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| **Useful Links** |
| Glossary of Acronyms |
| Strategic Risk Register |
| Committee Remit |

AGENDA

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

Meeting: Academic Quality Committee
Date: Monday 12 February 2024 at 3.30pm
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	PD	N/A
2	Minutes of Previous Meeting: 6 November 2023	Approve	PD	
3	Matters Arising / Actions Outstanding	Note	PD	2-2
4	Fife College Students' Association Update	Note	TE	3-7
5	Curriculum Update Report (including updates on New Campus Project and Partnerships: Impact on Curriculum)	Note	DL	8-15
6	Performance Update			
	6.1 Learner Survey 1	Note	IH	16-18
	6.2 External Review Update: Education Scotland Action Plan	Note	IH	19-28
	6.3 Student Performance Data Report	Note	IH	29-33
	6.4 Inclusion Report	Note	IH	34-38
7	Review of Meeting	Discuss	All	N/A
8	Date of Next Meeting Tuesday 28 May 2024 at 3.30pm	Note	PD	N/A

For Information:
Learning and Teaching Committee Minutes: 24 January 2024

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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	06.11.23	To progress an earlier discussion about having a short life working group to look at additional ways student representatives can feed into programme team reviews.	T Edwards	28.05.24	As detailed in the FCSA Update report, the Programme Review Engagement Project working group will be reconvened in Semester 2
2	06.11.23	To look at the format of future curriculum update reports to give more of a strategic overview of key issues.	D Leslie	28.05.24	This will be progressed once the new format Board business report is in place
3	06.11.23	To provide details of areas where students were least satisfied in future complaints/early learner feedback reports in order to give full assurance.	I Hawker	28.05.24	Next report due in May 2024
4	06.11.23	To receive updates on progress made on the Education Scotland action plan at each meeting.	I Hawker	12.02.24	Complete. On agenda
5	06.11.23	To provide an update on Partial and Completed Successful student PIs at the next meeting.	I Hawker	12.02.24	Complete. On agenda
6	06.11.23	To consider the format of future performance data reports to include information such as trend analysis and a top-level summary of actions to be taken after each area had reviewed their PIs.	I Hawker	04.11.24	Next report due in November 2024
7	06.11.23	The Chair and Director: Governance and Compliance to pick up off-line to discuss these points and to manage timings to enable focus on the right areas.	Z Thomson / E McPhail / M Philp	31.01.24	Complete. The meeting took place on 29 January 2024 and reports will be updated after new format of Board business report is in place

![Fife College logo]

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Fife College Students' Association (FCSA) Update	
Date of Meeting:	12 February 2024
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:	Taylor Edwards, 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
Strategic Risk(s):	(4) Failure to focus on wider wellbeing of staff and students (5) Failure to achieve recruitment targets across GIA and Non-GIA income activity and to deliver relevant, inclusive and sustainable curriculum, ensuring successful outcomes for all students (10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys
Publicly Available:	Yes
Author Contact Details:	Taylor Edwards, tayloredwards@fife.ac.uk
Date of Production:	5 February 2024

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Fife College Students' Association (FCSA) Update

1   General

The FCSA were pleased to be recognised alongside staff in the College's Digital and Creative Industries Faculty at the Fife College Innovation Awards. The FCSA Talent Agency won the award for Outstanding Contribution to the Student Experience.

Students who are currently part of the Talent Agency contributed the voiceover for the College's 125 Celebration video in a collaboration between the College's Marketing and PR Team and the FCSA. We are pleased that this project to offer real-world experience to our students continues to develop.

2   Class Reps

2.1 Rep Registration and Training

At time of writing (16/01/24) we have **435 class reps registered**.

Academic Year	Total*	Change on previous
23/24	435	+69
22/23	366	-44
21/22	410	-22
20/21	432	-

* These figures include any reps that were registered and subsequently stood down as a rep, although these numbers would be very low.

As shown in the table above, this represents an increase on the past three sessions and a return to the level's pre-pandemic.

Below is a breakdown of class rep registration by curriculum cluster. Green represents above average and red below average registration rates.

Faculty/Cluster	Classes with registered reps	%	Classes without registered reps	%
Business, Enterprise, Tourism and Supported Programmes (combined)	40	66.7%	20	33.3%
Culinary Arts, Hospitality, Supported Programmes and Community	23	65.7%	12	34.3%
Management, Leadership and Professional Programmes	17	68.0%	8	32.0%
Care, Social Science, Education and ESOL (combined)	66	76.7%	20	24.7%
Childhood Studies and HE Care	26	**92.9%**	2*	7.1%
FE Care and Social Sciences	40	69.0%	18	31.0%
Creative Industries and Digital Technologies (combined)	78	85.7%	13	15.3%
Hair, Beauty and Visual Arts	31	**93.9%**	2	7.1%

Media, Sport and Performing Arts	25	69.4%	11	31.6%
Computing and Technologies	22	**100%**	0	0%
Engineering, Science, Technology and Built Environment (combined)	26	18.3%	116	82.7%
Construction Crafts, Building Services and Built Environment	18	27.7%	47	73.3%
Science, NHS APP/STEM	8	**100%**	0	0%
Electrical	0	0%	30	100%
Mechanical, Automotive Engineering, and Fabrication and Welding	0	0%	39	100%

*These two classes are partnership classes with QMU and their reps are involved in the QMU quality process. They have been offered to also join the FCSA class rep system and we are awaiting their decision.

2.2   Class Rep Training

Training Level	No. Reps Completed	%
Level 1	195	45.2%
Level 2	155	36.0%
Level 3	149	34.6%
Level 4	142	32.9%
Level 5	140	32.5%

As attendance at class rep meetings was lower than we would have liked there has been less opportunities to encourage reps to complete their training. We will continue to encourage training at the upcoming class rep meetings.

2.3 Class Rep Schedule

Due to reduced capacity in semester 1 within the FCSA the class rep feedback schedule has been condensed into semester 2.

The new schedule will be:
• February – Induction, Support and Guidance
• March – Assessment, Learning and Teaching
• April – Achievement and What's Next
• May – Online Drop-in (to allow assessment/ Programme Review focus)

Meeting dates and time have been adjusted slightly and new dates and time can be viewed on the FCSA page on My Fife.

2.4 Apprentice Engagement Trial

We received feedback last year that our modern apprentices generally don't engage with the class rep system. It has been suggested that MAs have a stronger community with their colleagues at their employer than with their classmates, and so it's difficult to recruit reps. Additionally, the limited time they may spend learning on campus makes class rep meetings inaccessible.

To address the lack of feedback from not having reps, we are **trialling an MA townhall** with our apprentices in the Hair and Beauty academic area. We will host a one-off hybrid meeting open to all MAs in January to ask them for their feedback similar to a class rep meeting, but as an open forum facilitated by the FCSA.

This project was originally planned for engaging our Rosyth students, however reduction in FCSA capacity following staff reductions cause this to be reprioritised. If successful we hope to offer this across all areas that run apprentice programmes.

The rationale for running this within the Beauty areas rather than Rosyth is we are able to trial this at the larger campuses without having a detrimental effect on the FCSA office availability to all other students. As noted, the FCSA Staffing has been reduced due to vacancies not being filled, this means that the time that is needed for a member of the team to travel to Rosyth to host these sessions is not currently free to assign.

Rosyth Reps are still able to engage with the team via Digital meetings however as previously highlighted no reps have been registered in the Rosyth Campus.

2.5 Programme Review Engagement Project

Due to a reduction in staffing the FCSA have not been able to allocate resources to this project in recent months. We aim to reconvene this working group in Semester 2 to encourage class rep engagement in upcoming programme review meetings and prepare for next academic year.

