

AGENDA

Meeting: Academic Quality Committee
Date: Monday 13 February 2023 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	ZT	N/A
2	Minutes of Previous Meeting: 7 November 2022	Approve	ZT	
3	Matters Arising / Actions Outstanding	Note	ZT	2-2
4	Curriculum Update Report	Note	DL	3-8
	4.1 Academic Update: New Campus Project	Note	DL	9-11
5	Fife College Students' Association Update	Note	EW	12-15
6	Performance Update			
	6.1 Learner Survey 1 2022/23	Note	IH	16-18
	6.2 External Review Update: Education Scotland & SQA	Note	IH	19-22
	6.3 Partnerships: Impact on Curriculum (Product Design, Delivery)	Note	DL	
7	Update on Draft Learning Strategy	Note	DL	23-24
8	Review of Meeting	Discuss	All	N/A
9	Date of Next Meeting Monday 5 June 2023 at 3.30pm	Note	ZT	N/A

For Information:

Learning and Teaching Committee Minutes 27 January 2023
 Key National Reports / Changes to National Policy



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	08.06.22	To speak to the Principal at the next monthly FCSA update meeting on how to encourage class representative engagement.	E Wallace	07.11.22	Complete. The meeting with the Principal and FCSA took place on 8 December 2022.
2	08.06.22	To discuss with Vice Principal: Quality and Academic Partnerships how survey results could be shared with class representatives.	E Wallace	07.11.22	Complete. The meeting took place on 9 November 2022 and it was agreed that the Learner Experience Improvement Assistant will take this action forward.
3	07.11.22	To discuss off-line variances in student recruitment between curriculum areas and at different levels.	D Leslie / S Fleming	13.02.22	Complete.
4	07.11.22	To share the more detailed report on School College Partnerships with Committee members for information.	I Hawker	11.11.22	Complete.
5	07.11.22	To provide any feedback on the draft Learning Strategy to the Director: Governance and Compliance by email.	All Committee Members	18.11.22	Complete.

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Curriculum Update: February 2023	
Date of Meeting:	13 February 2023
Purpose:	To provide Committee members with an update on progress made with curriculum matters
Intended Outcome:	The note the update
Paper Submitted by:	Dorothee Leslie, Vice Principal: Academic Strategy
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be informed on progress made with current curriculum matters
Financial Implications:	N/A
Learner Implications:	None
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Dorothee Leslie (dorotheeleslie@fife.ac.uk) 01592 223190
Date of Production:	19 January 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Actual Performance as at February 2023

STUDENT PROFILE

STRATEGIC HIGHLIGHTS

- Full time student recruitment to date for 2022-23 has been stronger at FE than at HE level in general; however, with early retention better at HE level. In year recruitment continues to progress with 84% of credits realised against the annual SFC target, 7% ahead of this time last year. While the position remains challenging in some curriculum areas, in year adjustments, additional activity and re-allocation of credits are in place to ensure that the College remains on track to achieve its overall SFC target. Current variances will be addressed through February start courses, external delivery scheduled for semester two e.g., STEM courses for schools, Trade Union courses or roll on roll off courses still to start.
- FTFE has achieved 94% of credit target to date (vs 96% last year), with FTHE figures currently sitting at 95% (vs 99% last year) as a result of a lower early withdrawal rate. February start courses will further contribute to these figures at FE level. MA recruitment remains buoyant with 355 signed up to date and on target to exceed our contractual numbers of 400.
- Part-time recruitment is doing well, with an overall figure of 80% of credits achieved to date (against F1 target) and courses scheduled to start later in the session in all faculties. PTHE is continuing to perform well with 85% of credits realised to date vs 79% for PTFE, an improvement on last year's figures of 83% and 62%.
- A summary of the faculty achievement and future plans is provided below:
 - Care, Social Science and Education is sitting at 93% for FT and 88% for PT. FT figures have been affected by higher than average early withdrawal rates at FE level. Some of the courses on the portfolio (including recruitment strategies) have been further reviewed for 23/24.
 - Engineering, Science, Technology and Built Environment have achieved 94% of their FT target and 76% for PT, which is in line with the planned activity. Early retention has been good for most courses in this faculty.
 - Creative Industries is showing a 96% credits realisation to date for both FT and PT. This reflects the review and tightening of the portfolio offer.

