

Executive Summary

Forth Valley College is confident that it will deliver on our vision of Making Learning Work. We must demonstrate our contribution to Scottish Government priorities, our responsiveness to key national policy drivers, our three local authority outcome agreements, and, more broadly, our contribution to communities and economies at local, regional, and national levels.

For the College to maintain and increase attainment, we enhanced our tracking and monitoring of student progress during the academic year, focusing on full-time students. Two systems were developed and introduced, which have been significantly enhanced in subsequent sessions. The first development is a process to capture whether students are, or are not, progressing on their course, with this information collected every time a class meets. The second development has been in-year tracking centrally of every full-time student's predicted attainment to focus on where additional support may be required to help students succeed.

Following the successful pilot, we undertook the rollout of our Student Support System (Triple S), a system designed to capture all support being provided to a student in one place and to enable staff to access this information in an easy and timeous manner. The key aims of this system are to streamline the existing support infrastructure available to students and to make this vital information more accessible to all relevant staff. This information will be available in real-time to quickly signpost to staff that a student has support needs, and provide quick and easy access to this information, to help ensure that our students are effectively supported.

A performance-tracking dashboard has also been developed with quarterly progress meetings scheduled with teaching departments where the dashboard is used to track student and course progress. As this process has matured, we have moved from discussions around individual students to identifying trends and common themes and tracking actions identified at meetings.

We will also continue to embed engaging, collaborative, creative and blended approaches to learning. We plan to develop a College-wide approach to ensure that all teaching staff are working within the expectations of the new Professional Standards for Lecturers and our Creative Learning and Technologies Strategy. This will be delivered in parallel with embedding a learning and teaching mentoring programme with opportunities which support staff to reflect on and develop their practice. In Session 2020-21, the College launched Project NxGEN FVC, which purpose is to enhance learning and the student experience at the College with bold aims of being a leading Education 4.0 organisation; having a Digital First culture; being financially resilient; being sector leading on e-assessment and validation design against all programmes and designing and transforming our curriculum using evidence-based analytics.

In Session 2020-21, the College launched its Springback programme, which is our programme for the next stage in the College's recovery from Covid-19. This is the College's opportunity to put in place robust and well-communicated plans and actions through positive consultation to prepare for a phased return to work, a phased return to learning and teaching, to build on the strengths from lockdown, to learn from what has not worked and to help build morale,

excite staff and students and support positive health and wellbeing. This project continued to run during Session 2021-22 and includes a college-wide pilot of hybrid working, continuing into Session 2022-23.

Another strand of Springback is the Student Journey project which is a key priority for the College. The Student Journey project will look at the entire student journey from pre-entry, studying at the College and exiting the College. The project aims to improve the student experience at each stage, focusing on customer service, ease of access and efficiency. The project's initial focus has been recruitment and how our students are on board.

In Session 2022-23, Forth Valley College will deliver its core Credits target of 87,897 Credits for funding of £25,624,070. Through this delivery, the College will prioritise the delivery of Credits to support re-training and re-skilling and to support economic recovery, maximising full-time places where demand is high, and continue to prioritise school engagement with senior phase school pupils.

Outcomes for Students

Fair access and transitions

Meeting the Opportunities for All guarantee

Forth Valley College is working very closely with local partners to review, in particular, access level provision to ensure our curriculum meets the needs of Forth Valley's young learners. An example of this is College staff working closely with staff in local schools to develop a detailed understanding of individual learner aspirations for Christmas Leavers and placing learners on college courses.

We have set a target of maintaining the proportion of Credits delivered to learners aged 16-19. The level and type of provision for school leavers varies across our three campuses and aligns with local needs. This is achieved through regular dialogue with schools, Local Authorities, SDS and analysis of available information such as the School Leaver Destination Return/Participation Measure.

The College has also developed a portal, which provides Council and School staff, along with SDS Careers staff, access to real-time College application information for school pupils. This provides enhanced support for school pupils in their application and enables better tracking of young learners to help ensure they secure a positive transition from school. Our schools portal was also extended to include attendance and performance information of students on school-college partnership courses, with further developments being discussed with our partners.

Developing the Young Workforce

The College continues to sustain strong strategic partnerships with its three local authority education services. The College provides pupils in all 18 Forth Valley secondary schools (8 in Falkirk Council; 7 in the Stirling Council area; and 3 in the Clackmannanshire Council area) with the opportunity to follow vocational pathways and achieve vocational qualifications at SCQF level 5 and above as an integral part of their senior phase curriculum.

