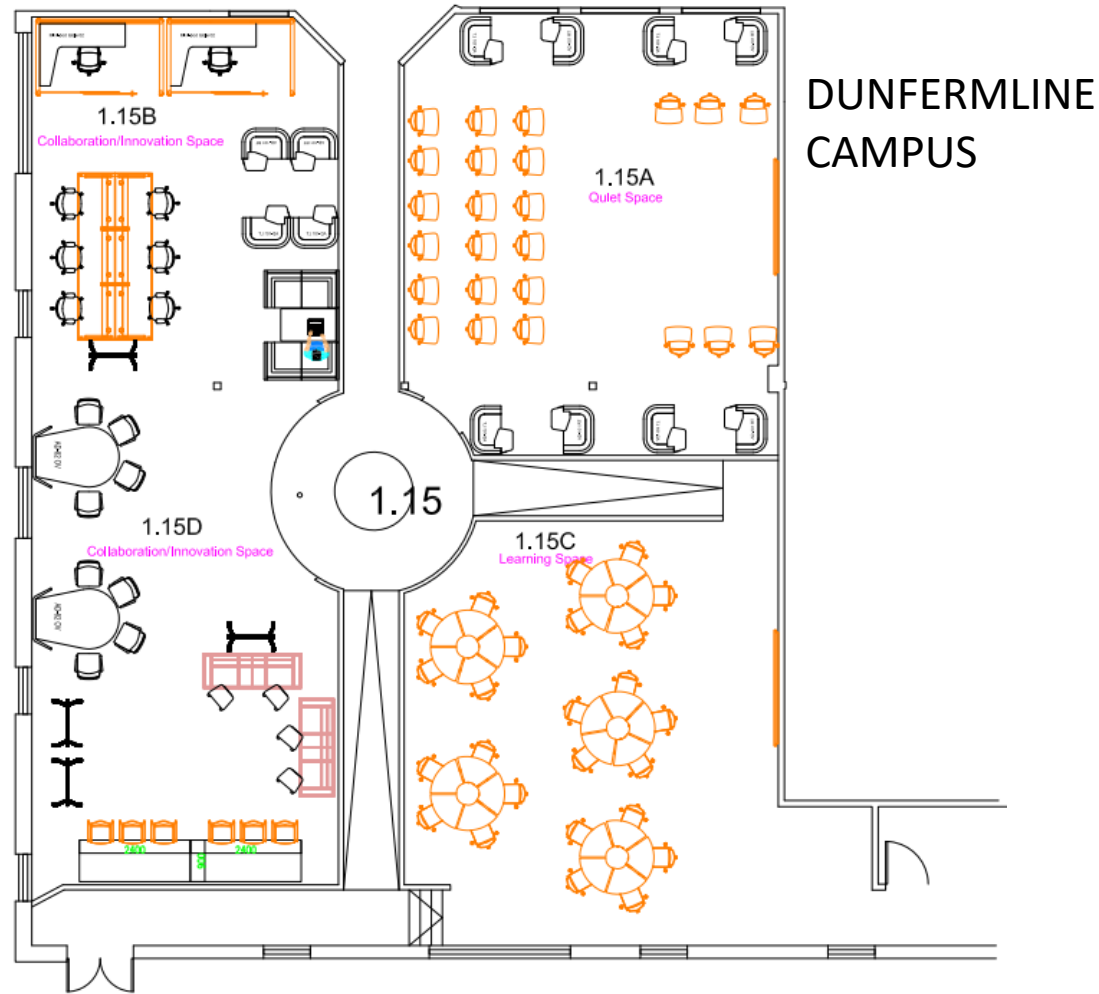
GLENROTHES CAMPUS

Fife College
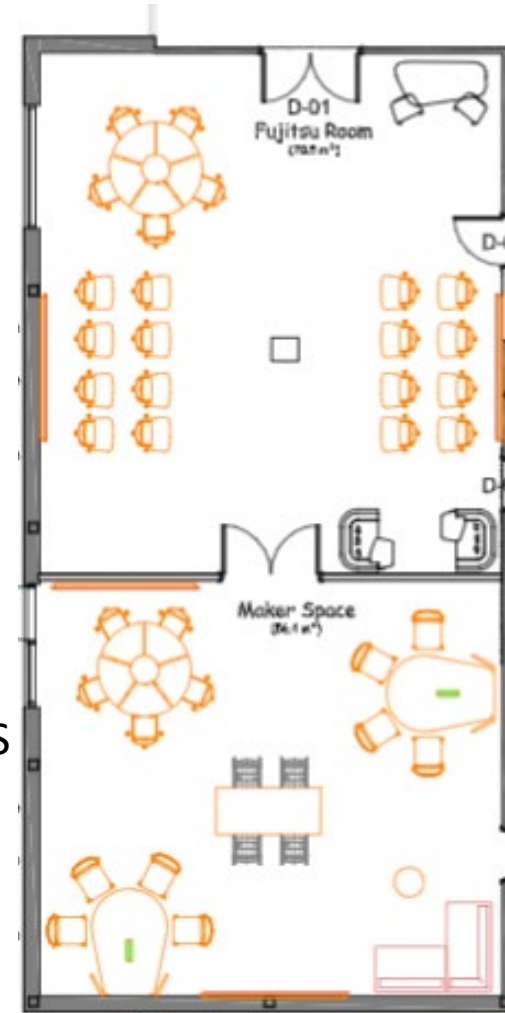
COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Learner Survey 2 - 2020/21	
Date of Meeting:	9 June 2021
Purpose:	To provide members of the Academic Quality Committee with an update on the results of Learner Survey 2 - 2020/21.
Intended Outcome:	To note the update.
Paper Submitted by:	Iain Hawker
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	27 May 2021

Fife College

Learner Survey 2: Learning and Teaching AY 20/21

Summary Report for

Academic Quality Committee

Quality Team

Table of Contents

Introduction

Learner Survey 2 – 2020/21 asked a variety of questions based mainly on learning, teaching and future steps. The survey also gave an open opportunity for students to feedback on the commendations and issues that matter most to them based on their experience at Fife College.

The Learner Survey 2 format was online and distributed to students over a period of 20 term days and 10 days spring holiday between 17ᵗʰ March and 30ʳᵈ April. Covid-19 had a negative impact on the running of this survey although response rates did not drop by a large margin.