- Business, Enterprise and Tourism with Supported Learning are sitting at 93% of credits realised for FT and 72% for PT. Poor recruitment and early retention rates for some courses in this area have been addressed through changes in the portfolio and a review of some delivery modes.
- Early withdrawal figures are higher than expected earlier in the session with 6% overall (vs 5.2% last year). Early withdrawal for FT courses has increased by 0.8% with 9.3% vs 8.5% last year. Despite a very comprehensive and targeted support strategy, including detailed retention plans and working closely with the Student Experience Department, we are still seeing fairly large numbers of students unable to sustain engagement or re-engagement, particularly at FT level. FTFE shows a 10.4% figure (vs 9.6% last year) while FTHE is sitting at 7% (vs 6.5% last year). PT early withdrawal figures remain and show a small improvement on last year with an overall figure of 2.3% (vs 2.9% last year): 2.2% at FE level (vs 2.8% last year) and 2.9% at HE level (vs 3.2% last year).
- Early withdrawal reasons include:
 - Students who did not attend and/or respond to college follow up communications (40.4%) or who did not wish to disclose a reason for leaving (9.9%);
 - Mental health, return to school and leaving to take up employment (7.6%, 6.3% and 5.3% respectively).
- Further withdrawal figures are much lower than the final figures last year (4.2% overall vs 13.8% at the end of last year). These are being monitored very closely across the portfolio to support optimum successful completion rates for students.
- The portfolio offer for 2023-24 has been finalised. It is reflecting fluctuations in demand and changes experienced by various industry sectors with the balance of credits allocated for 2023-24 has been further weighted towards the Engineering and Built Environment sectors. While Health and Social Care or Science also remain growth areas, other curriculum have been further rationalised to support the appropriate redirection of resources.
- Recruitment 2023-24 is underway with a total of 14% of offers accepted vs eligible for FTHE courses (applications opened in the autumn). Applications for FTFE courses only opened this week and they will be reported on at the next Board meeting.

2022-23 Credit Targets Report

Faculty	Live Credit Target [^]	Actual Credits ⁺	Variance (Actual vs Target) [*]
Business, Enterprise and Tourism with Supported Learning	25,496	20,370	-5,126
Care, Social Science and Education	34,315	30,174	-4,141
Creative Industries	32,461	28,660	-3,801
Engineering, Science, Technology and Built Environment	37,034	31,034	-6,000
Total	129,306	110,238	-19,068

[^] Credit target is the overall credit target for 2022-23 based on the current live target within our student record system. There is other activity in planning across the Faculties. All of this will ensure the College is targeting over the SFC credit target.

⁺ Actual credits as at 19 January 2023

^{*} Based on SFC's actual credit target of 131,782, which includes our core credit target plus covid deferrals, FAs, YPG & TTF, the College is currently -16.3% under target

Current Performance Indicators: Early and Further Withdrawals

Mode/Level	Early Withdrawal %		Further Withdrawal %	
	21/22 [*]	22/23 [^]	21/22 [*]	22/23 [^]
FT/FE	9.6%	10.4%	25.2%	7.1%
FT/HE	6.5%	7.0%	22.3%	5.6%
PT/FE	2.8%	2.2%	6.0%	1.5%
PT/HE	3.2%	2.9%	7.8%	1.4%
FT Total	8.5%	9.3%	24.2%	6.6%
PT Total	2.9%	2.3%	6.3%	1.5%
Overall Total	5.2%	6.0%	13.8%	4.2%

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

^{*} Figures as at end of Academic Session

[^] Figures as at 19 January 2023

Additional Curriculum Updates

Academic and professional services teams continue to collaborate closely on student retention, advice and guidance. The faculties and the student experience team, including the FCSA, have worked together closely to support student induction for the January / February start courses.