The College has jointly developed its plans for Developing the Young Workforce with local authority partners and school Head Teachers and, where appropriate, with Skills Development Scotland (SDS) and employers. All three of the local authority education services and the College have put in place dedicated staff at a senior level to facilitate the planning and implementation. Across all three local authorities, we have agreed that the College will

prioritise sustainable partnership activity open to senior phase pupils from all Forth Valley secondary schools (rather than school-specific).

The College works closely with all its partners to develop and deliver vocational pathways appropriate to the broadest range of senior-phase school pupils.

For young people entering S4, who are unclear about their choice of vocational area or future pathway and are deemed to be at risk of low achievement and a potential negative destination, we continue to offer the jointly delivered School College Opportunities to Succeed (SCOTS) programme for Falkirk and Stirling schools. Care-experienced young people are particularly encouraged to participate in SCOTS. Over the last three years, more than the average number of Care experience students have enrolled on these courses compared to other courses.

The programme is unique, in that all the secondary schools work closely with the College to co-deliver the programme. As well as attending the College tasters, pupils are supported by their schools to undertake an employability award based on their experiences on the College programme. Successful pupils are guaranteed a place on a vocationally specific partnership course (Skills for Work or National Progression Award) the following year and then into an appropriate full-time college course when they leave school.

This programme also specifically sets out to challenge gender-stereotypical vocational choices, as all of the young people on the programme must agree to undertake the full range of vocational experiences, some of which are traditionally male-oriented (such as Engineering) and some female (such as Care).

Clackmannanshire schools cannot generate the economies of scale to support the full SCOTS curriculum. However, the needs of Clackmannanshire pupils in this cohort are served by bespoke partnership courses which deliver vocational tasters, essential skills and, where possible, work experience.

None of the above courses fits the Outcome Agreement definition of a "senior phase vocational pathway"; however, they are essential elements of the College's DYW implementation plan, as they support young people to remain in learning and to progress to College when they leave school.

In terms of senior phase vocational pathways, the College continues to offer a broad range of vocational qualifications at SCQF levels 5 and 6, primarily Skills for Work and National Progression Awards and, where possible, to grow this provision. The subject areas in which these are offered align with the College's full-time curriculum, and successful completion provides a young person with a "progression advantage" onto an appropriate full-time course.

In Session 2022-23, we have students enrolled across ten frameworks: Business Skills; Civil Engineering; Construction; Creative and Digital Media; Hospitality; Mechanical Engineering; Scientific Technologies; Social Services and Healthcare; Social Services Children and Young People; Software Development.

In summary, overall, we expect to sustain the volume and proportion of Credits delivered to senior phase-age pupils studying vocational qualifications delivered by the College and the volume and proportion of Credits delivered to learners at S3 and above as part of the 'school-college' provision.

Finally, the College remains an active partner in the Forth Valley Developing the Young Workforce Regional Group and is the host employer for the Programme Team (a Programme Manager and three Programme Coordinators). The team actively work with schools and

employers to promote the College's senior-phase vocational pathways and to develop and enhance employer engagement with education.

Articulation

Our partnership links with Universities continue to evolve, developing from traditional articulation models to integrated learner journeys, where students can seamlessly progress through Higher National college activity to the next level within Stirling, Heriot-Watt and Strathclyde universities.

In partnership with the University of Stirling, we continue to deliver four partnership degree programmes in Applied Biological Sciences, Heritage and Tourism, Digital Media and Software Development with Cyber Security. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the University, College and industrial partners. Students are enrolled both as students of the College and the University from the start of their course. While they undertake their HND in College, they benefit from a wide range of enhancement activities, including workplace visits, guest lectures, visits to the University for joint lectures, seminars and practical activities. In terms of student life, most of the students on these programmes stay in the University Halls of Residence and participate fully in student life. Data from the University of Stirling shows that participation from students from MD40 is higher in our integrated programmes compared to other undergraduate provision, evidencing that the integrated degree programmes are widening access.

We also continue working in partnership with Heriot-Watt University on the MEng Chemical Engineering and the University of Strathclyde's Engineering Academy on their BEng Chemical Engineering.

In addition to these Associate Student articulation arrangements, we also have around 130 formal articulation agreements, with guaranteed places, in a wide range of subject areas with University partners across Scotland. We are working to grow this further by progressively enhancing our work with existing HN students to raise aspirations and support articulation transition. However, the year-on-year numbers are difficult to predict accurately, as they depend very much on HN students' interests and circumstances.

The College will continue to work with University partners to maintain existing articulation agreements and to increase the number of identified articulation routes available to learners. It will seek to maximise the benefit of articulation agreements by timely and targeted communication of all relevant articulation opportunities to learners.