Response Rates

The target list for Learner Survey 2 – 2020/21 consisted of a total of 6,278 students with 4,197 students responding, a 66.9% response rate and a slight decrease from Learner Survey 2 19/20.

Survey Years	17/18	18/19	19/20	20/21
Overall Response Rate	32.9%	43.0%	68.9%	66.9%

Methods of contact introduced last year have increased the response rate overall but fell slightly short of last year's totals due to online teaching and less direct contact with students due to the pandemic. Distance Learners from the FE cohort fell short of the 50% target set by the Scottish Funding Council due to difficulties contacting college email addresses although this involves a relatively low number of students, 308 in total. All other modes and levels exceeded the target required giving meaningful results for analysis.

Mode and Level*	17/18	18/19	19/20	20/21**	+/- (1 year)
FTFE	48.6%	58.9%	72.1%	71.2%	-0.9%
PTFE	29.3%	47.7%	59.6%	58.9%	-0.7%
DLFE	0.0%	3.6%	57.3%	41.6%	-15.7%
FTHE	32.8%	43.6%	73.4%	70.6%	-2.8%
PTHE	21.7%	19.9%	66.1%	60.3%	-5.8%
DLHE	0.0%	1.9%	57.0%	55.3%	-1.7%

*FT: FT-time; PT: Part-time; DL: Distance Learning; FE: Further Education; HE: Higher Education.

**Figures in green text show SFC target met.

![Fife College logo]

Response Summary

Your College Experience

- **I would recommend Fife College to others**
  94.9% of students said they would recommend Fife College to others, a slight decrease of 0.8% from 19/20 but an excellent response considering the many challenges faced by students and staff during this academic term.

- **Remote learning was interesting and met my expectations.**
  68.6% of students agreed that remote learning was interesting and met their expectations. Student comments praised the lecturing staff for finding new ways to teach online, the variety of good quality resources made available and also the way the support offered by the college had an impact on all aspects of life during lockdown. The largest number of comments addressed the lockdown situation and how the constant changes to restrictions impacted on learning and access to the campus for practical lessons. This was not how students envisaged studying during 20/21 and the pandemic prevented their expectations from being met.

- **The content I have studied on my course is what I expected**
  86.6% of students agreed with this statement with comments highlighting how lockdown has caused many elements of the courses to be adjusted mid-term. Lack of placement due to Covid-19 health and safety concerns and lack of time on campus to learn practical skills were the most detrimental to students.

- **I received good support/ guidance/ encouragement from college staff during my course**
  91.2% of students agreed that they had received good support / guidance/ encouragement from college staff, a 2.9% decrease from 19/20. Most of the student comments were regarding the excellent work and support provided by lecturing and support staff during the pandemic.

- **I understand what I still have to do to achieve my course**
  91.5% of students agreed that they know what they still have to do to be successful, a 1.3% decrease from 19/20. The comments showed that the frequently changing SQA advice and lockdown restrictions preventing placements and practical lessons impacted on this question.

- **Lecturers understand my personal learning needs and give me choices in how I learn and achieve**
  84.5% of students agreed that their learning needs were understood, a decrease of 4.9% from 19/20. Again student comments highlighted their frustrations from learning online with most choosing to learn on campus although this was not possible due to lockdown restrictions.

2

- **Lecturers on my course facilitate me interacting and learning from other students in my group**
  88.9% of students agreed that lecturers facilitate peer learning, a decrease of 3.9% from 19/20. The comments show that learning online and technological restrictions prevented this from happening as much as previous years.

- **Lecturers on my course use real life examples or problems in their delivery**
  94.1% of students felt the content of their course was related to real life examples. This is a slight decrease of 1.0% from 19/20 but still a very high response.

- **When evidence of one skill is needed for more than one topic, I am assessed once for all units**
  87.4% of students agreed they are not assessed multiple times for the same skill.

- **Lecturers on my course deal effectively with disruptive and disrespectful behaviours**
  94.8% agreed, an increase of 4.8% from 19/20. 6.2% of all comments from Learner Survey 2 19/20 were regarding the conduct of other students impacting on learning. In this survey there was 1 singular comment on this topic.

iLearn

iLearn is the College Virtual Learning Environment (VLE) and our primary system used for blended and online learning and this year students were asked to comment on the suitability and accessibility of the platform.

- 86.1% of students felt able to access iLearn without any problems.
- 87.6% felt able to navigate quickly and with ease.
- 87.4% of students reported that their course has iLearn resources available for them to use.
- 94.2% felt the language used throughout iLearn materials was easy to understand
- 93.7% felt that the content was at an appropriate level for the course, and there was enough interactive multimedia (e.g. audio clips, video clips)
- 76.0% of students reported quizzes or other methods to check learning and understanding on iLearn.

Support

- **The library provided the resources and support I needed (online and on campus)**
  90.3% of students were happy with the library resources and support, a 6.9% decrease from 19/20. Student comments praised the library staff and range of online learning materials available. Some comments praised the use of the library for facilitating student drop in for those who did not have a suitable home environment for learning. Hosting end user IT support in the library spaces has also proven popular with students.

3

- **I am aware of Fife College Students' Association (FCSA) events, activities such as Freshers and the FCSA Digital Office**
  58.6% of students agreed they are aware of the FCSA and the work they do. This is a 19.3% reduction from 19/20. Student comments praised the FCSA for the outreach work and fun events hosted online to give opportunities for social interaction.

- **Which Fife College information channel do you use most?**
  33% of students said they use the MyFife portal as their main method of staying informed closely followed by email (31%) then Lecturers (15%).

Student Plans for 21/22

- **I have received advice regarding the options available after I have completed my course to further progression or employment**
  Students were asked what they intended to do following completion of their course. 30% of students want to 'Progress to another Fife College course', a slight reduction of 2% from 19/20 however a further 6% of students commented that their course will not be completed at the end of June so they would be continuing with their programme of studies next academic term. Those hoping to 'Progress to a degree course at Fife College' increased by 1% to 12%. 'Continue in employment' and 'Seek employment' both dropped slightly (-3% and -2% respectively) from 19/20 with other responses the same as 19/20.