3   **Student Engagement Tracker Update**

3.1 2022/23 Session Totals

Type of Interaction	Session 22-23	Session 21-22	Change
Commendation	789	521	+51.44%
Concerns	110	86	+27.9%
Queries	30	23	+30.4%
Suggestions	7	1	+600%
Total	939	631	+48.8%

As predicted overall engagement with students improved last 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.
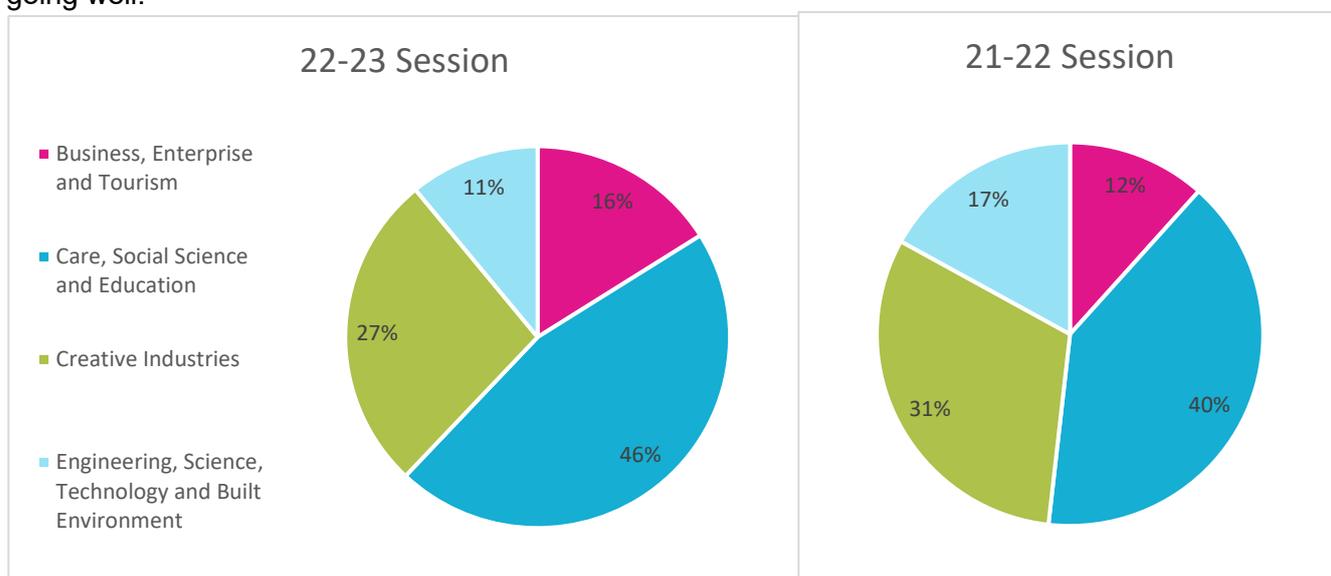
**Faculty figures for thank you forms are not recorded.

We plan to map next year's faculty and cluster engagement statistics against class representation recruitment to see if the class rep system has an impact on student interactions with the FCSA.

3.2 2023/24 Session to date

Type of Interaction	Session 23-24
Commendation	99
Concerns	87
Queries	53
Suggestions	2
Total	241

Student interactions have continued to increase into this academic year. Commendations submitted through Thank You Forms and Student Recognition Award Nominations are more frequent in Semester 2.

We anticipate an increase in the overall numbers of concerns by the end of the session against other years. This does not necessarily represent a greater prevalence of issues, key factors could be better understanding of the FCSA and better usage to the FCSA's recording system.

Due to reductions within the FCSA, specifically our vacant Digital Engagement Coordinator, we anticipate a lower return of commendations than in previous years as we will not be able to promote these as effectively to students.

4   Supporting Work Placements

4.1 Community Development

The FCSA have supported a number of students with work placements and project work throughout Semester 1.

Creative and Digital Media SCP students assisted with our Festive Five event by designing the social media campaign and filming promotional videos. Their work was to a high standard, and we are exploring ways to include them in our Green Impact Society work in Semester 2.

Another SCP student has been working on designing our upcoming campaign to promote the vape recycling bins and other elements of work related to our Green Impact award.

4.2 FCSA Sports

23 Students on HN Sports courses have been working with FCSA Sports on their Sports Development Projects. Examples of work includes running one off events and competitions or launching a new student sports club.
They have also had the opportunity to shadow Rebecca Reader, FCSA Sports and Active Campus Co-ordinator and volunteer as assistance activities co-ordinators to contribute towards the 20 hours of work they are required to log for the project.

4.3 FCSA Talent Agency

The FCSA Talent Agency continues to offer employment opportunities to students within Creative Industries. This includes voiceover work, hosting the FCSA Escape Rooms, and working as additional staff at FCSA Events.

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Curriculum Update	
Date of Meeting:	12 February 2024
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:	Assurance on progress made with current curriculum matters
Financial Implications:	N/A
Learner Implications:	None
Equality and Diversity Implications:	N/A
Strategic Risk(s):	(4) Failure to focus on wider wellbeing of staff and students
	(5) Failure to achieve recruitment targets across GIA and Non-GIA income activity and to deliver relevant, inclusive and sustainable curriculum, ensuring successful outcomes for all students
	(10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys
Publicly Available:	Yes
Author Contact Details:	Dorothée Leslie; dorotheeleslie@fife.ac.uk; 01592 223190
Date of Production:	29 January 2024

1

Actual Performance as at February 2024

STUDENT PROFILE

STRATEGIC HIGHLIGHTS

- 2023/24 full-time student recruitment to date against live credit targets is sitting at 101% (FTFE 101%, FTHE 102%). Part-time figures show 81% overall (PTFE 78% and PTHE 92%), which is on track to meet target. The part-time offer includes courses where the full targets will only be realised once the last stream has enrolled. In year recruitment continues to progress with 89% of credits realised against the annual Scottish Funding Council (SFC) target, 5.3% ahead of this time last year.

- To date, one faculty, Creative Industries, has exceeded its live target. This is the result of a rationalisation and reduction of its portfolio, which include a lesser focus on HE level courses in some areas. The three other faculties are on track to meet their live targets through February start courses, additional MA students and external activity (e.g. part-time courses for NHS, Trade Union courses, STEM school-based activity, 9 additional MA places).

- Early and Further Withdrawal figures to date are better than the previous year, with a significant improvement to date on FT percentages (4% E/W vs 6.3% last year and 9.7% F/W vs 19.9% last year). While encouraging, these statistics represent a snapshot to date. Final figures will not be confirmed until later in the year. Where withdrawals have happened, there are common themes across the portfolio as outlined below.

  o Care, Social Science and Education is sitting at 99% for FT and 102% for PT. Withdrawal rates remain proportionally high for some of the courses in this faculty, with a need to reduce some of the FT offer, to further review transition arrangements for school leavers and to ensure more consistency in pedagogical approaches in some areas of the portfolio.
  o Engineering, Science, Technology and Built Environment has achieved 98% of its FT target and 74% of its PT target. While retention rates are above average for most courses in this faculty, some entry level courses are showing high withdrawal rates, often for younger learners. Some challenges identified in the delivery of work-based learning courses are being addressed to ensure that students remain on track to complete their course successfully.
  o Creative Industries is showing a 107% credits realisation to date for FT and 92% for PT. Overall further withdrawals are higher than average at 8%, which is reflective of student capacity to sustain a FT course in several areas.
  o Business, Enterprise and Tourism with Supported Learning is sitting at 99% of credits realised for FT and 79% for PT. Poorer early retention rates for some courses in this area were addressed through changes in the portfolio and a review of some delivery models. Further retention rates are slightly better than the College average; however, and as for the Care, Social Science and Education, there are challenges linked to the performance of some of the entry level courses. The HE portfolio will continue to benefit from a systematic review.

2

Action plans are in place in each faculty to address the challenges identified. These plans will be supported by a more consistent college level approach to professional development, monitoring of targets and re-deployment of resources to support performance improvement.

- The top withdrawal reasons remain non-attendance/unable to contact, academic issues, withdrawn by college (attendance procedure) and health reasons – mental health. The cumulative total of these four categories represents 43.5% of the total withdrawals to date. Students who withdrew to take up employment or for other work-related reasons, constitute another 13.1% of the total number. While a considerable array of resources is already deployed to support and / or restore student engagement, increased flexibility of delivery patterns, enhanced collaboration with regional partners at planning stage and stronger funding support for PT students, would contribute effectively to addressing these challenges.

- Most of the curriculum offer for 2024/25 has been confirmed. While courses have been advertised and applications are now open, several factors are still at play before the college can fully finalise its portfolio for next session. These include confirmation of the SFC credit target and associated funding for the college, monitoring of the recruitment over the next few months, resources available to deliver and to continue to reflect market demand and economic priorities. Health and Social Care and Green Skills remain growth areas with a need for increased specialist resources, which may need to be offset by a further review of other subject areas.

- Early recruitment figures for 2024/25 show 33% applications to date against eligible targets for FT courses. It is too early to have a representative figure for PT courses.