Early communication of articulation opportunities will continue to be accompanied by appropriate advice and guidance to students and support through the UCAS application process.

Learners will also continue to be encouraged to engage with Universities (at subject and programme level) during their HN studies through the facilitation of visits to University campuses, participation in University hosted lectures and industry events, and bespoke activity aimed at preparing to articulate students for the transition to HE.

Credits Target

The College will deliver on its target of 87,897 Credits. This comprises 84,218 core Credits, and 3,679 Credits for Foundation Apprenticeships. Through this delivery, the College will prioritise the delivery of Credits to support re-training and re-skilling and to support economic

recovery, maximising full-time places where demand is high, and continue to prioritise school engagement with senior phase school pupils.

High quality, learning, teaching and support

Student Progress Tracking and Student Support System

Through our last Evaluation Report and Enhancement Plan (EREP), we identified an action to enhance the tracking and monitoring of student progress during the academic year, focusing on full-time students. As such, two processes were developed. The first development is that alongside recording student attendance, staff are also asked to comment on whether a student is progressing satisfactorily or not on their course, providing a brief description if a student is progressing satisfactorily. Real-time reports are available to Curriculum Managers, with alert prompts sent if a student has been highlighted as not progressing satisfactorily.

The second development has been in-year tracking centrally of the predicted performance of every full-time student. These predictions have been undertaken three times during the session and will be compared with year-end outcomes. This has allowed real-time reporting on our full-time PIs at Department, Course and Student level to focus on where additional support may be required to help students succeed.

Another key action from our EREP was to develop and introduce a streamlined student support system. Our Student Support System (Triple S) was piloted in Session 2018-19, and Session 2019-20 saw the system rolled out across all areas. Triple S is a system designed to capture all support being provided to a student in one place and allow staff to access this information easily and timeously.

The key aims of this system are to streamline the existing support infrastructure available to students and to make this vital information more accessible to all relevant staff. Due to the disparate nature of the services provided and because our processes are predominantly paper-based, students could be asked to disclose information multiple times as they access different functions of the support service. With the introduction of Triple S, information disclosed from students is captured once within the central system. As Triple S captures this information centrally, it offers the opportunity to present this information back in a very accessible way to staff, which will help ensure that all staff in contact with a student are aware of any support needs and ongoing concerns and issues. This information will be available in real-time, with icons developed and integrated with other systems, such as Enquirer for attendance and results recording, to quickly signpost to staff that a student has support needs, and provide quick and easy access to this information, to help ensure that our students are effectively supported.

As part of the College's PI Prediction Tracking tool, there is an emphasis on identifying and monitoring students who are from the 10% most deprived postcode areas, are Care Experienced, or have interacted with the College's Student Support System.

The success of Triple S has been built upon in subsequent sessions, with navigation improved and functionality added. It is now a key College system, with full adoption across all areas. Through staff engagement combined with these tools, we aim to maintain our very high attainment rates for part-time students and increase our full-time FE and HE attainment rates through Session 2022-23.

Project NxGEN FVC

In Session 2020-21, the College launched Project NxGEN FVC to enhance learning and the student experience at the College with bold aims of being a leading Education 4.0 organisation; having a Digital First culture; being financially resilient; being sector leading on e-assessment and validation design against all programmes, and designing and transforming our curriculum using evidence-based analytics.

The project has five key strands: to ensure an integrated whole system approach, where the learner journey is mapped out, duplication removed, and a digital-first culture adopted; transformational curriculum, with a full curriculum review aligned to Education 4.0; Inclusion and Student Support, with more targeted ASN and pastoral support aimed at improving retention and attainments; Continuous Curriculum Improvement, where College designed Course Review, and PI Tracker tools help managers ensure a healthy and financially resilient curriculum, and the Learning and Digital Skills Academy.

Learning and Digital Skills Academy

During the first lockdown, the College accelerated a funding bid to the Forth Valley College Foundation to fund a Digital Ambition project to coordinate professional and skilled delivery of learning and teaching to our students, staff and stakeholders in a new digital era. This enabled the College to launch our Learning and Digital Skills Academy as the central team to bring together the College's Creative Learning and Technologies Strategy, the sector's Digital Ambition and other key recommendations for the sector to ensure the College is at the forefront of excellent, contemporary learning and teaching practice, underpinned by an inclusive, resilient and sustainable curriculum portfolio, fit for the future.