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Fife College

Student Plans for 21/22

Start or continue self employment
3%

Seek employment
16%

Continue in employment
12%

Continue long term current studies
6%

Progress on to a degree course at university
16%

Progress on to a course at another college
5%

Progress on to a degree course at Fife College
12%

Progress to another Fife College Course
30%
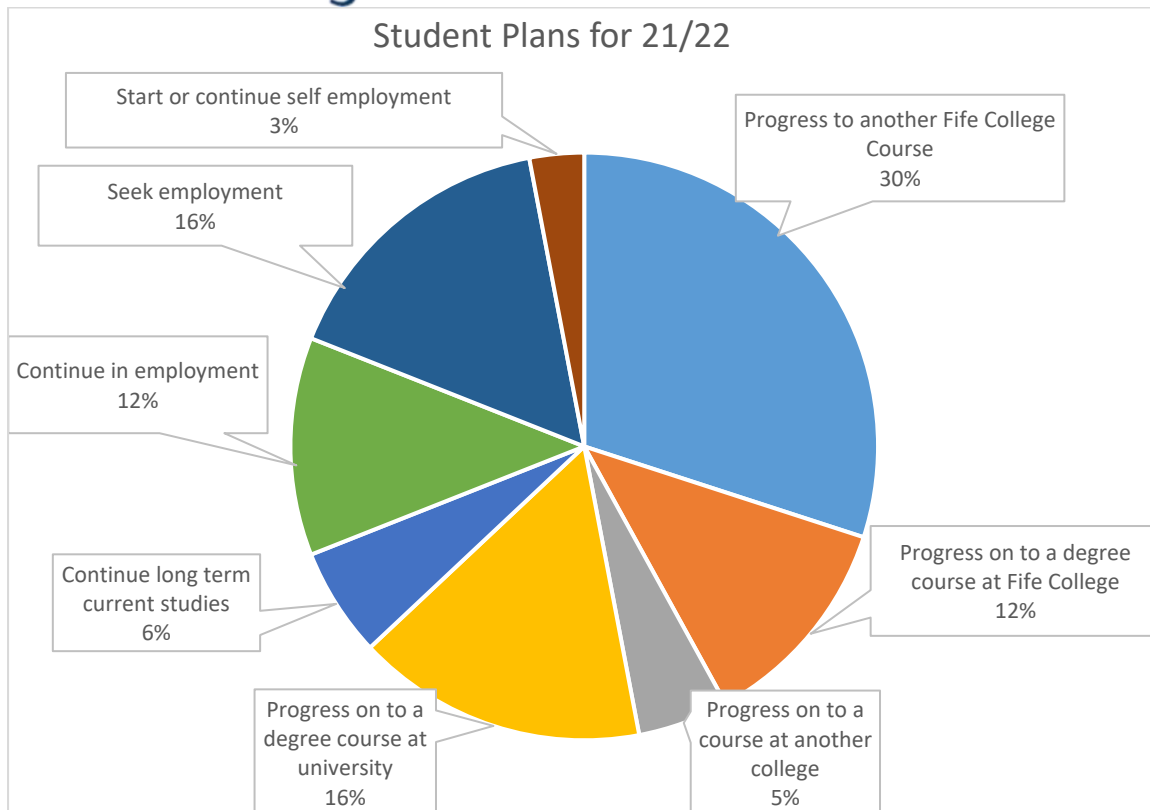
Student Comments

This year saw a significant reduction in student comments in Learner Survey 2.

We asked students to highlight anything this year that was particularly positive and received 727 comments in total, a decrease of 701 from 19/20.

53.0% of these comments discussed the hard work and support from lecturers and a further 1.1% regarding support staff during what has been a particularly difficult year. Students praised the flexibility of lecturers as well as the feeling of being 'part of the family' with many students recognising the challenges the staff were also going through in their own lives. Many felt they would not have succeeded without this valuable support.

16.2% of the comments were general statements of satisfaction with learning and teaching while 12.2% of the comments praised the peer support in both academic and personal matters from classmates. 5.6% of comments praised the range of useful resources made available including the library and a further 4.1% spoke about their satisfaction with learning from home. Some students preferred the blended learning offered this year, especially the reduction of travel time and cost as well as reducing the cost and worry of childcare arrangements. Recorded lectures were praised for allowing better accessibility to classes, allowing students to work at a time of day that fitted around care and work commitments.

Some students enjoyed the social aspects provided online by the FCSA and felt this added to the sense of community.

We asked students if there were any elements that the college could improve upon and 472 students left comments, a decrease of 701 from 19/20.

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28.2% of these comments discussed the frustrations and barriers to their learning from ever changing lockdown restrictions. Most of these comments highlighted that these restrictions were out of the college's control but were impactful on academic success and mental health.

23.3% of comments wanted better communication of the many changes put in place due to lockdown. This included changes to timetables, staffing, elements of the course that could not go ahead due to social distancing or health and safety, practical work and expected time on campus. A third of these comments specifically addressed changes to assessments and exams including the SQA exams. Students felt that the college should have made decisions on what elements of assessments would be changed earlier in the year to allow students time to prepare although many comments stated that most of this was out of the college's control due to government enforced lockdown. Some students were still unsure of exactly what would be expected of them for upcoming assessments and voiced their frustrations.

10.0% of comments in this section were of a positive nature, reinforcing the excellent work by college staff and the difficult conditions nationally.

A small number of comments addressed concerns about technical issues accessing classes online, issues with iPortfolio, iLearn and Virtual Desktop access and some students in Media classes voiced frustrations at not having appropriate ICT equipment to fully use the specialist software needed for the more technical aspects of their course. Students requested less variety in the communication platforms used to make sure no important information was missed. Some courses used up to 5 different methods of communicating to their students.

A small number of students lamented the lack of practical and placement time, especially Culinary Arts and Engineering students.

A small number reported ongoing funding issues and complaints with the price and quality of the food available on campus.

Prizes

The winner of this year's tech prize sponsored by the Chief Information Officer is a young lady currently studying Advanced Certificate Pathway to HN/Degree. She is hoping to progress on to HNC Social Sciences with Fife College next year and is delighted to have a Chromebook to help with her future studies.

Each Faculty kindly donated 2x £50 prizes for their own student base. These will be issued as vouchers for the retailer of the students' choice.

We have student winners from HNC Accounts and HNC Police Studies for the Faulty of Business, Enterprise and Tourism. Student winners from Higher English and HND Counselling for the Faculty of Care, Social Science and Education. Student winners from HND and NC Sound Production for the Faculty of Creative Industries and student winners from HNC Applied Sciences and NPA Construction for the Faculty of Engineering, Science, Technology and Built Environment.

The Quality Department donated a £100 prize which has been won by a student from Advanced Certificate SWAP Access to Arts, Humanities and Primary Education.