The College just received a Young Person Guarantee funding allocation, which can be used in part to provide additional support to 16-24 year old students at risk of non-completion / facing identified barriers. Planned activity will be agreed and confirmed with SFC by 15 February 2023.

Planning has started for the 2023-24 keep warm campaign to support an improved level of conversion for offers to enrolments to course start. Interventions will include digital skills, vocational activities, and campus familiarisation where possible. The faculties and the Marketing team are planning Open days organised at the end of March and simultaneously to the national "Choose College" campaign.

Negotiation is progressing to secure the final year (year 7) of the Scottish Prison Service Learning and Skills contract. The design of the governance arrangements for the implementation of the Adult Learning Strategy for Scotland is underway. These aim to support regional partnerships with a focus on Adult Community Based Learning but also with an emphasis on ensuring a stronger employability focus within adult learning.

Sector level collaboration through the Vice Principals Curriculum Group and with colleagues involved in the East Central Scotland College Collaboration is now extending to Virtual Reality projects (e.g. in the Care area) to support curriculum developments. Agreements including the shared delivery of study pathways (e.g. progression routes) have been confirmed in several areas both with college and university partners.

Participation in the work of the CDN (including linked to the Research and Enhancement Centre) and collaboration in work to support recent reports (e.g. Pathways from Poverty and Co-creating the Learner Journey) are supporting further developments and striving to influence future resource allocation (e.g. for micro-credentials).

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

Areas of focus:

- Optimum retention to support improved successful completion of courses, including enhanced performance review and benchmarking, trend analysis and associated changes made to course content, design and delivery as part of the in-year planning.
- Portfolio 2023-24 marketing and recruitment. This includes targeted conversations e.g. with SDS or school partners.
- Working closely with the Digital Learning and Learning Hubs teams (pilot projects this year), continued roll out and development of digital and independent learning, including the introduction of online and independent learning elements in the delivery of the majority of courses.
- Focus on holistic skills provision across the portfolio by reviewing frameworks to better encompass green skills content and methodologies aligned to specific curriculum areas, as well as contextualised digital and/or data skills.

Fife College is continuing to work closely with the wider sector, SQA and other awarding bodies on national priorities and projects aligned to the tertiary sector review, review of qualifications / skills or implementation of the New Strategy for Economic Transformation to name but a few.

Participation on local, regional and national groups or partnerships and very regular communication are ongoing within the revised Fife Economic Priorities and in alignment with a more cohesive approach to supporting employability across age groups. This include supporting the delivery of the UK Shared Prosperity Fund for Fife.

Members of the Executive / Leadership team are representing the College and / or leading partnership groups at regional and national level.

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Academic Update: New Campus Project	
Date of Meeting:	13 February 2023
Purpose:	To provide Committee members with an academic update on the New Campus Project
Intended Outcome:	The note the update.
Paper Submitted by:	Dorothee Leslie, Vice Principal: Academic Strategy
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be provided with an academic update on the New Campus Project
Financial Implications:	N/A
Learner Implications:	None
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Dorothee Leslie (dorotheeleslie@fife.ac.uk) 01592 223190
Date of Production:	27 January 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Academic Update: New Campus Project

Members of the **Learning Strategy Workstream** met to finalise next steps agreed after the June Workshop.

Summary to date:

Findings and themes identified to date were confirmed as the priority areas to progress the implementation of the priorities in support of the curriculum pathways and transitions for Young People on the Dunfermline Learning Campus (DLC).

- Learner Voice
- Wider Partnership Working
- Curriculum Planning and Pathways, including for priority areas (STEM, ASN)
- Timetabling
- Digital Learning
- Health and Wellbeing/Transitions

Documentation shared with the project governance board was summarised to highlight the [Priority Outcomes](#) and how they fall under the proposed 2 strands of work identified.

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

Key points to be considered:

- Crossover between working groups and other partnership groups (e.g., DYW Co-ordinators, OFP Delivery Groups, Positive Destinations, SDS) in relation to supporting the priority outcomes.
- The School College Partnership (SCP) team is supporting this agenda, working closely with the College faculties, the College digital learning team and with the schools. Focus to be on pilot projects attached to the priority areas and outcomes described earlier.
- In relation to the curriculum offer, need to ensure that young people are fully aware of future opportunities and that we maximise wider partnerships in support of positive destinations.