The Learning and Digital Skills Academy, through the FVC Enable project, is driving forward digital skills development for all College staff, enhancing digital pedagogy, and enabling an increase in online and blended learning across all modes of delivery, including commercial programmes. Through the project, the Learning and Digital Skills Academy will take forward and develop the effective use of analytics that will provide intelligence to maximise student engagement and improve attainment and retention. The Learning and Digital Skills Academy is a pillar of Project NxGEN FVC and has identified ten ambition statements that will deliver our digital vision by 2025.

Mental Health

The College is committed to providing the best support we can to staff and students around mental health and well-being and have taken time to develop our approach to ensure we get it right. We published our Mental Health Plan in 2021, designed around embedding consistent and sustainable approaches to supporting the mental health of our students over four years. This plan links with our work around supporting staff mental health and well-being to ensure that those supporting our students feel supported as well.

The College continues to collaborate with FVSA through the Student Mental Health Agreement to ensure that we are developing our services to respond to the needs of our students. In any work or activities that we and FVSA wish to do around student mental health and well-being, we are considering how we develop an evidence base, showing the impact on students of any initiative or activity, i.e., what difference it has made. We are also keen to always consider student feedback as to whether the College has any gaps in service, real or perceived.

Our counselling, mental health and crisis services have been further enhanced over the past year to ensure that we respond to the immediate needs of our students, which are increasing in number and complexity year on year. We continue to enhance our safeguarding processes to make reporting and responding to safeguarding disclosures more efficient and effective through Triple S. Many of the referrals coming to the safeguarding team are related to mental health, especially around suicidal ideation and self-harm. Our counselling service now consists of 0.5 FTE employed counsellors and a procured counselling service. This combination has allowed us to manage our waiting list more robustly, as well as our ability to deliver a more flexible service to our students.

Session 2021-22 saw the trial of a new Mental Health and Wellbeing Service at the College. This service was created following the allocation of additional funding from the SFC. This team delivers time-limited, goal-orientated support to students to improve the outcomes of those struggling with their mental health. This service has allowed us to enhance and evaluate the mental health support we are offering our students and enhance our partnership working with our NHS, Local Authority and third-sector partners. The Mental Health and Wellbeing Service will continue into session 22-23, using the additional funding from the SFC and a contribution from our Arm's Length Foundation.

Our counselling services, Mental Health Mentors and Support and Guidance Advisors continue to deliver their services in a blended way. Most counselling sessions are currently offered online, but we can meet students in person if required. We have seen an increase in engagement from students using this model. Our Support and Guidance Advisors have continued to deliver an enhanced support offering to our care experienced, estranged and vulnerable students to ensure these students are supported, and appropriate interventions are put in place. We will also deliver a number of well-being workshops to groups highlighted as having poor retention related to mental health and well-being. The progress and outcomes of these groups will be monitored to understand the impact of these sessions on retention and achievement.

We continue to see a rise in the demand for mental health support. The students we are now interacting with appear to have more external interventions in place, especially health and social work, and their mental health concerns are increasingly complex. Our approaches to supporting students have had to adapt to respond to this demand. We will continue to respond to students in a needs-led way while developing our processes to reflect the communities we support.

Partnership, participation and student experience

The College is fully committed to engaging students in developing and improving all aspects of our provision and services and shaping and enhancing their learning. Our Creative Learning and Learning Technologies Strategy sets out our commitment to increasing learner ownership and control over their learning. We have well-developed and effective processes for recruiting and training class representatives, including the opportunity for returning students to train as "senior class representatives" and take an enhanced role in leading focus groups and have the chance to develop themselves in other areas of representation and advocacy. We engage our students in reflection on and planning for enhancements to learning through our comprehensive Listening to Learners Focus Groups. Our class representatives engage with Senior Management Team members through Student Council meetings. We have a strong and active Students' Association led by sabbatical officers. All of this ensures that the student's voice is represented in our processes for self-evaluation, which in turn inform our programme, department and college planning and target-setting processes, including the development of

our Outcome Agreement. The Forth Valley Student Association also partake in "Feedback Friday", where a range of topics is discussed online, with voting, with feedback provided to the College's Senior Management Team.

Student Journey Project

A key development for the College has been the design and launch of the Student Journey project, which aims to look at the entire student journey from pre-entry through being at College, and exiting the College. The project aims to improve the student experience at each stage, focusing on customer service, ease of access and efficiency. The initial focus has been on recruitment and how our students on-board with the College and their course, which has seen the development of a student portal for our Session 2022-23 students, which allowed students to complete their enrolment and induction online.