3

2023/24 Credit Targets Report

Faculty	Live Credit Target^	Actual Credits+	Variance (Actual vs Target)*
Business, Enterprise and Tourism with Supported Learning	22,959	19,258	-3,700
Care, Social Science and Education	29,819	28,365	-1,454
Creative Industries	27,393	27,755	362
Engineering, Science, Technology and Built Environment	36,120	30,383	-5,737
Total	**116,290**	**105,761**	**-10,529**

^ Credit target is the overall credit target for 2023/24 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 29 January 2024
* Based on SFC's actual credit target of 118,604, which includes our core credit target plus FAs, the College is currently -10.8% under target

4

2023/24 Full-Time Student Profile

FT FE

Faculty	Live Credit Target^	Credits Achieved+	% Credits Achieved vs Credit Target	Credit Variance (Achieved-Target)
Business, Enterprise and Tourism with Supported Learning	9,462	9,311	98%	-151
Creative Industries	14,315	15,707	110%	1,393
Care, Social Science and Education	16,836	16,221	96%	-615
Engineering, Science, Technology and Built Environment	16,988	16,741	99%	-247
Total FT FE	**57,600**	**57,980**	**101%**	**380**

FT HE

Faculty	Live Credit Target^	Credits Achieved+	% Credits Achieved vs Credit Target	Credit Variance (Achieved-Target)
Business, Enterprise and Tourism with Supported Learning	5,175	5,163	100%	-13
Creative Industries	8,940	9,060	101%	120
Care, Social Science and Education	7,722	8,178	106%	456
Engineering, Science, Technology and Built Environment	2,674	2,504	94%	-170
Total FT HE	**24,511**	**24,905**	**102%**	**394**

^ Credit target is the number of credits that the College has planned to deliver following the 25% cut-off
+ Actual credits as at 29 January 2024
* Current figures above are based on those courses with a start date before or equal to 29 January 2024

5

Current Performance Indicators: Early and Further Withdrawals

Mode/Level	Early Withdrawal %		Further Withdrawal %	
	23/24*	22/23^	23/24*	22/23^
FT/FE	4.9%	6.5%	10.3%	20.9%
FT/HE	2.2%	5.6%	8.4%	17.9%
PT/FE	2.0%	3.2%	2.2%	5.3%
PT/HE	2.8%	3.2%	1.9%	5.5%
FT Total	4.0%	6.3%	9.7%	19.9%
PT Total	2.2%	3.2%	2.1%	5.4%
Overall Total	3.1%	4.6%	6.0%	11.8%

The above data is based on total enrolments considered for PIs only
* Figures as at 29 January 2024
^ Figures as at end of Academic Session

- The Early Withdrawal criteria has changed for 2023/24, now aligning to the university required date. This means that the college can now claim credits for FT students on courses lasting over 20 weeks if the student is still in active learning after 5 weeks from the course start date. In previous years, the required date was 1 November, which is 8 weeks after start date for the majority of FT courses. For shorter courses, the required date continues to be after the quarter of the course has been delivered. In order to compare with previous years, we have provided data using this new criteria.

6

Additional Curriculum Update

Health and Wellbeing
In line with the planned reduction of dedicated funding to date and to support the development of work-based learning, the faculty of Care, Social Science and Education and the Student Experience Department devised an in-house proposal to maintain and support the college's **counselling** provision for students. A pilot phase is planned between March and July this year, with a view to grow the service internally and externally in future years.

City Deals
Successful **Data Science Skills** project work continues to grow in partnership with the Edinburgh and South-East of Scotland and Tay Cities Deals, with college and community-based delivery within a range of courses and levels on the SCQF. Courses are aimed at students and staff, with a programme of professional development available to all. This will shortly be enhanced through a new partnership with NMIS under the Glasgow City Deal. This new offer will focus on data skills for manufacturing.

The College continues to engage actively on other areas of project activity under the City Deals' umbrella. These include the HCI Skills Gateway (emphasis on circular economy, the retrofit agenda and other emergent technologies) or Life Sciences and SMEs projects under the Tay Cities Deal.

Industry and LA Partnerships
Collaborative activity funded by the UK Shared Prosperity Funding stream continues to grow e.g., *Multiply* (Numeracy) or aligned to the Green Skills strand with a new Retrofit Living Lab project based on our Levenmouth campus to contribute to the development of a wider Sustainable Construction Hub for the college.

Other activities include Enterprise projects working with Fife Council Economic Department and St Andrews University.
The Hospitality and Tourism area has developed greater links with regional partners (e.g., through joint planning of events such as the Food and Drink Festival in March).

Effective collaboration between the College teams, NHS, regional employability partners, including DWP, has grown with successful joint recruitment events taking place in the Care area.

Our 2023/24 **MA contract** has continued to benefit from successful collaboration in the Life Sciences area e.g. for Health Care Support and Pharmacy. The college is on track to achieve the 409 allocated this year.

The college bid for 2024/25 was submitted in January with a target of over 470 new starts.

7

2024/25 planning
As outlined earlier, student recruitment and resource planning are underway.

Open Days are scheduled for the end of March; they will include opportunities for tours and hands-on activities, similarly to last year. A Marketing campaign is also planned to coincide with the national #LoveScotlandsColleges campaign.

Cross college teamwork is supporting operational arrangements linked to student recruitment, course timetabling and student induction. These are progressing well and will be monitored to ensure that programmes remain on schedule.

VR projects are progressing, as is the AI agenda, with discussions at national level and collaborative work with other institutions (including south of the border).

The college Employability team is working with the faculties and with the people development team to support the implementation of the new career framework approaches in the college as the work of the national group progresses.

Early mitigations are under consideration in response to the very recent EIS confirmation of renewed strike action and potential resulting boycott.

Scottish Prison Service
The College is looking to finalise the proposal for a year 8 Education and Skills contract with the **Scottish Prison Service,** prior to the tender being issued this summer.

In addition to the year 8 (2024/25) extension, the college will shortly be finalising a March to August in year contract for the Kilmarnock Prison as it returns to the public sector.

Dunfermline Learning Campus
While collaboration continues to support professional learning and relationships across the whole curriculum offer, the emphasis over the recent months has been mostly on digital skills development for schoolteachers. Conversations have progressed on the updating of pathways and the priorities linked to enhancing transitions; however, more time is required to allow our school partners to develop, and support new approaches, including close collaboration between the two schools on site.

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Learner Survey 1	
Date of Meeting:	12 February 2024
Purpose:	To provide members of the Academic Quality Committee with an update on the first learner survey of session 2023-24
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:	In accordance with the Committee remit, to review reports on stakeholder satisfaction
Financial Health Implications:	N/A
Learner Implications:	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
Equality and Diversity Implications:	N/A
Strategic Risk(s):	(4) Failure to focus on wider wellbeing of staff and students (10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	23 January 2024

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Learner Survey 1

Introduction

Learner Survey 1 2023-24 asked a variety of questions and also gave an open opportunity for students to feedback on the issues that matter.

The Learner Survey 1 format was online and distributed to students over a period of 15 days between 23 October and 7 November 2023. The target list for Learner Survey 1 2023-24 consisted of a total of full-time 4,470 students with 3,232 students responding, a 72.3% response rate and a 0.2% decrease on Learner Survey 1 2022-23.

While 72.3% is an excellent response rate overall it is worth noting that some Curriculum Clusters gained exceptionally high response rates with 'Computing and Technologies' achieving 91.7% (355 students responded out of 387) while some areas had very low response rates e.g. 'Electrical' achieving 46.2% (72 students responded out of 156). Plans are in place to ensure a greater response rate from low performing Curriculum Clusters for Learner Survey 2.

Survey Results

Satisfaction
95.9% of learners reported that they were satisfied with their College experience, a decrease of 0.1% from 2022-23.

Coming to College and Induction
Students reported applying for their course online was fairly straightforward (96.2% Agreement). Likewise, 96.4% of students felt enrolment was straightforward with 95.5% reporting it simple to upload the required photo. 63.8% of respondents attended a Welcome to College Event as part of the Induction process, an increase of 1.3% from 2022-23. 81.7% of respondents were invited although students had to be enrolled before an invitation was sent out to attend. Meeting lecturers was the most enjoyed part of the Induction process. Only 83.1% of students reported an accurate timetable with comments describing multiple changes in some cases.

Funding
69.9% of students Agreed or Strongly Agreed that completing the online funding application was easy and straightforward, an increase of 0.7% from 2022-23. Those who disagreed were most likely to report issues uploading documents or disclosed difficulties providing the requested documentation.

Communication
When asked what methods of communication from the college students were aware of and regularly checked, students said MS Teams messages (91.2%) were most checked, followed by personal email (82.4%) and text message to their phone (74.0%). College email was only used regularly by 67.4%.

Digital Familiarisation and Virtual Learning Environment

Only 64.8% of students reported being aware of the Digital Familiarisation information and how to access the Discovery Tool, an increase of 4.0% from 2022-23. Those who did not access it were asked why, with most responses stating they were unaware of it. A small number felt very confident in their IT capabilities and felt it was unnecessary.

Various virtual learning platforms are used within the college with most areas within the College utilising Microsoft Teams as a medium for attending online classes and using the chat function to stay informed. Microsoft Teams was also the most used communication platform, specifically for file storage and submission functions with 69.5% reporting they used it for All Classes and a further 27.9% reporting using it for Some Classes.

iLearn is the official VLE with most areas using the platform to host supplementary learning materials, course information and resources. 37.1% used iLearn for All Classes (a decrease of 0.5% from 2022-23) and a further 35.0% used it for Some Classes.