NB: The SCP team will facilitate opportunities for School colleagues to discuss the detailed planned curriculum content with college colleagues and to visit existing facilities (e.g., for engineering or science) to further inform curriculum pathways, delivery models and support transitions.

Pilot projects could be considered for winter leavers for example or to introduce hybrid learning. It was highlighted that students are now more environmentally aware and that finding topics to engage and interest them may support the introduction of different learning and teaching methodologies (e.g. learning online).

Next Steps:

- The mapping exercise carried out will be further refined to show where the activity is taking place¹. It was agreed to confirm with the working groups chairs if anything is missing from the priority outcomes identified.
- Identification of colleagues within the partnership to ensure that communication on progress in the various areas is shared, to facilitate exchange of good practice and to support progressive joint planning towards the DLC.

¹ Mapping template [DLCV LS Priority Areas and Outcomes Mapping Document Dec 22.docx](#)



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Fife College Students' Association (FCSA) Update	
Date of Meeting:	13 February 2023
Purpose:	To update members of the Academic Quality Committee on the progress made by the FCSA since the last meeting.
Intended Outcome:	To note the position.
Paper Submitted by:	Emma Wallace, President for Education and Representation
Prior Committee Approvals:	N/A
Board Impact from Decision:	To ensure that the FCSA has appropriate resourcing and support from the College to undertake its duties effectively; and that the FCSA is operating effectively in order to meet the needs of our learners.
Financial Health Implications:	N/A
Learner Implications:	As detailed in paper
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Emma Wallace; emmawallace@fife.ac.uk
Date of Production:	30 January 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Fife College Students' Association (FCSA) Update

1 General

Gloria Laurini's secondment with SPARQS has been extended for a further 12 months and Angela Grindle left the FCSA at the end of her temporary contract on 23 December 2022. Jennifer Ritchie, currently a Guidance Advisor, is joining the team as secondment cover as our Lead Engagement Coordinator on 1 February 2023. Jennifer is a former sabbatical officer from Robert Gordon University and we are looking forward to working with her.

The FCSA was pleased to be shortlisted for the Fife College Innovation Award for Outstanding Cross Team Support for the Learning Experience of Students for our work with Learning and Skills (SPS) and offering our prison-based members an opportunity to enhance their learning experience.

2 Class Reps 2022-2023

To the end of January 2023, we have so far registered 366 Class Representatives. This is a decrease on the same point last year where we had a total of 410 reps registered and 432 to this point in 2020-21. Recruitment for reps for the January start classes is now open and being promoted through our normal channels.

This year we returned to delivering in class talks to help promote the Class Representative role. We received a total of 101 booking requests (covering 137 classes as some staff submitted multiple requests on the single form). The breakdown for these by delivery and location is as follows:

2. I would like

[More Details](#)

- An in-person talk 94
- A member to join a Teams meet... 7



3. At which campus?

[More Details](#)

- Dunfermline 34
- Glenrothes 32
- Kirkcaldy 34
- Levenmouth 1
- Rosyth 0



This booking form and the registration link were distributed via all staff emails and hosted on the MyVoice site. In the past two sessions we used a Youtube video to introduce the role. In 2021-22 this received 534 views and 1,264 views in 2020-21

Training

This is our third session delivering our own in-house Online Class Rep Training:

As of 30 January 2023 the number of individual students completing each level is as follows, with last year's totals in parentheses:

Level 1	175 (48%) (21-22: 216 (52%), 20-21: 149 (34%))
Level 2	122 (21-22: 173, 20-21: 135)
Level 3	122 (21-22: 155, 20-21: 135)
Level 4	113 (21-22: 155, 20-21: 132)
Level 5	113 (21-22: 142, 20-21: 112)

This year the training was restructured as students found OneNote difficult to access and follow using mobile devices. The new format uses Sways with integrated MS Forms. We also standardised the number of questions and pass mark for every level.