6

The range of prizes on offer helped to encourage participation in Learner Survey 2 resulting in an excellent overall response rate.

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COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Learner Survey 2: SFC Student Satisfaction and Engagement Survey (SSES)	
Date of Meeting:	9 June 2021
Purpose:	To provide members of the Academic Quality Committee with an update on the results of the SFC SSES.
Intended Outcome:	To note the update
Paper Submitted by:	Iain Hawker
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	14 May 2021

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

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

Student Satisfaction and Engagement Survey (SSES) Session 2020-21[1]

The results of the annual Scottish Funding Council SSES survey questions completed in May 2021 are summarised below. The full time responses (of approx. 4,600 students) shows a decrease from 72.6% to 70.9% (down 1.7%).

- The part time responses (of approx. 1,400 students) show a decrease from 61.0% to 59.3% (down 1.7%).
- The distance learning responses (of approx. 350 students) show a decrease from 57.1% to 43.0% (down 14.1%).

Due to the ongoing pandemic situation an additional three questions were developed by the SFC in partnership with Student Partnerships in Quality Scotland (SPARQS) and NUS Scotland to better understand the result of the Covid-19 pandemic response and the wider use of blended learning. The previous 10 SSES questions remained unchanged.

Our overall response rate remained high at 66.9% despite the challenging conditions from lockdown and home study. Both full time and part time response rates show a slight reduction from 2019-20 but remained higher than the 50% SFC target. Distance Learning is below the 50% SFC target however a further 25 student responses would have brought that rate up to 50%. It was also realised that many distance learning students do not utilise their college email address, one of the main methods of contact for Learner Survey 2 and this has been taken into consideration for future surveys.

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 "2019-20" to this session under the column "2020-21".

Responses showed an increase in feeling students are treated equally and fairly (up 5.1%) and also believe that student suggestions are taken seriously (up 3.3%).

Students reported a reduction in satisfaction overall when asked "Overall, I am satisfied with my college experience" (-9.0%) as well as with general learning and teaching including the largest reduction, the statement 'The way I am taught helps me learn' (-12.0%). Comments supporting the SSES questions overwhelmingly discussed the frustrations and restriction that learning from home with no face to face teaching (37% of all comments) but also praised the staff for their handling of the pandemic (18.5% of all comments).

This session we can confirm that our sample sizes across full time and part time 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

College Name	Fife College FE & HE Level		% Positive	% Positive	Change
Mode grouping	Whole College	Last Year			
Survey Sample Number	6,278	6,907			
Survey Response %	66.9%	68.6%			
SSES summary question results					
			20-21	**19-20**	
1. Overall, I am satisfied with my college experience.			84.8%	93.8%	-9.0%
2. Staff regularly discuss my progress with me.			81.6%	88.6%	-7.0%
3. Staff encourage students to take responsibility for their learning.			97.4%	98.2%	-0.8%
4. I am able to influence learning on my course.			85.6%	90.5%	-4.9%
5. I receive useful feedback which informs my future learning.			88.1%	91.2%	-3.1%
6. The way I'm taught helps me learn.			78.1%	90.1%	-12.0%
7. My time at college has helped me develop knowledge and skills for the workplace.			85.0%	92.7%	-7.7%
8. I believe student suggestions are taken seriously.			88.5%	85.2%	+3.3%
9. I believe all students at the college are treated equally and fairly by staff.			93.2%	88.1%	+5.1%
10. Any change in my course or teaching has been communicated well.			84.5%	N/A	
11. The online learning materials for my course have helped me learn.			83.3%	N/A	
12 I feel that I am part of the college community.			73.3%	N/A	
13. The college Students' Association influences change for the better.			93.7%	95.5%	-1.8%

Student Satisfaction and Engagement Survey (SSES) Summary Return

		Last Year	% Positive	% Positive	Change
College Name	**Fife College** **FE & HE Level**				
Mode grouping	**Group A - Full-time**				
Survey Sample Number	**3,232**	**4,701**			
Survey Response %	**70.9%**	**72.6%**			
SSES summary question results			**20-21**	**19-20**	
1. Overall, I am satisfied with my college experience.			84.2%	93.5%	-9.3%
2. Staff regularly discuss my progress with me.			81.6%	88.2%	-6.6%
3. Staff encourage students to take responsibility for their learning.			97.4%	98.2%	-0.8%
4. I am able to influence learning on my course.			85.4%	90.7%	-5.3%
5. I receive useful feedback which informs my future learning.			88.2%	91.2%	-3.0%
6. The way I'm taught helps me learn.			77.2%	89.5%	-12.3%
7. My time at college has helped me develop knowledge and skills for the workplace.			84.3%	92.8%	-8.5%
8. I believe student suggestions are taken seriously.			87.9%	83.5%	4.0%
9. I believe all students at the college are treated equally and fairly by staff.			92.6%	85.7%	6.9%
10. Any change in my course or teaching has been communicated well.			84.3%	N/A	
11. The online learning materials for my course have helped me learn.			82.8%	N/A	
12 I feel that I am part of the college community.			73.2%	N/A	
13. The college Students' Association influences change for the better.			93.6%	94.9%	-1.3%

College Name	Fife College FE & HE Level	Last Year	Agree	Agree	Change
Mode grouping	Group B - Part-time				
Survey Sample Number	1,375	1,796			
Survey Response %	59.3%	61.0%			
SSES summary question results			20-21	19-20	
1. Overall, I am satisfied with my college experience.			86.6%	94.9%	-8.3%
2. Staff regularly discuss my progress with me.			81.7%	89.6%	-7.9%
3. Staff encourage students to take responsibility for their learning.			97.5%	98.1%	-0.6%
4. I am able to influence learning on my course.			86.5%	91.2%	-4.7%
5. I receive useful feedback which informs my future learning.			87.7%	91.3%	-3.6%
6. The way I'm taught helps me learn.			80.4%	91.9%	-11.5%
7. My time at college has helped me develop knowledge and skills for the workplace.			87.0%	93.0%	-6.0%
8. I believe student suggestions are taken seriously.			90.7%	89.7%	1.0%
9. I believe all students at the college are treated equally and fairly by staff.			95.8%	94.0%	1.8%
10. Any change in my course or teaching has been communicated well.			84.9%	N/A	
11. The online learning materials for my course have helped me learn.			84.4%	N/A	
12 I feel that I am part of the college community.			73.6%	N/A	
13. The college Students' Association influences change for the better.			95.4%	97.0%	-1.6%