Students were asked if they were able to access their VLE as part of their course without any problems and 84.0% of respondents agreed, a decrease of 1.4% from 2022-23. 82.0% of students reported that they were given instruction on how to use their VLE. 77.7% liked the look and feel of their most used VLE with 78.0% reporting they felt able to navigate quickly and with ease through the materials. Students who used iLearn for most or all classes were more likely to have received instruction on how to access and navigate the platform (94.7%) compared to Google Classrooms (86.5%). iLearn was also reported as easier to navigate and liked the look and feel.

Learning and Teaching

Students were very positive about their Learning and Teaching experience this year with all questions gaining over 90% agreement. The questions with the highest levels of agreement showed that lecturers valued and respected students (98.4% Agreement), lecturers are enthusiastic about their subject (98.1% Agreement) and that the learning environment is welcoming and supportive (97.7% Agreement).

Comments

A total of 271 students, 58% FE and 42% HE, left comments about their learning experience overall which were broken down into 30 themes:

- 15% of comments discussed the positive relationship between student and lecturer with a further 19% expressing general positive sentiment about the College and course.
- 11% of comments reiterated the issues incorrect or ever-changing timetables have had on this academic session with some students stating it had cause financial issues due to pre-arranged work hours and scheduled childcare resulting in them struggling to stay on their course.
- 10% of comments discussed disappointment with classes still being hosted online. Most of these students commented specifically that the subject matter was not suitable for online teaching or the lecturer was not adept at delivering online.
- 8% of comments discussed a lack of knowledge of subjects that should have been addressed during the Induction process or issues in attending Welcome to College events due to late online enrolment failing to trigger an invitation being sent out.

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

External Review Update: Education Scotland	
Date of Meeting:	19 February 2024
Purpose:	To provide members of the Academic Quality Committee with an update on the progress of Action Plans formulated following Education Scotland visits
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:	The actions identified will improve the learner experience
Equality and Diversity Implications:	N/A
Strategic Risk(s):	(4) Failure to focus on wider wellbeing of staff and students (10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	30 January 2024

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

External Review Update: Education Scotland Action Plan

Education Scotland Engagement 2023/24

The following are the currently planned Fife College engagement activities in 2023/24 from Education Scotland:

1. Thematic Review(s):
   a. Learner Needs Review Completed on 6 and 7 February 2024. This is part of a national report across 11 Colleges.

2. Annual Engagement Visit:
   a. Date TBC.

Further to the Education Scotland Annual Engagement Visit (AEV) in academic year 2022/23 an action plan was formulated based on the content of the Education Scotland AEV report. These actions are monitored against the completion date and the Responsible Lead then RAG rates the status of the action, with Green indicating that it is expected to complete by the deadline. A few actions are noted at this time as Complete. A few actions are also coded as Red and behind schedule whilst in progress or not started. Full details of the current action plan are in Appendix A and we will work with our College HMIE on the content and follow up of the action plan during the remainder of session 2023/24.

Fife College

APPENDIX A – CURRENT ACTION PLAN

Education Scotland Annual Engagement Visit May 2023 | **ACTION PLAN**

Category	Action No	Sub action	Ed Scot Comment on Area for Development	Responsible Lead	Action Responsibility	Action Being Progressed	Review Date / Milestones	Due Date	Action Status (RA	Expected Outcomes
Retention	1		A few learners waited too long for access to college support services to help address their additional needs.	Vicki Anton						Support services appointments for all requests (once unconditional offer made or student enrolled) in 1-4 weeks
		1a			Michelle Sweeney	Introduction of QR codes for learners requiring support to self refer - take straight to e form (previously paper based) that just needs name, course and background info.		09/01/2023	Complete	
		1b			Michelle Sweeney	New PLSP process to be developed. inc review of application to capture more specific information relating to support required	Procedure developed by Jan 2024 for roll-out for new 2024/25 applications. Second deadline set for updated version to incorporate ASN.	1/2/2024 and 1/4/2024 to incorporate ASN programme	On target	
		1c			Michelle Sweeney	Prioritise apppointments using application information (sensory, medical and ASD)	Sept 2024 - Target 7 working days for priority PLSPs	09/01/2024	On target	
Retention	2		The overall withdrawal rate for full-time FE learners is 5.2% higher than the published sector norm.	Lisa Calderwood						Reduction in withdrawal rates
		2a			Directors, AH, AQM	Evaluate impact of 'Retention incentive' activities through qualitative (eg student focus groups) and quantitaive (PI) measures	Implement 'Retention Incentive' actvities - £5K per Faculty by Feb 2024	02/01/2024	On target	

Fife College

Category	Action N	Sub action	Ed Scot Comment on Area for Development	Responsible Lead	Action Responsibilit	Action Being Progressed	Review Date / Milestones	Due Date	Action Status (RA	Expected Outcomes
		2b			Directors, AH, AQM, AQL	Facilitate community/team building & fun activities in addition to incentive activities in 3a		02/01/2024	On target	
		2c			HoQE	Quantify number of students who were referred to another course following admission/advice session 'skills tests'	1038 referrals subsequently enrolled on another course – 335 same scqf level, 279 higher scqf level, 424 lower scqf level. Discussed at SLWG Retention as part of review. Students moved to a lower level showed 10% higher success.	15/12/23	Complete	
		2d			AQLs	Evaluate impact of F2F information sessions, format and content	Data collated, however final analysis still o/s.	15/12/23	In progress	
		2e			Bryce Adam	Development of dashboards to identify risk factor / learner analytics	Jan 2024: Design specification and resource requirements to be identified	03/07/2024	Not Started	
		2f			Directors, AH, AQM, AQL	Using learner analytics focus resources/support on 'high risk' learners	Follow on from action 2e above	06/10/2024	Not Started	
		2g			Lisa Calderwood	Annual PI review meetings this session to focus on withdrawal figures for RAG rating.	Review meetings held on 27 and 28 November 2023	12/01/2023	Complete	
		2h			Sharon Burns	Enable students with network access issues 'at home' to download iLearn course and work offline		01/11/2023	Complete	

Fife College

Category	Action No	Sub action	Ed Scot Comment on Area for Development	Responsible Lead	Action Responsibility	Action Being Progressed	Review Date / Milestones	Due Date	Action Status (RAG)	Expected Outcomes
Retention	3		The overall withdrawal rate for full-time HE learners is 5.1% higher than the published sector norm. For part-time HE learners the figure is 1.7% higher.	Lisa Calderwood		as 2a-2h above				Reduction in withdrawal rates
		3a			Lisa Calderwood	Review success and withdrawal PIs against progressing and direct entry students. Evaluate against entry criteria for HE courses.	Data collated, however final analysis still o/s.	02/01/2024	In progress	
Attainment	4		The overall rate of learner success for full-time FE programmes remains below the sector average but has improved by 4.5% from the previous year.	Lisa Calderwood						Increase in Completed Successfully (CS) PI
		4a			Lisa Calderwood	Facilitate CLPL sessions on PI and Unit Dashboards for curriculum management and other academic staff	Unit dashboard publication Oct 2023 (postponed due to data presentations issues). CLPL sessions to be held in Spring 2024.	30/11/2023	Not Started	
		4b			AH/AQM/AQL	More robust / targetted PI analysis including use of Unit Dashboard	Feb 2024: Feedback on dashboard layout and function to Quality Team. Dependent on completion of 4a above.	02/01/2024	Not Started	
		4c			Sarah Kerr / FCSA	Student focus groups. Topics: whats going well on course, what is not going well, external issues		03/01/2024	On target	
		4d			Faculties	Consideration of progress reporting for learners against a course assessment plan including spread of assessments with increased semester 1 resulting focus.		16/2/2024	On target	
		4e			Faculties	Increased and consistent use of ILR to alert 'at risk' learners	Review of ILR status touch points by 1/12/23 and 1/03/24. ILR CLPL course	06/01/2024	On target	

Fife College

Category	Action No	Sub action	Ed Scot Comment on Area for Development	Responsible Lead	Action Responsibility	Action Being Progressed	Review Date / Milestones	Due Date	Action Status (RA	Expected Outcomes
Attainment	5		The overall rate of success for part-time FE learners has decreased by 5.2%.	Lisa Calderwood		as 4a-4e above				Increase in Completed Successfully (CS) PI
Attainment	6		For full-time HE learners, the overall rate of success has decreased by 4.8% and is below the sector average.	Lisa Calderwood		as 4a-4e above				Increase in Completed Successfully (CS) PI
Attainment	7		In media, hairdressing, beauty, and complementary therapies, and performing arts, the overall rates of learner success are low and significantly below the sector average.	Pippa Tillier						Increase in CS
		7a			James Bisset, Fi Craig	Review 2023/24 published entry criteria to ensure relevance to level of course.	Monthly meetings Susanne Peden and team	10/01/2023	Complete	Improve Early and Further Withdrawals
		7b			James Bisset, Fi Craig	Facilitate learner forums to review marketing of courses on website and course information leaflet		10/01/2023	Complete	Improve Early and Further Withdrawals
		7c			James Bisset, Fi Craig	Events Calender developed to publicise upcoming engaging activities (both internal and external).	Monthly at Faculty Management meeting - first Thursday of each month.	31/5/2024	On target	Increased retention and complete success rates through engaging students in extra curricular activities throughout the year.