Including the reduction in overall reps registered the 4% dip in reps achieving Level 1 training is likely due to reduced FCSA staff focus on emphasising the training with the reps. This will be re-enforced when our new member of staff joins the team.

Our completion target rate remains 75% to have completed at least Level 1.

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

3 Student Engagement Tracker

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

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

Type	Year to 7 th Feb	Last Year to 7 th Feb 22
Commendation	174	194
Concern	44	58
Query	3	14
Suggestions	2	0
Total Issues	223	266

The reduced number of concerns here is unfortunately not due to a more satisfied customer base and instead is due to poor recordkeeping on behalf of the FCSA. Whilst issues were dealt with as raised insufficient recording of this has been made. Again, this situation will be addressed and significant improvements will be shown by the next academic quality report.

There remains positive news in the large number of staff commendations that have again been submitted by our FCSA Thank You Forms. This form will be promoted again in mid-February.

4 'Thank You' Forms

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

5 FCSA Active Health, Community, and Extra-Curricular Work

Engagement levels with the FCSA's active health, community, and extra-curricular in-person work have increased this year as expected as students and users appear to be rejected online events. Figures on these are reported in the FCSA Board Update.

6 FCSA General

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

The FCSA is leading on a cross College/FCSA project to review student engagement and representation within the Programme Review processes.

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

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE COMMITTEE

Learner Survey 1 2022-23	
Date of Meeting:	13 February 2023
Purpose:	To provide members of the Academic Quality Committee with an update on the first learner survey of session 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:	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
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	19 January 2023



BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Learner Survey 1 2021-22: Summary

Learner Survey 1 2022-23 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 16 days between 24 October and 8 November 2022. The target list for Learner Survey 1 2022-23 consisted of a total of 4,489 students with 3,256 students responding, a 72.5% response rate and a 2.1% decrease on Learner Survey 1 2021-22.

In general terms, all Faculties achieved more than a 67% response rate giving statistically relevant data. Most clusters had good response rates relative to their student population.

Survey Results

Satisfaction

96.0% of learners reported that they were satisfied with their College experience, an increase of 6.6% from 2021-22. The Engineering Faculty were most satisfied (97.3%) closely followed by Creative Industries (97.1%), while the Business Faculty were least satisfied (92.8%).

Coming to College

Students reported applying for their course online was fairly straightforward (96.2% Agreement). Likewise, 96.4% of students felt enrolment was straightforward although only 89.7% found it simple to upload the required photo. Meeting lecturers was the most enjoyed part of the events although not all classes planned the same experiences.

Funding

69.2% of students Agreed or Strongly Agreed that completing the new online funding application was easy and straightforward, a decrease of 12.5% from 2021-22. Student comments (33% of all funding comments) discussed the simplicity of the new system, how quick the whole process was and praised the staff for helping when any problems did arise.

Induction

Only 62.5% of students attended an online Welcome to College event as part of their Induction process. Comments included disappointment in miscommunicated details for their Welcome Event with some stating conflicting times and dates were posted on the portal and in emails. Some were not aware of the events at all, leading to whole classes being chased up after the dates.

Communication

When asked what methods of communication from the college, students were aware of and regularly checked, students said MS Teams messages (87.6%) were most checked, followed by personal email (85.9%) and text message to their phone (81.8%).

Students were asked to indicate their preferred method of communication from both Lecturers and the college generally. Outwith class times, students want lecturers to post on MS Teams chats (28%), private message on MS Teams (23.3%), text alerts to their mobile (21.5%), personal email (15.4%) and finally college email with only 8.3% requesting this method. Communication from the college generally was requested most by text alerts to mobile (44.3%) followed by personal email (34.6%) with other methods requested significantly less.



Digital Familiarisation and Virtual Learning Environment

As part of the induction process, students were invited by email before Induction and again at the start of term to evaluate existing digital skills and offering a range of videos, guides and training to boost their skills to an acceptable level for effective blended learning. Only 60.8% of students reported being aware of the Digital Familiarisation information and how to access the Discovery Tool.