College Name	Fife College	Last Year	Agree	Agree	Change
	FE & HE Level				
Mode grouping	Group C - Distance/Flexible				
Survey Sample Number	346	410			
Survey Response %	43.0%	57.1%			
SSES summary question results			20-21	19-20	
1. Overall, I am satisfied with my college experience.			86.6%	93.6%	-7.0%
2. Staff regularly discuss my progress with me.			83.2%	88.9%	-5.7%
3. Staff encourage students to take responsibility for their learning.			96.0%	98.7%	-2.7%
4. I am able to influence learning on my course.			83.9%	85.4%	-1.5%
5. I receive useful feedback which informs my future learning.			86.6%	91.5%	-4.9%
6. The way I'm taught helps me learn.			84.6%	91.4%	-6.8%
7. My time at college has helped me develop knowledge and skills for the workplace.			89.3%	90.1%	-0.8%
8. I believe student suggestions are taken seriously.			88.6%	89.7%	-1.1%
9. I believe all students at the college are treated equally and fairly by staff.			91.3%	96.1%	-4.8%
10. Any change in my course or teaching has been communicated well.			85.1%	N/A	
11. The online learning materials for my course have helped me learn.			87.8%	N/A	
12 I feel that I am part of the college community.			66.9%	N/A	
13. The college Students' Association influences change for the better.			86.5%	98.4%	-11.9%

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

<table>
<tr><td colspan="2" align="center">**Inclusion Report**</td></tr>
<tr><td>**Date of Meeting:**</td><td>9 June 2021</td></tr>
<tr><td>**Purpose:**</td><td>To provide members of the Academic Quality Committee with an update on Performance Indicators for the SFC Key Inclusion categories.</td></tr>
<tr><td>**Intended Outcome:**</td><td>To note the update</td></tr>
<tr><td>**Paper Submitted by:**</td><td>Iain Hawker</td></tr>
<tr><td>**Prior Committee Approvals:**</td><td>N/A</td></tr>
<tr><td>**Financial Implications:**</td><td>N/A</td></tr>
<tr><td>**Equality and Diversity Implications:**</td><td>N/A</td></tr>
<tr><td>**Risks Assessed:**</td><td>N/A</td></tr>
<tr><td>**Publicly Available:**</td><td>Yes</td></tr>
<tr><td>**Author Contact Details:**</td><td>Iain Hawker; iainhawker@fife.ac.uk</td></tr>
<tr><td>**Date of Production:**</td><td>26 May 2021</td></tr>
</table>

BOARD OF GOVERNORS OF FIFE COLLEGE
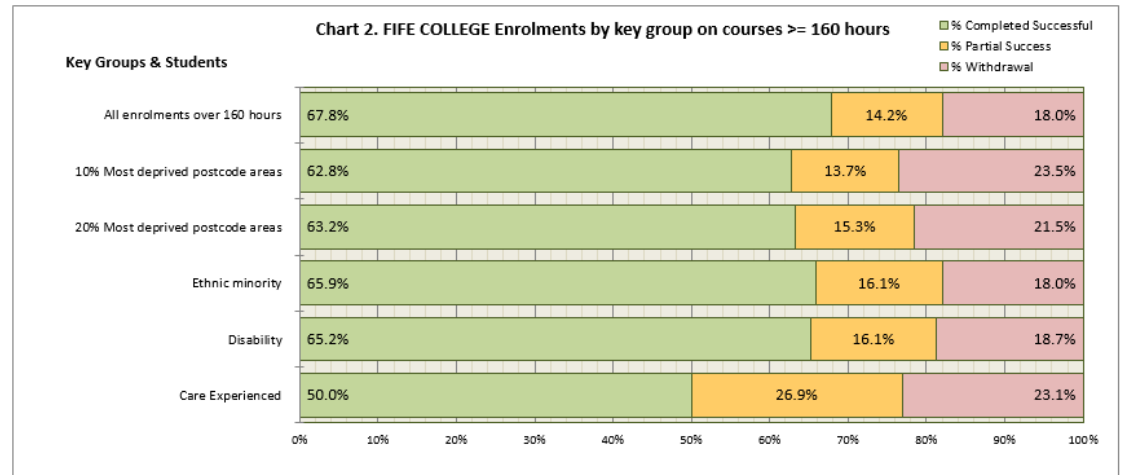
Academic Quality Committee

Inclusion Report

The following chart shows **Fife College 2018-19** Performance Data for courses by key groups focused on by the Scottish Funding Council (SFC):

Chart 2. FIFE COLLEGE Enrolments by key group on courses >= 160 hours

	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	6,389	1,333	1,697	9,419
10% Most deprived postcode areas	704	154	263	1,121
20% Most deprived postcode areas	1,819	440	620	2,879
Ethnic minority	209	51	57	917
Disability	1,324	327	380	2,031
Care Experienced	93	50	43	186

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	67.8%	14.2%	18.0%
10% Most deprived postcode areas	62.8%	13.7%	23.5%
20% Most deprived postcode areas	63.2%	15.3%	21.5%
Ethnic minority	65.9%	16.1%	18.0%
Disability	65.2%	16.1%	18.7%
Care Experienced	50.0%	26.9%	23.1%

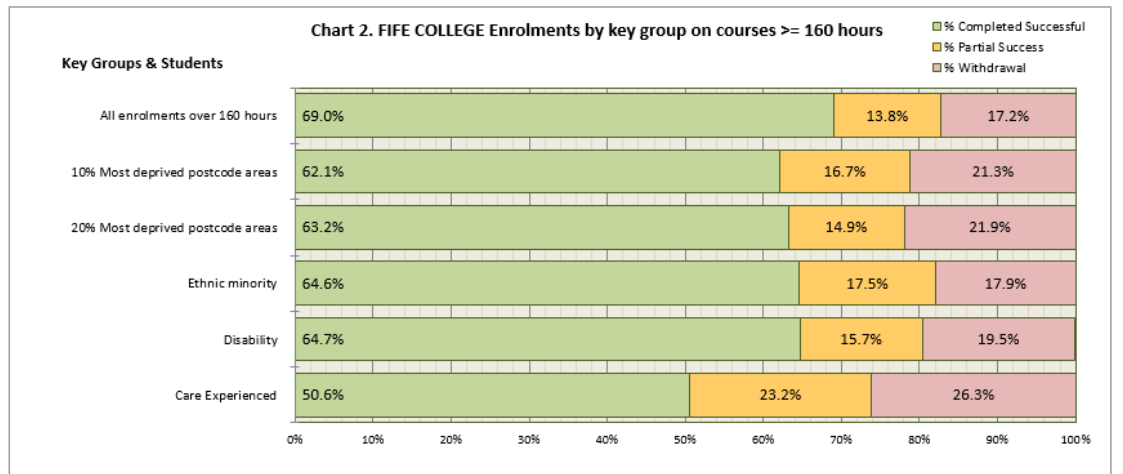Chart 2. FIFE COLLEGE Enrolments by key group on courses >= 160 hours