The key project aims are to:

- Delivering on one of our 2025 strategic plan objectives
- Understand the needs of our students to make improvements at each stage of the journey
- Harness digital technology while always placing the importance on people throughout the journey
- Provide an efficient, effective, professional approach
- Adapting the organisation and our processes for a post-COVID world
- Reduce silo working by encouraging departments to work together – “Delivering a Whole system approach.”
- Reduce applicant withdrawals
- Increase conversion rates
- Ensuring easy access to education and training for all
- Gather intelligence through feedback and analytics for ongoing improvements

Learning with impact

Curriculum Review

Every session, as part of its internal evaluation arrangements, the College undertakes a full Curriculum Review to assess how effectively we are meeting the education needs of our region. As part of this review, Departments use Labour Market Intelligence aligned to college information to identify changes in the curriculum they plan to would like to offer, backed up with evidence to justify these changes or requests.

For Session 2022-23 the College saw an opportunity to further improve learning and teaching through a detailed review of structures brought about by the reduction in College funding. This review identified opportunities to realign department structures to create more effective and streamlined synergies to further aid improvement in learning and teaching and the student experience. These clear curriculum area synergies have now been brought together in the form of three new teaching departments that maximises staff skills and opportunities, improve internal communication and delivery standards, as well as enhancing the student, customer and stakeholder experiences. The result was a move from four curriculum delivery departments to three:

- Construction moves to Engineering and Science, creating the Department of STEM and Construction – Clear linkages related to staff skills, technologies and equipment.

- Core Skills moves to Creative Industries, Hospitality and Tourism creating the Department of Creative, Digital and Leisure Industries - Related curriculum through core skills IT, computing and digital technology as well as communications and English.
- Care, Health, Sport and Early Years and Business and Communities combine to create the Department of Care, Sport Business and Communities – Connected curriculum for Sport, Health and Communities through wellbeing and public health.

For session 2022-23 a number of curriculum programmes and College functions were amended or reformed through the normal function of the continuous curriculum improvement process and also through the consultation process that was launched in February 2022, due to a reduction in College funding. The programmes amended or removed were identified through rigorous and evaluative analysis and were felt to provide the best learning opportunities for students and create a more secure future for the College. The review highlighted significant underperformance or duplication of programmes in specific curriculum areas and these have been removed for Session 2022-23. The review also resulted in the closure of the satellite campus at Raploch, delivering a net saving in operational costs of £51k in addition to the associated staffing reduction.

The key in-year actions for Session 2022-23 highlighted curriculum changes across all three new departments related to the following:

- Expansion of Learning Development Workers' role across all College full-time HE programme delivery to support pastoral engagement to improve full time HE attendance, reduction in withdrawals and early intervention and signposting to the appropriate student support for counselling, mental health and learning support.
- Introduction of the Learning Improvement Facilitator role across all teaching departments and course levels to support students with subject specific academic learning support. This new role will also create linkage into the department of Inclusion and Student Services to ensure students are given the appropriate support at the appropriate time throughout their learner journey.
- Specific focus on HE delivery to improve attainment figures.
- Review school provision and alignment of school/college timetables to the school year cycle starting Session 2023-24.
- Due to a drop in applications, increasing withdrawals and a drop in attainment a full review of the Hospitality delivery model will be undertaken in Session 2022-23 for changes starting in Session 2023-24.
- Review of hybrid working and learning across teaching departments to ensure the proposed pilot parameters are working for students and staff.
- Review Core Skills delivery with a view to imbed Core Skills staff into departments for Block 2 of Session 2022-23.
- Consideration of introducing a "catch-up week" between Block 1 and 2 to allow completion of assessment activity from Block 1 before Block 2 timetables start. The aim is to support students by reducing workload and improving retention and attainment.
- Introduction of bi-annual programme boards (end of Block 1 and Block 2) using a newly designed outcome results matrix to track completion of assessments, student workload and progression with the aim to reduce partial success and increase overall attainment.

Modern Apprenticeship

Forth Valley College is one of the largest College providers of Modern Apprenticeship (MA) training and contributes significantly to the achievement of Scottish Government and SDS priorities. Our MA provision directly supports key sectors of the Scottish Economy with significant activity in Engineering, Construction, Science, Management, Business Administration Hospitality and Salon Services, and IT. Our record for successful delivery of MAs has also attracted places through key sector bodies such as SECTT, SNIPEF, BEST and CITB. We continue to achieve higher than average attainment rates for learners undertaking MA provision as well as higher than average achievement rates.

Our “Employer Portal” was developed with the input of employers and is accessed by businesses over the last few years with great success. It allows employers to see their progress and attendance of their MA or employee whilst at the College in real time.