Various virtual learning platforms are used within the college with most areas within the college utilising MS Teams as a medium for attending online classes and using the chat function to stay informed. MS Teams was the most used platform, iLearn is the official VLE with most areas using the platform to host supplementary learning materials, course information and resources. Google Classrooms is the least used platform with only Childhood Studies and HE Care using it as their VLE.

Students were asked if they were able to access their VLE as part of their course without any problems and 85.1% of respondents agreed. 82.8% of students reported that they were given instruction on how to use their VLE. 73.9% liked the look and feel of their most used VLE with 75.1% reporting they felt able to navigate quickly and with ease through the materials.

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 (98.0% Agreement), lecturers are enthusiastic about their subject (97.9% Agreement) and that the learning environment is welcoming and supportive (97.8% Agreement).

Comments

A total of 269 students, 55% FE and 45% HE, left comments about their learning experience overall which were broken down into 30 themes:

- 22% of comments discussed the positive relationship between student and lecturer with a further 18% expressing general positive sentiment about the college and course.
- 11% of comments discussed negative sentiment about lecturer conduct.
- 7% of comments reiterated the issues incorrect or ever-changing timetables have had on this academic session with some students stating it had caused financial issues due to pre-arranged work hours and scheduled childcare resulting in them struggling to stay on their course. This issue was also problematic for staff trying to locate students to present survey prize winners as the timetables online were not accurate with students studying on different days and times.
- 7% 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.
- Slightly more than 6% of comments complained that the course they were on was not as they had expected. This was due to change in content at last minute including modules and entire course, merging classes, changing campus and less practical due to online classes.

The full report is available here: [Learner Survey 1 -2022-23 Report.pdf](#)

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE COMMITTEE

External Review Update: Education Scotland & SQA	
Date of Meeting:	13 February 2023
Purpose:	To provide members of the Academic Quality Committee with an update on external review engagement.
Intended Outcome:	To note the update.
Paper Submitted by:	Iain Hawker, Vice Principal: Quality and Academic Partnerships
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be made aware of any actions that are not being progressed timeously
Financial Health Implications:	N/A
Learner Implications:	To supplement College self-evaluation process with the external review feedback and consider any recommendations or actions and how they can be taken forward.
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	25 January 2023

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

External Review Update: Education Scotland and SQA

Education Scotland

Our last formal review engagement was a Progress Visit in November 2021. Our Progress Visit explored six overarching themes linked to the college operational plans for 2020-21 and priorities around COVID-19 recovery. The themes were:

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

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

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

Education Scotland Comment	Lead	RAG	Due date
Managers and staff recognise that Further Education (FE) learners are more likely to find remote learning a challenge. Where learners at SCQF levels 4 and 5 have chosen programmes with considerable practical content, they are often disappointed at the limited amount of face-to-face delivery that is currently possible on campus.	Sarah Halliwell		Apr to June 2022 Complete
The college recognises that some groups of learners, such as Modern Apprentices, do not participate fully within the SA and opportunities on offer, such as class representatives. Faculty staff are working with the SA to encourage participation from all student groups.	Craig Walker		Dec 2022 (Interim milestone Sept 2022)
Despite the college making information available to students during induction and through other media, a few learners are still unsure of where to access information and advice. Further development of a student portal as a 'one-stop shop' may help with learner communication and easier navigation for learners to access support and appropriate advice	Jo Bruce		Complete
The college recognises there is still further work to be done in analysing the multiple factors that contribute to learner withdrawal and improving outcomes, particularly for full-time FE learners.	Lisa Calderwood		Dec 2022 (Interim milestone Aug 2022) Complete

Education Scotland Comment	Lead	RAG	Due date
During academic year 2020-21, further withdrawal rates for learners on full-time programmes increased, although partial success rates continued to improve. As a result, successful completion rates fell for learners on both FE and HE programmes. This is against the trend of recent years. COVID-19 restrictions and the consequences on practical activities, are likely to have contributed to this dip in improving student outcomes.	Lisa Calderwood		Dec 2022 (Interim milestone Sept 2022) Complete
Whilst learners are represented on the college COVID-19 Group, their impact in relation to curriculum planning or areas that they could influence is not yet fully embedded in arrangements.	VP Academic Strategy		Jan 2023 (Interim milestone Sept 2022)
The use of digital standards in curriculum design and the role of digital champions have yet to be fully embedded across all curriculum areas.	Sharon Burns		June 2023 (Interim milestone Nov 2022)