The following chart shows **Fife College 2019-20** Performance Data for courses by key groups focused on by the Scottish Funding Council (SFC):

Chart 2. FIFE COLLEGE Enrolments by key group on courses >= 160 hours

	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	6,284	1,257	1,568	9,109
10% Most deprived postcode areas	634	170	217	1,021
20% Most deprived postcode areas	1,716	404	594	2,714
Ethnic minority	177	48	49	274
Disability	947	230	286	1,463
Care Experienced	227	104	118	449

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	69.0%	13.8%	17.2%
10% Most deprived postcode areas	62.1%	16.7%	21.3%
20% Most deprived postcode areas	63.2%	14.9%	21.9%
Ethnic minority	64.6%	17.5%	17.9%
Disability	64.7%	15.7%	19.5%
Care Experienced	50.6%	23.2%	26.3%

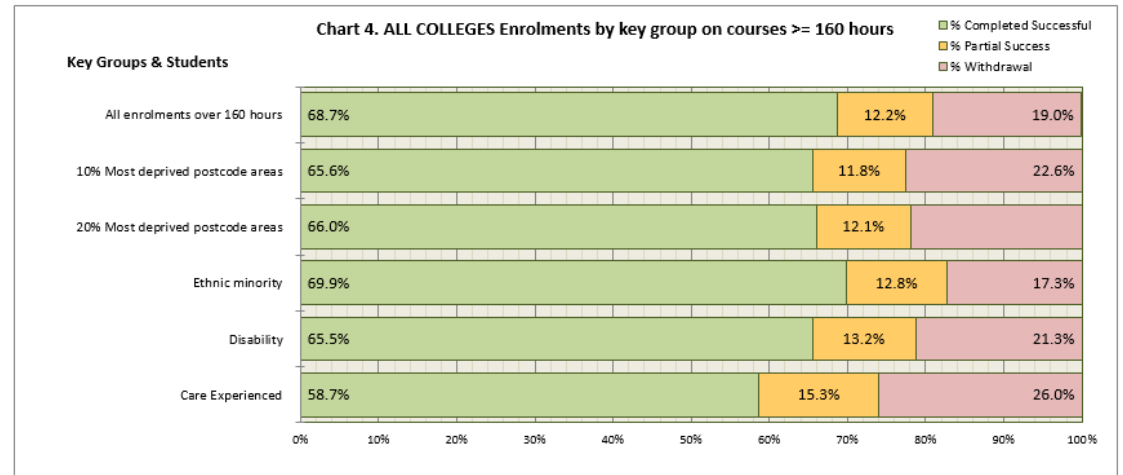Chart 2. FIFE COLLEGE Enrolments by key group on courses >= 160 hours

The following chart shows all of **Scotland's Colleges 2018-19** Performance Data for courses by key groups:

Chart 4. ALL COLLEGES Enrolments by key group on courses >= 160 hours

	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	91,915	16,360	25,466	133,741
10% Most deprived postcode areas	13,916	2,503	4,803	21,222
20% Most deprived postcode areas	26,576	4,874	8,847	40,297
Ethnic minority	6,979	1,283	1,728	9,990
Disability	18,158	3,662	5,889	27,709
Care Experienced	2,437	636	1,079	4,152

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	68.7%	12.2%	19.0%
10% Most deprived postcode areas	65.6%	11.8%	22.6%
20% Most deprived postcode areas	66.0%	12.1%	22.0%
Ethnic minority	69.9%	12.8%	17.3%
Disability	65.5%	13.2%	21.3%
Care Experienced	58.7%	15.3%	26.0%

Chart 4. ALL COLLEGES Enrolments by key group on courses >= 160 hours

The following chart shows all of **Scotland's Colleges 2019-20** Performance Data for courses by key groups:

This data has NOT been published by SFC in time for this meeting.

Comparing Fife College with the sector data in session 2019/20, the table below shows performance:

This data has NOT been published by SFC in time for this meeting.

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Education Scotland Engagement Update	
Date of Meeting:	9 June 2021
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
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	26 May 2021

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Education Scotland Engagement

Our College HMIe changed during the past 12 months due to Karen Corbett's retiral with Janet Campbell now our College HMIe. In Easter 2020, the Fife College planned Progress Visit was cancelled due to Covid19 and has not been rescheduled. Education Scotland stated they would treat the academic session 2020-21 as a recovery year and have been focusing on support and development as opposed to scrutiny.

Janet meets on a two to three month basis with the Assistant Principal: Quality and Academic Partnerships (and other staff members as appropriate) to discuss College activity, approaches to learning, teaching and assessment with regards the lockdowns and Scottish Government advice.

This session the College took part in the following Education Scotland activities:
- Due to Education Scotland's intention to work flexibly and responsively to support the emerging needs of colleges, as they recover from the impact of COVID-19 pandemic, a number of documents under the banner of 'Our Best Future' were produced by them. A College Short Life Working Group (SLWG) reviewed these and considered that there was some merit to using these as complementary to the How Good Is Our College Framework but that their use should not add an unrealistic amount of time to the evaluation processes already being undertaken. Some amendments were subsequently made to our self-evaluation processes.
- Engagement day with two HMIe as part of a Scotland wide review. Fife College engagement focused on "Approaches to assessment and monitoring of learner progress". Feedback on this was presented at the Board Strategy Session and a national report is expected early June 2021.
- Two intelligence gathering desk top tasks (November and May).

Future Plans

The College sector is awaiting updated guidelines for next academic session and are expecting supportive direction from Education Scotland and SFC regarding updated reporting protocols. A HMIe Associate Assessor event is schedule for 11 June 2021 – the College has four appointed Associate Assessors.