As a consequence of engagement with new organisations through the Flexible Workforce Development Fund we have taken on additional Modern Apprentices with organisations who have never taken on MAs before.

Employer Engagement

Employer engagement is right at the heart of Forth Valley College’s business model and our mission of “Making Learning Work” means making learning work for employers, as well as for students. One of our six strategic themes is “Enhancing our position as the business and community partner of choice” and we deliver on this through a whole-College approach to meeting employers’ current and future skills needs. Every department has a responsibility to develop effective and mutually beneficial relationships with employers, ranging from partnership working to create opportunities to enhance employability skills for full-time students, through to the development of bespoke training courses and facilities for employers. We work with companies from the smallest, local, social enterprise through to multi-national corporations and pride ourselves in meeting their diverse range of needs and challenges. Forth Valley College has very strong links with industry across our courses in all teaching Departments, with employers having significant input into course designs, and in many cases, courses developed specifically for employers.

Equalities and inclusion

The College successfully complies with all Equality Act 2010 requirements and the Public Sector Equality Duties set out in the Act. We continue to meet the three aims of the Equality Duty through our mainstreaming approach to equality. We published our Mainstreaming Report and our Equality Outcome progress together with our annual employment data and equal pay statement in April 2021. Progress reports are available on our website at <https://www.forthvalley.ac.uk/about-us/equality-diversity/>.

Equality remains a key element of staff development with general awareness raising sessions delivered to complement on-line training. Specific resources for equality are also made available for staff. Staff from our Learning Support service have delivered tailored staff development on reasonable adjustments and specific needs and barriers of students with particular additional support needs such as Autistic Spectrum Disorders and Mental Health as well as sessions on developing accessible materials and creating an inclusive learning environment.

We have worked jointly with the Student Association to raise awareness on events throughout the year to highlight specific issues such as violence against women, LGBT History Month,

Black History Month and Show Racism the Red Card. We have also have a sustained campaign around period poverty and ensured that students have access to free sanitary products.

Staff and student data are collated and analysed for any negative impacts in terms of profile, retention, progression and attainment. Specific action has taken place for areas of under-representation, for example women in STEM, and action is taken through the self-evaluation process where there are any differences in attainment for people with protected characteristics. Our Equality Mainstreaming was published in April 2021, along with our Equality Outcomes for the next four years.

Equality is integrated into learning and teaching approaches through the Creative Learning & Technology Strategy and associated Learning Activity Planning Tool. Partnership remains a key focus, with the Inclusion and Student Services team having representation on local groups consisting of public sector and third sector partners such as the Falkirk, Clacks and Stirling GBV Partnerships, Stirling University's GBV Strategy Group and Scottish Equality Forum. We also work in partnership with Falkirk's Equality and Diversity Police Officer.

The College holds a key charter mark award for equality. We were the first college in Scotland to receive the BRITe Chartermark for inclusion, demonstrating our commitment to inclusive practice across college. This award examines and recognises everything from our Respect campaign, equality awareness raising, staff and learner development, learning support service, inclusive learning and teaching approaches through to physical aids and adjustments in terms of accessibility of services, buildings and technology.

The College has developed an [Access and Inclusion Strategy](#), which includes the College's Gender Action Plan and BSL Action Plan.

Meeting additional support needs

The College's Learning Support Advisors provide a needs-led Learning Support service for students with additional support needs. Support is tailored to individual circumstances with the student at the centre of the process to ensure their needs are met effectively. High quality needs assessments are completed with student and the College is an accredited needs assessment centre for Student Awards Agency for Scotland Disabled Student Allowance applications. All prospective, new and current students are informed of support available and how to access it – students are able to disclose support needs at any time during their time at College. In Session 2021-22, we provided learning support to over 800 students with a wide range of additional support needs including acquired brain injuries; short term memory loss; dyslexia; Autistic Spectrum Disorder; Attention Deficit and Hyperactivity Disorder and mental health difficulties, completing a range of programmes at all levels. Further detail is provided within the College's Access and Inclusion Strategy and on the College's [website](#).

The department of Care, Sport, Business & Communities provides a wide range of courses, under the banner of 'supported programmes', for disadvantaged young people in the senior phase of school who have a diverse range of support needs. This spans from supporting those with learning disabilities and/or those with social, emotional and behavioural needs.

We provide, on all three campuses, extended school link classes for young people with learning disabilities to support them in their transition from school into college or the workplace. These young people have learning support needs ranging from profound and complex needs to those with mild to moderate learning difficulties. We work closely with schools and support agencies, such as social work, to help these young people to progress.