Fife College

Category	Action No	Sub action	Ed Scot Comment on Area for Development	Responsible Lead	Action Responsibilit	Action Being Progressed	Review Date / Milestones	Due Date	Action Status (RA	Expected Outcomes
		7d			Pippa Tiller	Increase engagement with external company (BraveHeart) to raise awareness of business opportunities and requirements.	Braveheart challenge financial approval - Sept 23. Schedule date and create Talking Head. Engage Business Gateway and Bridge 2 Business colleagues to participate in event. Book venue - Oct '23. Agree and approach judges. Promote event to all FT students. Agree 'Challenge' theme - Nov '23. Monitor engagement of students via EventBrite - Dec '23 and Jan '24.	31/1/2024	Complete	Increased retention and complete success rates whilst preparing students for business/employment.
		7e			Pippa Tiller	Review impact of Guidance Sessions and topics covered (Schedule of Work) in supporting students to achieve.	First audit: 10% random sample 15/9/23 - complete to the end of semester 1. Second audit: 10% random sample 15/12/23 - Full year schedule of work.	31/1/2024	On target	Increased retention and complete success rates through supporting students on their softer skills as a holistic approach to their qualification.
		7f			Pippa Tiller	Support deep dive of PI data and reasons for low success rates including review of sector data and visits to other colleges with above sector performance in related areas.		31/3/2024	On target	
Attainment	8		Feedback to learners on their assessment results and progress is inconsistent. Some learners do not receive feedback within college agreed timescales and a few indicate that they had waited a significant length of time							Compliance with feedback timescales
		8a			AQMs, AQLs	Re-inforce feedback/result turnaround time of 2 weeks to staff and students		02/01/2024	On target	
		8b			Sharon Burns	Audit assessment submission dates vs feedback dates	Coding completed 1/11/23	03/01/2024	Not started	

Fife College

Category	Action No	Sub action	Ed Scot Comment on Area for Development	Responsible Lead	Action Responsibilit	Action Being Progressed	Review Date / Milestones	Due Date	Action Status (RA	Expected Outcomes	
Attainment	9		The college has not yet been able to systematically evaluate learning and teaching approaches to ensure standards of delivery are consistent across the college. This inhibits improvement in learning and teaching and professional development in	Mark Goodall						Improvement in T&L practice (incl. sharing of good practice), student retention and student achievement. Increased focus of supportive development for staff.	
		9a			People Development Team	Continue L&T observations that are required for qualifications and share good practice as appropriate		07/01/2024	On target		
		9b			Director of OD/HR and Iain Hawker	Work with EIS Union via JCC to agree options for systematic evaluate learning and teaching approaches across the College.		02/01/2024	In progress		
Attainment	10		In a few programme areas, performance indicator data has not been analysed sufficiently to identify the reasons for poor performance over time and to implement actions for improvement.	Lisa Calderwood						Identification of root cause factors to support improvement in student retention and achievement.	
		10a			Lisa Calderwood	Review PI analysis meeting and template to increase reflection on issues		15/10/2023	Complete		
		10b			Lisa Calderwood	Spotlight On courses identified earlier	PI Reviews in Autumn focused purely on withdrawals 23/24 courses and courses whose withdrawals were higher than the previous session.	12/01/2023	No Longer planned		

Fife College

Category	Action No	Sub action	Ed Scot Comment on Area for Development	Responsible Lead	Action Responsibility	Action Being Progressed	Review Date / Milestones	Due Date	Action Status (RA	Expected Outcomes
		10c			AH	Facilitate full course team involvement in PI review and action planning (aligned to GTCS professional registration standards)		04/01/2024	On target	
		10d			AH	Ensure robust analysis submitted by PI review meetings utilising PI dashboard, attendance data etc	Almost all curriculum clusters completed. Two facluties trialling Quality Improvement Plans. Consolidated actions plans produced following PI review meetings.	12/01/2023	In progress	
Progression	11		The college has in place a range of platforms for remote delivery and learners indicate that this can lead to confusion and inconsistency in approach.	Sharon Burns						Standardised use of platforms.
		11a			Sharon Burns	Learners auto-enrolled onto courses on iLearn. Personalised block to support this on landing page.	1/11 commence trial with Creative Industries 1/12 faculty 2 6/1 faculty 3 1/2 faculty 4	16/2/2024	Complete	
		11b			Sharon Burns	Monthly digital learning plan developed to support learners using iLearn LINK https://ilearn.fife.ac.uk/course/view.php?id=10855			Complete	
		11c			AQLs Sarah Kerr (survey results)	Identify where platforms other than iLearn are being used		02/01/2024	In progress	
		11d			James Ritchie	CLPL to familiarise staff with functionality of iLearn in addition to current webinars		20/6/2024	On target	

Fife College

Category	Action N▼	Sub actio▼	Ed Scot Comment on Area for Development	Responsible Lead	Action Responsibilit▼	Action Being Progressed	Review Date / Milestones	Due Date	Action Status (RA▼	Expected Outcomes
		11e			Andy McGregor	Moodle Mondays to showcase short 5min videos.	10/1/24 audit - to give stats before inter-semester week 1/3/24 audit	20/6/2024	On target	W
		11f			AQMs/People Development	Focus on one of the mandatory 8 digital capabilities for staff. iLearn skills alignment with this.	Audit report of interaction 1/4/24	20/6/2024	On target	T
		11g			Sharon Burns	Development of app to support learners who access on mobile device		01/11/2023	Complete	

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Student Performance Data Report	
Date of Meeting:	12 February 2024
Purpose:	To provide members of the Academic Quality Committee with an update on student performance data for 2022-23
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:	N/A
Learner Implications:	To enhance provision of courses with improved retention and successful completions
Equality and Diversity Implications:	N/A
Strategic Risk(s):	(5) Failure to achieve recruitment targets across GIA and Non-GIA income activity and to deliver relevant, inclusive and sustainable curriculum, ensuring successful outcomes for all students (10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	15 January 2024

Fife College

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Performance Data Report

Key Observations (high level)

Enrolments
- Fife College enrolled 12,156 students in session 2022/23 that met the criteria for SFC PI measures. This was a decrease from the previous year of 1,348 students.
- FT enrolments were down by 128. FTFE saw a minimal increase of 99 to 3,665, however FTHE saw a decline of 227 to 1,742, setting a new 5 year low.
- PT enrolments decreased by 1,220 to 6,749. Largest decline of PT enrolments were PTFE with 5,264 down 1,365 on previous year.
- PTHE also saw a rise of 145 enrolments to 1,485, setting a new 5 year high.

Performance Indicators
- At College level, all PIs except Further Withdrawal showed a decline in performance, with all variations between 0.6% and 1.8%.
- At College level, Partial Success showed the largest poorest performance with a decline of 1.8% to 12.69% of students completing with partial success.
- The largest improvement was in retention and this was replicated in all four categories of FTHE, PTHE, FTFE and PTFE. Improvements ranged from 0.5% to 3.7%.
- The largest decline was noted in PTHE Partial Success at 14.5% (-5.4%), however the smallest variation which was for PTFE also saw a minor decline of PS at 12.9% (-0.2%).
- FTFE saw an improvement across Further Withdrawal down 4.0% to 20.9% and Completed Successfully up 1.1% to 58.3%. FTFE PS is showing better than sector at 10.9%.
- PTFE shows a small improvement of 0.3% for Completed Successfully at 78.6%. There was also a 0.5% improvement in retention.
- FTHE Withdrawals declined by 3.3%. However, Completed Successfully declined by 0.3% to 60.8%.
- PTHE withdrawal figures showed an improvement of 2.5% down to 8.7%.

Overall retention rates showed slight improvement. However, indicators for Partial Success increase particularly in HE, is a concern.

NB. Sector 2022/23 data is expected to be published by SFC in late Spring 2024.