Early indications are that session 2021-22 will be a second year of recovery but will include engagement visits (similar to previous progress visits) with a focus on the four areas of 'Our Best Future'. Potentially these will be planned from November 2021, with those who had their previous visits cancelled being priority. Session 2022-23 will potentially see a further change to a tertiary education framework with current exploratory work progressing with Quality Assurance Agency for Higher Education (QAA).

Meanwhile the College is progressing the internal self-evaluation system Evaluation for Enhancement (e4e) covering both academic and professional services areas.

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Academic Update – New Campus Project: June 2021	
Date of Meeting:	9 June 2021
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:	Dorothée Leslie
Prior Committee Approvals:	N/A
Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Dorothée Leslie; dorotheeleslie@fife.ac.uk 01592 223190
Date of Production:	24 May 2021

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Academic Update – New Campus Project: June 2021

Introduction

The work of the Dunfermline Learning Campus Learning Strategy project stream continues to progress with the overall project now at developed design stage and expected be ready for FBC approval this summer.

This summary paper outlines progress to date and priority areas.

Update and Further Developments

The **Learning Pathways** exercise is complete with the information ready to be submitted to SG officials as part of our support documentation.

These integrated learning pathways aim to:

- Plan an integrated campus learning pathway, from the Broad General Education and beyond, and tailored to sustained positive destinations using labour market intelligence.

- Ensure that young people understand all the opportunities open to them for study and work in the appropriate career pathway.

- Provide pathways for progression from lower levels to degree level (and possibly beyond) within Fife.

They are:

- Childcare, Health and Social Care and Social Science
- Creative Industries
- Business and Finance
- Construction and Built Environment
- Engineering
- Sport.

A **Digital Learning Partnership Joint Vision** paper has been produced to highlight the digital learning partnership opportunities available for the Dunfermline Learning Campus and School College Partnership as a whole across the Fife region.

The common aims are to:

- obtain a 'baseline' of skills
- support staff and learners in developing their confidence, fluency and capabilities in all areas related to technology enhanced learning
- support staff to develop their digital pedagogy.

Working towards a joint CLPL programme is envisioned, being mindful that there may be issues surrounding differences in platforms and respective skillsets required.

Work is underway to set up a **DYW working group** to increase awareness of the skills agenda among senior pupils and other stakeholders. This group will focus on improving understanding of labour market information and decision making related to career opportunities.

Membership has been confirmed for **two working groups dedicated to supporting the learner experience and learning pathways** across the new Dunfermline Learning Campus.

- The **Wellbeing Pathway Activities Working Group** with a focus on transitions, wellbeing and mental health, inclusion and learner voice. This group will comprise of representatives of the College and the Education department (academic and support areas) and of the Health and Social Care partnership.

- The **Careers Info, Advice and Guidance (CIEAG) and Employability Working Group** with a focus on partnerships, career planning, employability and skills. This group will comprise of representatives of the College and the Education department (academic and support areas), DYW teams and SDS.

It is hoped that these groups will hold their first meeting prior to the summer break.

Early conversations on opportunities for **joint professional learning and development for lecturers and teachers** have taken place. These will progress alongside other developments and as it becomes possible again to hold on campus workshops.

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

<table>
<tr><td colspan="2" align="center">Key National Reports: June 2021</td></tr>
<tr><td>Date of Meeting:</td><td>9 June 2021</td></tr>
<tr><td>Purpose:</td><td>To advise members of the Committee on the recent national changes and publications directly related to or influencing curriculum planning and delivery.</td></tr>
<tr><td>Intended Outcome:</td><td>To advise on key national changes</td></tr>
<tr><td>Paper Submitted by:</td><td>Dorothée Leslie</td></tr>
<tr><td>Prior Committee Approvals:</td><td>N/A</td></tr>
<tr><td>Financial Implications:</td><td>N/A</td></tr>
<tr><td>Equality and Diversity Implications:</td><td>N/A</td></tr>
<tr><td>Risks Assessed:</td><td>N/A</td></tr>
<tr><td>Publicly Available:</td><td>Yes</td></tr>
<tr><td>Author Contact Details:</td><td>Dorothée Leslie; dorotheeleslie@fife.ac.uk
01592 223190</td></tr>
<tr><td>Date of Production:</td><td>24 May 2021</td></tr>
</table>

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Key National Reports / Changes to National Policy

This summary update focuses on recent national changes and publications directly related to or influencing curriculum planning and delivery.

These documents, guidelines and / or guidance are shared and discussed with academic teams and shared with professional services teams as appropriate.

The publication of reports, guidance documents and guidelines continues to be influenced by the need to respond to the COVID-19 circumstances and to plan for continued economic recovery. Beside lessons learned, recent publications tend to focus on Digital advances and ambitions and on the skills agenda.

A few examples are listed below:

The Learning from Lockdown: Staff Voices report from the Further Education Trust for Leadership.

The Digital Strategy for Scotland A Changing Nation: How Scotland Will Thrive in a Digital World launched on 11 March 2021.

Scotland's AI Strategy published on 22 March 2021.

Board members will be aware of specific guidance documents published by Scottish Government regarding Colleges and Universities: these are included as appropriate in published College guidance.

Skills Development Scotland continue to publish data sets updated monthly to support revised planning at regional level.

SDS RSA March 2021

They also publish regular updates of their national COVID-19 Labour Market Insights.

Covid-19 Labour Market Insights

Several reports of direct interest to the College sector have been published over the past few months. These include:

The Mainstreaming and Equality Outcome Report 2021-2025 published by the **Scottish Funding Council** and which details progress made against the Equality Outcomes set for the period 2017-2021 and set outs the new equality outcomes for the period 2021-2025.

The **STEM Strategy for Education and Training in Scotland third annual** report published in April 2021.

A brief update is provided below on sector level activity previously highlighted.

Learner Journey Review: Regional Online Senior Phase Prospectus (Recommendation 2)
No further progress to date. However, some of the new projects / collaborations (e.g. East Central Scotland Collaboration) continue to support this ambition.

Adult Learning Strategic Forum for Scotland
The Forum met again in May. A draft strategy document is available to partners for consultation. The focus of the strategy remains predominantly attached to the Community Learning and Development element of adult learning.