Due to our positive outcome from the Progress Visit in November 2021, we have been advised that we will receive an Annual Engagement Visit this session, and not another Progress Visit. The visit will be of one or two-days duration and focus on the following themes:

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

At this time of preparing this document, we have not been notified of when the visit will take place.

Scottish Qualifications Authority (SQA) Systems Verification

SQA implement several review and quality assurance processes, one such process is Systems Verification. Systems Verification is the SQA process ensuring centres are managing their systems and resources to meet SQA quality assurance criteria.

Systems Verification focuses on ensuring:

- Quality assurance is managed effectively
- Resources are managed effectively
- Candidates are supported effectively
- Assessment and internal verification is managed effectively
- Candidate data is managed effectively.

The above are assessed against 36 criterion across six categories:

1. Management of a centre
2. Resources
3. Candidate support
4. Internal assessment and verification
5. External assessment
6. Data management.

The process includes a self-evaluation report submitted to SQA with supporting evidence. Any criteria that are self-assessed as Red or Amber will require to be included in an action plan. Subsequently, a systems verification visit will include a programme of meetings with relevant key college staff to confirm, or otherwise, the College self-assessment.

The feedback from the process will include a final RAG rating for each of the 36 criterion and an overall rating for each of the six categories which will be one of the following: high confidence, broad confidence, reasonable confidence, minimal confidence or no confidence. The report will conclude with sections covering required action points, recommendations and good practice. Any amber or red rating not identified by the self-assessment against a criterion will result in a required action point, which will be followed up by SQA within an agreed timescale.

A provisional visit date of 15th June 2023 has been agreed with SQA, this means the College will have to submit a self-assessment around Easter.

Scottish Credit and Qualifications Framework (SCQF) Credit Rating Body Review

As part of a cyclic review of Scottish Colleges as credit rating bodies, Fife College was identified for review in session 2022-23.

The process included the submission to SCQF Partnership (SCQFP) of an eleven-page self-evaluation report covering our credit rating activity since our last review, updates to our related processes/procedures, new partnerships for third party credit rating and identification of change and good practice. Supporting documentation was also submitted to evidence the self-evaluation report. This self-evaluation report was submitted to SCQFP on 9 December 2022.

We are awaiting the full SCQFP review response, however early feedback received to date is *"We found the submission to be well constructed and easy to follow and plan to complete our report by desk activity. We may contact you by e-mail if we require any further evidence or have any points of clarification. The corresponding report will be shared with you in early February for comment prior to it being finalised."*

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Learning Strategy	
Date of Meeting:	13 February 2023
Purpose:	To provide Committee members with an update on the Learning and Teaching Strategy.
Intended Outcome:	The note the update.
Paper Submitted by:	Dorothee Leslie, Vice Principal Academic Strategy
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be provided with an update on the Learning and Teaching Strategy progress.
Financial Implications:	N/A
Learner Implications:	None
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Dorothee Leslie (dorotheeleslie@fife.ac.uk) 01592 223190
Date of Production:	27 January 2023



BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Learning Strategy

The new draft Learning Strategy presented to this committee in November 2022 and subsequently to the full Board in December 2022, has been reviewed in line with comments received and discussions held.

Revisions made to the draft document include:

- Slight rewording or expansion of a few sections.
- Review of the organisation of the ambition statements within the 4 aims.
- Addition of a new "Achieving our ambitions" section to illustrate how the realisation of the ambitions will be evidence and evaluated.

In line with the format agreed for all College key strategies, a detailed supporting action plan will be devised to show the specific actions against each ambition. This action plan will include responsibilities, measures, timelines and regular progress reviews.

The current draft of the new Learning Strategy is available [here](#) for review.