Fife College

PI Data 2022/23					(as at 28 Nov 2023)					ENR - Enrolments
	Subject to confirmation from SFC									EW - Early Withdrawal
ALL	ENR	EW	FW	TW	PS	CS				FW - Further Withdrawal
2016/17	11465	6.5	13.6	20.1	14.8	65.1				TW – Total Withdrawal
2017/18	12309	5.8	11.2	17.0	13.8	69.2				PS - Partial Success
2018/19	13533	4.3	9.1	13.4	11.7	74.9				CS - Completed Successfully
2019/20	12009	3.9	10.0	13.9	12.6	73.5				
2020/21	12891	4.8	13.2	18.0	10.4	71.7				
2021/22 Sector	179955	5.7	11.4	17.1	12.7	70.1				
2021/22	13504	5.2	13.6	18.8	10.8	70.4				
2022/23	12156	5.8	11.8	17.6	12.6	69.7				
Yr on Yr Diff	-1348	0.6	-1.8	-1.2	1.8	-0.7				Orange filled boxes - better or equal to sector 2021/22
5 Yr Diff	-1377	1.5	2.7	4.2	0.9	-5.2				

PI Data - All Courses

Year	EW	FW	PS	CS
2022/23	5.8	11.8	12.6	69.7
2021/22	5.2	13.6	10.8	70.4
2021/22 SECTOR	5.7	11.4	12.7	70.1
2019/20	3.9	10.0	12.6	73.5
2018/19	4.3	9.1	11.7	74.9
2017/18	5.8	11.2	13.8	69.2
2016/17	6.5	13.6	14.8	65.1
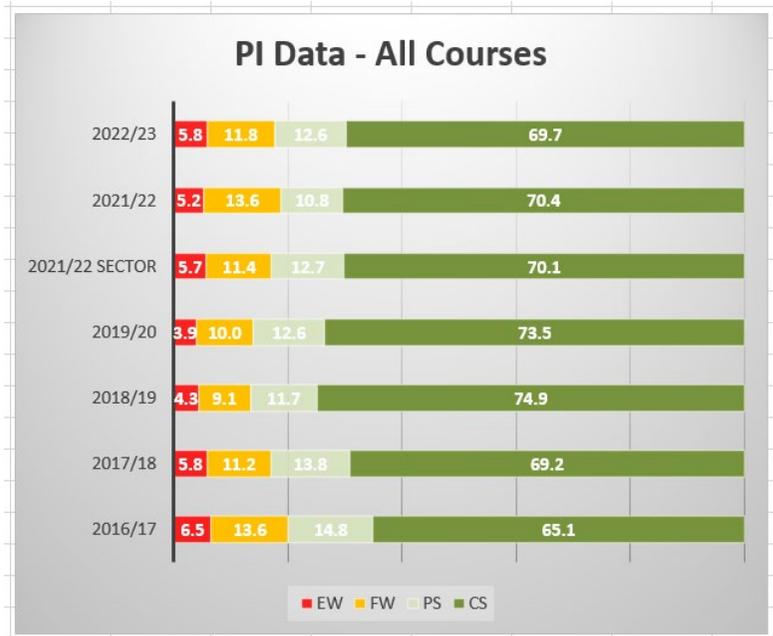
FTFE	ENR	EW	FW	TW	PS	CS
2016/17	3774	9.9	19.3	29.2	13.4	57.4
2017/18	3523	9.4	17.3	26.7	14.3	59.1
2018/19	3529	8.7	17.0	25.7	16.4	57.9
2019/20	3698	6.4	15.9	22.3	15.5	62.2
2020/21	3563	9.7	24.9	34.6	12.7	52.7
2021/22 Sector	42923	10.1	19.1	29.3	11.7	59.0
2021/22	3566	9.6	24.9	34.5	8.3	57.2
2022/23	3665	9.9	20.9	30.8	10.9	58.3
Yr on Yr Diff	99	0.3	-4.0	-3.7	2.6	1.1
5 Yr Diff	136	1.2	3.9	5.1	-5.5	0.4

FTHE	ENR	EW	FW	TW	PS	CS
2016/17	2275	5.1	13.7	18.8	12.9	68.4
2017/18	2340	5.3	15.2	20.5	12.7	66.8
2018/19	2242	4.2	14.5	18.7	13.6	67.6
2019/20	2221	4.6	12.6	17.2	12.8	70.0
2020/21	2207	5.2	15.6	20.8	13.3	65.9
2021/22 Sector	29631	6.8	16.8	23.6	13.9	62.5
2021/22	1969	6.4	22.3	28.7	10.2	61.1
2022/23	1742	7.5	17.9	25.4	13.8	60.8
Yr on Yr Diff	-227	1.1	-4.4	-3.3	3.6	-0.3
5 Yr Diff	-500	3.3	3.4	6.7	0.2	-6.8

PTFE	ENR	EW	FW	TW	PS	CS
2016/17	4359	5.1	10.0	15.1	15.3	69.5
2017/18	5101	4.7	7.4	12.1	13.1	74.8
2018/19	6419	2.3	4.1	6.4	9.1	84.4
2019/20	5013	2.1	5.6	7.7	11.0	81.3
2020/21	6029	1.9	6.4	8.3	8.2	83.5
2021/22 Sector	95873	3.7	7.0	10.7	13.0	76.3
2021/22	6629	2.8	6.2	9.0	12.7	78.3
2022/23	5264	3.2	5.3	8.5	12.9	78.6
Yr on Yr Diff	-1365	0.4	-0.9	-0.5	0.2	0.3
5 Yr Diff	-1155	0.9	1.2	2.1	3.8	-5.8

PTHE	ENR	EW	FW	TW	PS	CS
2016/17	1057	3.3	7.7	11.0	21.5	67.5
2017/18	1345	1.3	3.0	4.2	17.2	78.6
2018/19	1343	1.9	2.9	4.8	8.9	86.3
2019/20	1077	2.2	4.6	6.9	9.5	83.7
2020/21	1092	4.6	6.5	11.1	8.7	80.2
2021/22 Sector	11528	3.8	5.7	9.5	11.7	78.8
2021/22	1340	3.5	7.7	11.2	9.1	79.7
2022/23	1485	3.2	5.5	8.7	14.5	76.7
Yr on Yr Diff	145	-0.3	-2.2	-2.5	5.4	-3.0
5 Yr Diff	142	1.3	2.6	3.9	5.6	-9.6

Fife College

PI Data - Full Time FE Courses

Year	EW	FW	PS	CS
2022/23	9.9	20.9	10.9	58.3
2021/22	9.6	24.9	8.3	57.2
2021/22 SECTOR	10.1	19.1	11.7	59.0
2019/20	6.4	15.9	15.5	62.2
2018/19	8.7	17.0	16.4	57.9
2017/18	9.4	17.3	14.3	59.1
2016/17	9.9	19.3	13.4	57.4

Legend: EW, FW, PS, CS
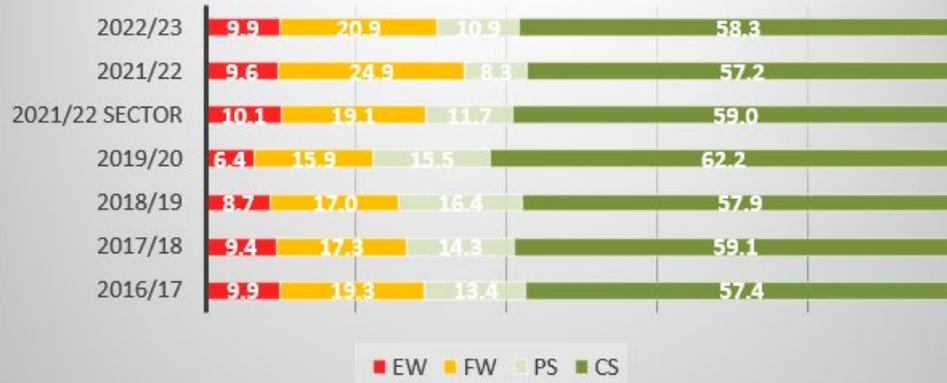
PI Data - Full Time HE Courses

Year	EW	FW	PS	CS
2022/23	7.5	17.9	13.8	60.8
2021/22	6.4	22.3	10.2	61.1
2021/22 SECTOR	6.8	16.8	13.9	62.5
2019/20	4.6	12.6	12.8	70.0
2018/19	4.2	14.5	13.6	67.6
2017/18	5.3	15.2	12.7	66.8
2016/17	5.1	13.7	12.9	68.4

Legend: EW, FW, PS, CS
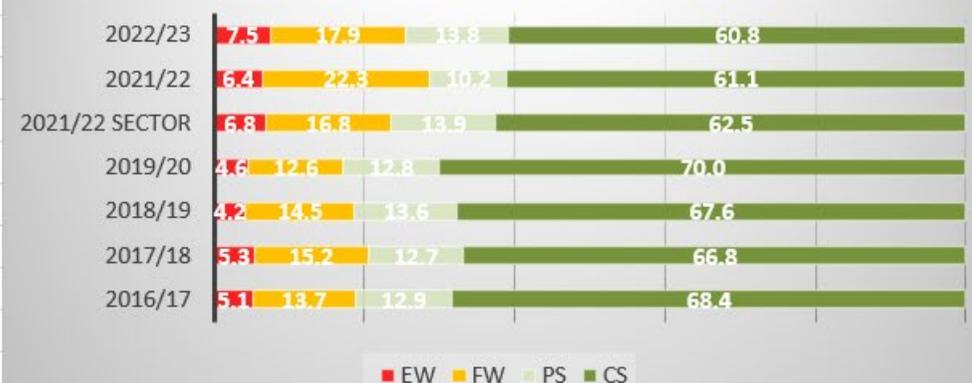
PI Data - Part Time FE Courses