In addition, the department provides a wide range of courses specifically targeted towards young people in the senior phase of school who have social, emotional and/or behavioural support needs. These young people are amongst the hardest to reach in our community who may have disengaged with school and/ or the wider society or currently be in a specialist school support unit. Working with a diverse range of agencies and partners, including schools, we participate in school leaver destination meetings and, where possible, individual review meetings to support the young person, their carers/families and wider agencies support the young person's progression into college or the workplace.

Safeguarding

The College has recently updated its Safeguarding policy to ensure the safeguarding of all children, young people and adults who are involved in any way with the College. The policy also gives staff a clear structure within which they can operate safely. We have also upgraded our safeguarding referral system, which now sits within Triple S. This new system is easier for staff to navigate and allows us to record and analyse our responses to improve our service for the future.

The College fulfils its duty of care by:

- Ensuring all staff understand that it is part of their role to protect those interacting with the college
- Ensuring that all staff understand the importance of reporting possible cases of abuse or harm, as well as any concerns that they feel requires further support, to the Safeguarding Team
- Providing and communicating the reporting procedure to all staff to ensure appropriate and timely intervention
- Monitoring the College's involvement in child and adult support and safeguarding referrals
- Contributing appropriately to assessments of need and support packages for those who are identified as at risk and potential risk
- Emphasising the need for, and facilitating good levels of, communication between all members of staff and other agencies
- Ensuring that ongoing mandatory compliance training for all existing and new staff is delivered by the Safeguarding Team

Education Scotland praised our safeguarding approaches following a visit in June 2022.

Corporate Parenting

Forth Valley College is represented on several external groups where transitions and care experienced young people are discussed and where policy and procedures are agreed and implemented. These include: Falkirk Corporate Parenting Steering Group, Local Employability Partnerships, school transitions meetings, Clackmannanshire Positive Destinations group, Clackmannanshire Corporate Parenting group, Stirling Community Enterprise, Stirling Voluntary Enterprise, and memberships in Who Cares? Scotland, Children in Scotland, CELCIS (Centre for Excellence for Looked after Children in Scotland), CEECEF (Care Experienced, Estranged and Carers East Forum), CLASS (College Liaison Association with Scottish Schools), West of Scotland Care Leaver Forum, University of Stirling Corporate Parenting forum and more.

The College developed its [Corporate Parenting Plan](#), which includes a revised and detailed Corporate Parenting Action Plan, including actions to help care experienced students' transition successfully to College and to support care experienced students to successfully

complete their course. This was published in 2021 and focusses on embedding current good practice and support. Over the past year, our support to care experienced students has been developed and now all of these students have a named contact within the college who makes contact with them as soon as they disclose their care experience status. This allows us to gauge the type of support these students may need during their time at college and implement it swiftly. This system also provides these students with a trusted person within the College who they can go to if they need help or guidance.

In addition to the support available at the College, we are also running a widening participation and mentoring project funded by The Robertson Trust and FVC's Arm's-Length Foundation. The Widening Participation Project, led by the Widening Participation Co-ordinator, is currently undertaking a sector-scanning exercise in order to create a strategy to support transitions into college for those who fall under the Widening Participation umbrella, including care experienced students.

The Widening Participation Co-ordinator also trains College staff to act as a mentor to young people who are care experienced, young carers or from the 10% most deprived areas. Students referred to the project are matched with an appropriate mentor who works with them for an hour per week. Through this project, we have seen an increase in participating student's confidence, resilience and coping skills. Students on this project are also more likely to stay on course than students from the same backgrounds not accessing mentoring. The next phase of the project is to look how this service can be scaled up to support a larger number of students.

To demonstrate our on-going commitment, the College has set targets to increase the number of Credits delivered to Care Experienced students at the College, through both increasing disclosures from students and also increasing our overall number as Care Experienced students become more aware of the support available from the College.

The College is also committed to ensuring that opportunities for learning are provided to all prospective students regardless of postcode, and are targeting delivering 11% of our Credits to students from the 10% most deprived postcodes, which is a higher percentage than the Forth Valley region. Both care experienced and students from SIMD10 postcodes have been identified as being more likely to face challenges with their learning, and as such are tracked through curriculum review meetings to help assure that any necessary support is in place.

Meeting Diverse Needs

Forth Valley College strives to improve learners' life chances ensuring that learners with a disability have the opportunity to access educational provision that, where appropriate, best matches their abilities and allows them to reach their full potential and where suitable, progress on to either mainstream provision, training or employment. The majority of the the College's Supported programmes build on learners' personal and social development, employability skills, health and wellbeing. College staff work with Local Authorities and other agencies to identify care leavers, disengaged young people, and learners not in a positive destination in order to put in place local interventions. Currently, provision for learners with additional support needs is delivered within our school link curriculum and some of the learners' progress onto our full time Lifestart and Workstart programmes, either on a full or part time basis, or onto our Opportunities for Young People course.