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Review of Remit and Self-Evaluation and Annual Report to the Board	
Date of Meeting:	9 June 2021
Purpose:	To undertake a review of the remit and self-evaluation of the Academic Quality Committee for academic year 2020-21, and to prepare an Annual Report to the Board giving an update on progress
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; to populate the Annual Report template with a view to finalising this at the next meeting and submitting it to the Board in October 2021
Paper Submitted by:	Marianne Philp, Director: Governance and Compliance
Prior Committee Approvals:	N/A
Financial Implications:	None
Equality and Diversity Implications:	None
Risks Assessed:	None
Publicly Available:	Yes
Author Contact Details:	Marianne Philp; mariannephilp@fife.ac.uk; 01383 845009
Date of Production:	26 May 2021

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Review of Remit and Self-Evaluation

1   Introduction

The Board of Governors and each of its Committees is required to undertake a self-evaluation on an annual basis. It is also good practice to review the remit of each Committee annually. It was agreed as part of our External Effectiveness Review action plan that each Committee would submit an annual report to the Board of Governance to improve Committee reporting.

2   Feedback

Feedback is requested on all aspects of the Committee structure and the work of the Academic Quality Committee in particular. Members may wish to consider some or all of the following points:

- Timing of meetings
- Frequency of meetings
- The remit of this Committee – eg is it correct and it is too narrow / too wide, have all aspects been covered during this academic year, does it fit with the College's strategic priorities?
- Are there any gaps (in terms of this Committee or in reporting on key areas to the Board)?
- Information contained within papers – is it easy to understand or is more/less information needed?
- Are papers issued sufficiently in advance of meetings to allow adequate preparation?
- Do Board members have sufficient skills / knowledge to contribute to meetings or are there any gaps?
- How effective the work of the Committee has been via Teams and to discuss preferences for face to face or Teams meetings once Covid-19 restrictions ease.

These points are indicative and you should feel free to add any other points that you think are relevant.

3   Remit

The current remit is attached. Members are invited to consider whether or not this remains relevant or if any changes are required.

4   Annual Report to Board of Governors

A template is attached and members are invited to use this as a framework, suggesting input to the report and content to be added. This will be worked on over the summer by the Committee Chair and Director: Governance and Compliance with a view to it being finalised at the next Committee meeting and submitted to the Chair's Committee and Board of Governors at the start of the new academic year.

5   Recommendation

Members are invited to suggest any changes required to the remit or format of meetings, and to populate the draft annual report template to enable relevant updates to be provided to the Board of Governors. Additional feedback can also be provided by members to the Director: Governance and Compliance outwith the meeting.

BOARD OF GOVERNORS

Remit of Academic Quality Committee

1.0   Composition

The Academic Quality Committee will have a minimum of four members of the Board, one of whom shall be the Principal.

For a meeting to be quorate, at least three Board members must be present.

The Committee should have a range of skills and experience and at least one member should have a background in learning, teaching or quality issues.

Members of staff may be invited to attend all or part of a meeting where items of relevance are on the agenda, with the prior agreement of the Committee Chair and the Principal. The Chair of the Board may be invited to attend meetings of the Committee.

The Committee should normally meet three times per year.

2.0   Overall Purpose

The purpose of the Academic Quality Committee is to assure the Board of Governors that Fife College's learning and teaching strategy meets the needs of all stakeholders and to ensure consistency in the strategic development of learning, teaching, quality and related issues throughout the College.

3.0   Remit and Duties

3.1   Academic and Quality
- Ensure provision in learning, teaching and quality is aligned with the needs of all sectors regionally and to best prepare all learners with relevant skills
- Provide advice and assistance to the Board and Senior Management Team on strategic issues as they relate to learning, teaching and quality within Fife College
- Ensure that the quality arrangements as required by the Scottish Funding Council and by Education Scotland are robust
- Recommend to the Board of Governors for approval the Learning and Teaching Strategy, Regional Outcome Agreement, Evaluation Report and Enhancement Plan
- Monitor progress towards the targets and KPIs as approved by the Board
- Support the development of strategic partnerships within and beyond the sector in order to optimise efficient and effective delivery of services

Fife College

- Review and advise on reports relating to support for learning activity such as essential skills, financial support and development of assistive technologies
- Support innovation and creativity in Learning and Teaching to ensure enterprise development and business growth within the organisation
- Review reports on stakeholder satisfaction and feedback and first destination information
- Receive and review reports from external body quality reviews and audits

3.2   Fife College Students' Association
- Receive reports on the activities and progress of the Fife College Students' Association
- Monitor progress towards the implementation of the Framework for the Development of Strong and Effective Students' Associations in Scotland and provide updates on this to the Board
- Consider any proposed amendments to the Fife College Students' Association Constitution put forward by the Fife College Students' Association and recommend their approval to the Board of Governors

3.3   Other Matters
- Take into account the work progressed by the internal Learning and Teaching Committee and ensure it is consistent with the strategy set by the Board

3.4   Reports from the Committee
- Report to each Board meeting relevant matters and proposals discussed within the Committee
- Report to relevant Committees of the Board matters that impact on their remits

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Annual Report to the Board of Governors: 2020-21

1   Introduction

The Committee has met on 3 occasions during academic year 2020-21.

2   Role and Remit of Committee

This is attached as Appendix 1. The Committee is satisfied that the duties delegated to the Committee by the Board have been carried out during the year.

The Committee reviewed the remit on 9 June 2021 and is content that the remit is fit for purpose and remains unchanged / wishes to propose the following changes be made……………..

3   Membership and Attendance

Name	Status	Appointed	Attendance	
			Possible	Actual
Jen Anderson	Staff Board Member	01.07.17	3	2
Shona Cochrane	Non Executive Member	01.08.14	3	3
Sarah Ferguson	Student Board Member	01.07.20	3	3
Hugh Hall	Principal	01.03.17	3	3
Joseph Harney	Staff Board Member	01.08.18	3	3
Amanda Kindness	Non Executive Member	23.03.20	1	1
Zoe Thomson	Non Executive Member	01.10.16	3	2

Shona Cochrane has undertaken the role of Chair of the Committee throughout 2020-21.

Pamela Dobson has been appointed to the Board with effect from 1 August 2021 and attended and participated in the meeting held on 9 June 2021.

4   Main Focus / Highlights of the Year

………………..

5   Impact the work of the Committee has had on the Board / College

………………..

6   Impact of Covid-19 on Governance Arrangements for the Committee

All meetings have been held via Microsoft Teams……………….

7   **Other Matters for Board's Attention**

         ………………..

8   **Committee Key Priorities for Next Academic Year**

         ………………..