Year	EW	FW	PS	CS
2022/23	3.2	5.3	12.9	78.6
2021/22	2.8	6.2	12.7	78.3
2021/22 SECTOR	3.7	7.0	13.0	76.3
2019/20	2.1	5.6	11.0	81.3
2018/19	2.3	4.1	9.1	84.4
2017/18	4.7	7.4	13.1	74.8
2016/17	5.1	10.0	15.3	69.5

Legend: EW, FW, PS, CS
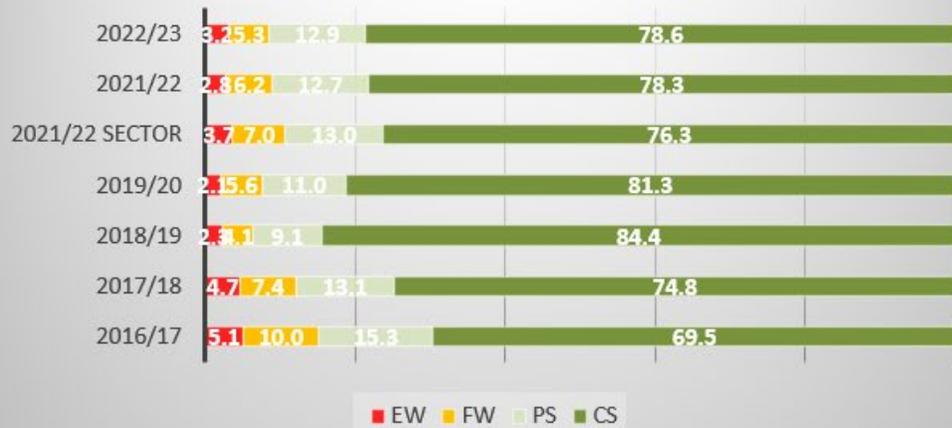
PI Data - Part Time HE Courses

Year	EW	FW	PS	CS
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2021/22	3.5	7.7	9.1	79.7
2021/22 SECTOR	3.8	5.7	11.7	78.8
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2016/17	3.3	7.7	21.5	67.5

Legend: EW, FW, PS, CS

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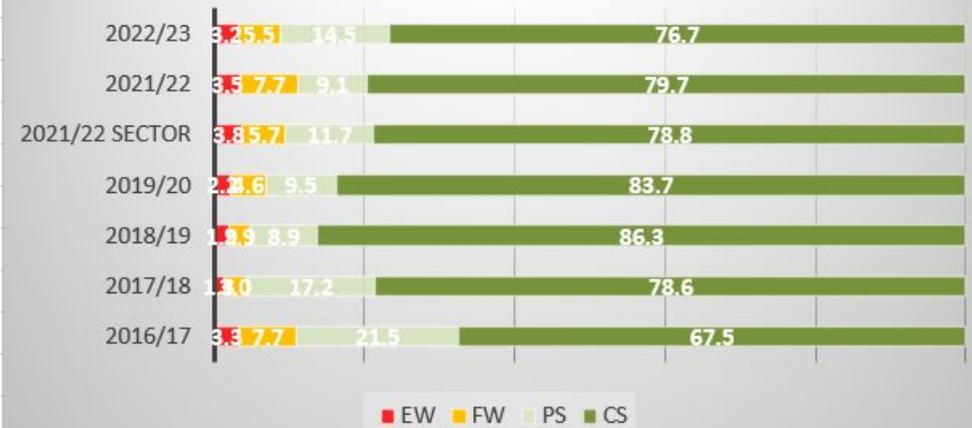
COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

<table>
<tr><td colspan="2" align="center">Inclusion Report</td></tr>
<tr><td>Date of Meeting:</td><td>12 February 2024</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, Vice Principal Quality and Academic Partnerships</td></tr>
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<tr><td>Board Impact from Decision:</td><td>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</td></tr>
<tr><td>Financial Health Implications:</td><td>N/A</td></tr>
<tr><td>Learner Implications:</td><td>To improve performance data for students in the SFC Key Inclusion categories</td></tr>
<tr><td>Equality and Diversity Implications:</td><td>N/A</td></tr>
<tr><td>Strategic Risk(s):</td><td>(5) Failure to achieve recruitment targets across GIA and Non-GIA income activity and to deliver relevant, inclusive and sustainable curriculum, ensuring successful outcomes for all students

(10) Failure to achieve positive and sustained transitions for students and to create attractive and motivating learning environments and conditions for learner journeys</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>15 January 2024</td></tr>
</table>

Fife College

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Inclusion Report

The following chart shows **Fife College 2020-21** 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	6,253	1,091	2,116	9,460
10% Most deprived postcode areas	590	134	302	1,026
20% Most deprived postcode areas	1,631	316	742	2,689
Ethnic minority	173	45	50	268
Disability	1,078	240	437	1,755
Care Experienced	227	79	201	507

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	66.1%	11.5%	22.4%
10% Most deprived postcode areas	57.5%	13.1%	29.4%
20% Most deprived postcode areas	60.7%	11.8%	27.6%
Ethnic minority	64.6%	16.8%	18.7%
Disability	61.4%	13.7%	24.9%
Care Experienced	44.8%	15.6%	39.6%

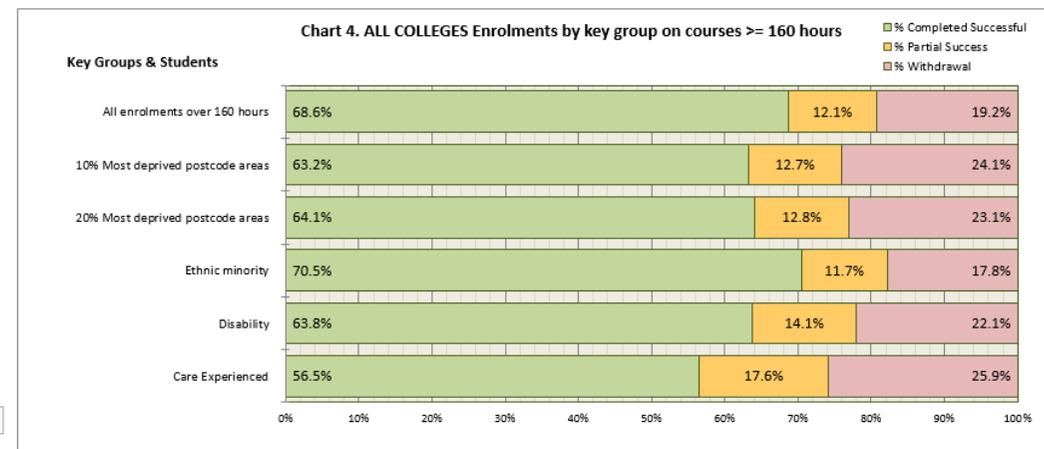Chart 2. FIFE COLLEGE Enrolments by key group on courses >= 160 hours
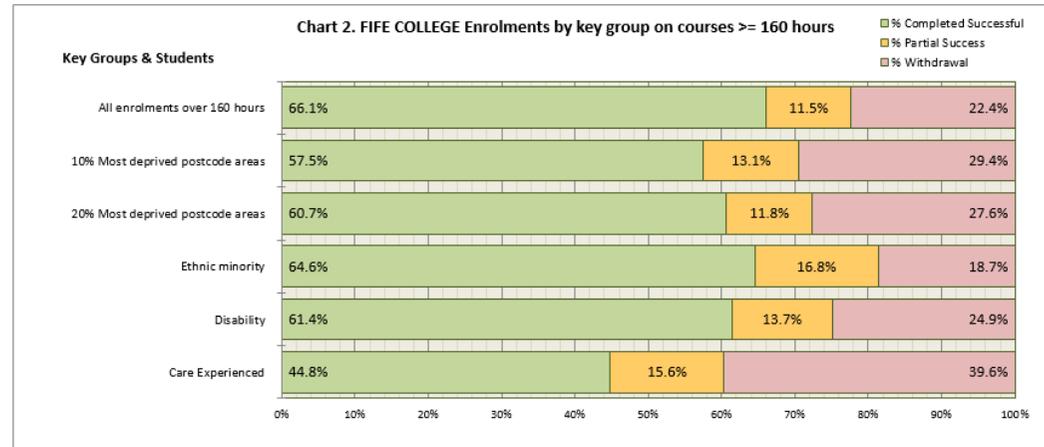
The following chart shows all of **Scotland's Colleges 2020-21** Performance Data for courses by key groups:

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

	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	89,143	15,748	24,968	129,859
10% Most deprived postcode areas	12,591	2,535	4,793	19,919
20% Most deprived postcode areas	24,352	4,846	8,773	37,971
Ethnic minority	7,316	1,218	1,850	10,384
Disability	17,728	3,929	6,136	27,793
Care Experienced	4,263	1,324	1,954	7,541

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	68.6%	12.1%	19.2%
10% Most deprived postcode areas	63.2%	12.7%	24.1%
20% Most deprived postcode areas	64.1%	12.8%	23.1%
Ethnic minority	70.5%	11.7%	17.8%
Disability	63.8%	14.1%	22.1%
Care Experienced	56.5%	17.6%	25.9%

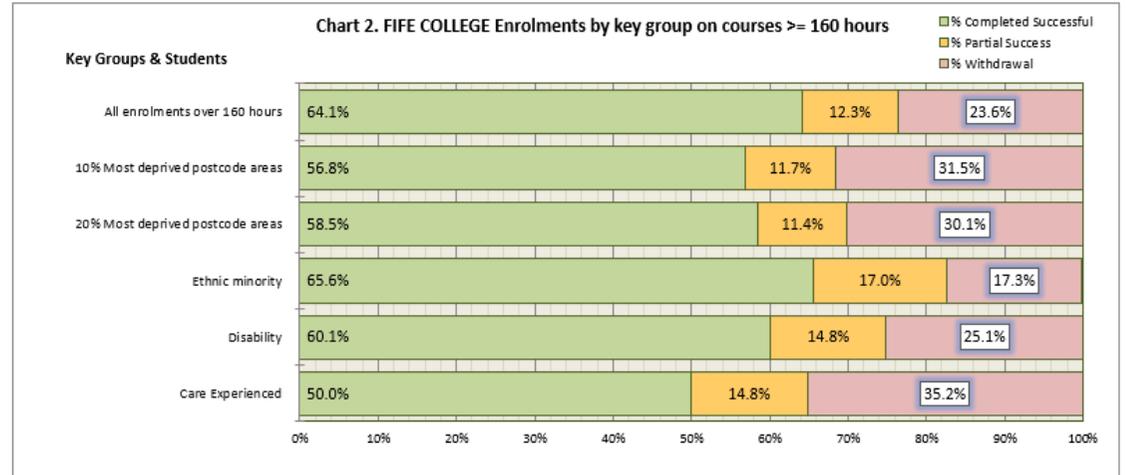Chart 4. ALL COLLEGES Enrolments by key group on courses >= 160 hours

The following chart shows **Fife College 2021-22** 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	6,445	1,236	2,370	10,051
10% Most deprived postcode areas	688	142	381	1,211
20% Most deprived postcode areas	1,661	324	854	2,839
Ethnic minority	235	61	62	358
Disability	1,373	338	573	2,284
Care Experienced	270	80	190	540

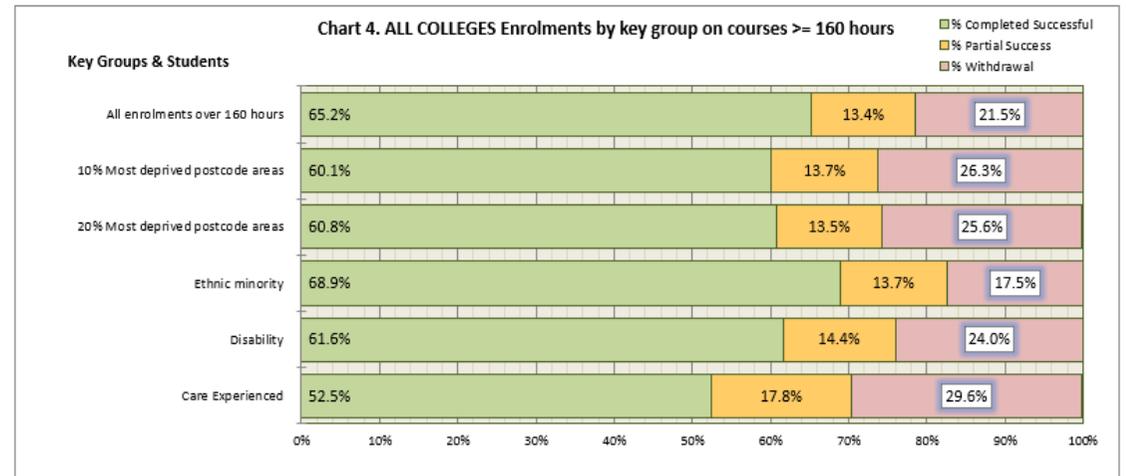|	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	64.1%	12.3%	23.6%
10% Most deprived postcode areas	56.8%	11.7%	31.5%
20% Most deprived postcode areas	58.5%	11.4%	30.1%
Ethnic minority	65.6%	17.0%	17.3%
Disability	60.1%	14.8%	25.1%
Care Experienced	50.0%	14.8%	35.2%

The following chart shows all of **Scotland's Colleges 2021-22** 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	85,920	17,631	28,235	131,876
10% Most deprived postcode areas	12,816	2,912	5,599	21,237
20% Most deprived postcode areas	24,247	5,398	10,204	39,849
Ethnic minority	895	1,777	2,269	12,999
Disability	18,899	4,409	7,363	30,671
Care Experienced	4,143	1,406	2,338	7,887

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	65.2%	13.4%	21.5%
10% Most deprived postcode areas	60.1%	13.7%	26.3%
20% Most deprived postcode areas	60.8%	13.5%	25.6%
Ethnic minority	68.9%	13.7%	17.5%
Disability	61.6%	14.4%	24.0%
Care Experienced	52.5%	17.8%	29.6%

Fife College

Comparing Fife College with the sector data in session 2020/21, the table below shows Fife College performed below the sector in almost categories across all three PIs:

2020/21			
Deviation from Sector	**% Completed Successful**	**% Partial Success**	**% Withdrawal**
All enrolments over 160 hours	-2.5%	-0.6%	3.2%
10% Most deprived postcode areas	-5.7%	0.4%	5.3%
20% Most deprived postcode areas	-3.4%	-1.0%	4.5%
Ethnic minority	-5.9%	5.1%	0.9%
Disability	-2.2%	-0.4%	2.8%
Care Experienced	-11.9%	-2.0%	13.7%

Comparing Fife College with the sector data in session 2021/22, the table below shows Fife College performed below the sector in almost all categories across all three PIs. However, there are significant improvements towards sector in Completed Successfully and Withdrawals:

2021/22			
Deviation from Sector	**% Completed Successful**	**% Partial Success**	**% Withdrawal**
All enrolments over 160 hours	-1.1%	-1.1%	2.1%
10% Most deprived postcode areas	-3.3%	-2.0%	5.2%
20% Most deprived postcode areas	-2.3%	-2.1%	4.5%
Ethnic minority	-3.3%	-2.0%	-0.2%
Disability	-1.5%	0.4%	1.1%
Care Experienced	-2.0%	-3.0%	5.6%

All Key groups showed a negative impact on PIs except for:

- Ethnic minority – a Completed Successfully rate of 65.6% and which has also reduced the gap by 2.6% compared to sector (-5.9% move to -3.3%)
- Ethnic minority – Withdrawals reduced by 1.4% and performed 0.2% better than sector.
- Care Experienced – a Completed Successfully rate of 50.0%, up from 44.8% and reduced the gap by 9.9% compared to sector.
- Care Experienced – Withdrawals reduced by 4.4%.
- All groups - an improvement in Withdrawals with Ethnic Minority performing better than sector. Notably Care Experienced Withdrawals deviation from sector moved from 13.7% to 5.6%.

In summary, Fife College showed a shift in performance with a major positive factor impacting on the performance indicators being the decrease of withdrawals on all key groups.

Actions that have been taken to seek improvement:

- Enhanced PI Dashboard which shows this PI data 'live' to support proactive actions in year
- Enhanced collaboration between Retention Lead and faculty staff
- Care Experience "flag" on student information system increases visibility on group registers, this compliments the flags for students with a Personal Learning Support Plan and School Winter Leavers
- Increased data sharing and collaboration with Local Authority and SDS under Opportunities Fife banner and Children in Fife Partnership banners
- Review of recording mechanisms and use of SFC coding to ensure parity of sector data comparison
- Review of roles and responsibilities for student engagement and retention prior to withdrawal with a four-tier trigger system. Enhanced focus at all levels on roles and responsibilities to support ownership for student engagement and retention.