Adults with additional support needs access our evening provision which is practical in nature (drama, music, art). The programme of study is accredited with SQA units at Access 1 level.

Not all learners with extended additional needs undertake learning which has formal recognition of achievement, so are not all included within the target set for this group. The College is meeting the needs of this learner group by working closer with our partners to ensure smooth transition from school to college, with staff attending transition meetings and hosting events to try to make students and their families feel more supported in moving on to college from school. We invite parents/carers into the College with the young person and conduct tours prior to their interview to help build a relationship with the young person and their families. This involves Alternative Curriculum courses across all campuses, although delivery differs across the different council areas, with the number of cohorts flexed to meet demand across council areas, and curriculum flexed to meet student need. We additionally run the following 2 partnership programmes for learners with Additional Support Needs:

The Centre Forward programme is delivered in partnership with Falkirk Football Community Foundation. The programme is designed for young people who have additional learning support needs and who wish to become more active whilst learning and developing their confidence. Combined with certificated SQA units, learners have a unique opportunity to take part in a range of on the pitch activities – encouraging practical learning and improving health/wellbeing at the same time. They also benefit from real-life work placement opportunities.

DFN Project SEARCH is a one year internship programme, supporting young people with additional needs to gain skills and experience aimed at helping them move into sustainable employment. Locally it is delivered in partnership with Falkirk Council, NHS Forth Valley, Forth Valley College, Serco, Skills Development Scotland and Department of Work & Pensions.

The programme enables 12 young people per year to receive support to undertake work placements across a range of job areas, usually based within Forth Valley Royal Hospital/Serco, Larbert, with more placements taking place this year within the college setting due to Covid restrictions in the hospital. On-site, interns will be assisted throughout by a college lecturer and a job coach, as well as hospital staff and supervisors.

We also deliver accredited ESOL classes across all three campuses, which enables learners to gain SQA qualifications from Level 2 to Level 6. We work closely with the Community Planning Partnerships in each Local Authority, to encourage learner progression, link delivery to local need and look to create capacity where required. We assess the level and needs of all learners interested in joining ESOL college classes and where appropriate we signpost them to other providers in the Local Authority to support specific needs.

The College strives to ensure all learners have access to College courses, evidenced by our target of maintaining the proportion of activity delivered to learners from the 10% most deprived postcodes at 10.5%, which represents a higher percentage than the 7% of the whole Forth Valley population who reside within the 10% most deprived postcodes.

The College has systematically developed Performance Indicator reports to enable all teaching teams to analyse enrolment, retention and success by all protected characteristics, and there is a requirement to report and provide analysis of any under-representation from protected characteristic groups through team self-evaluation report

Gender

While the SFC no longer asks for a specific Gender Action Plan, the College continues to undertake work around reducing the gender gap across the curriculum. At subject level there is under-representation of women within STEM subjects, which has been highlighted as a target, however this isn't a quick or easy fix. The College has a number of initiatives with one

example being our STEM club which is aimed at primary aged pupils, and has attracted more girls than boys. The purpose of these courses is to spark an enthusiasm from young students, particularly girls, in STEM subjects. We have also launched Primary Engineers where College Engineering staff are visiting primary school pupils to engage them in Engineering at an early age. For every school visit, women engineering staff have been involved to highlight that Engineering is a career path for all.

Our School-College Opportunities to Succeed courses are designed to provide a taster of subjects for school pupils entering their senior phase, and these courses have been deliberately designed to allow all young people to experience subject areas they may not have experienced before e.g. young women experiencing Construction & Engineering, and young men experiencing Hairdressing & Care. In its first year of running, two young men progressed on to Childcare courses from this course.

Forth Valley College's project mission is to ensure that our specialist science and engineering provision and enhanced school/college activity in STEM subjects is actively promoted to women and girls who are currently under-represented in these subject areas. We aim to build on our STEM Assured status and strong partnership links to tackle stereotypical vocational choices in relation to gender. One of the activities which will be undertaken is evidence gathering through a survey of our school link cohort to gather knowledge of the key influencers on subject choice and the rationale of subject choice, to better understand how the College can influence future learners. We are also focusing effort through our Developing Young Workforce Action Plan to adjust our course literature and marketing materials to actively encourage females to engage with STEM subjects. Our offering within this area includes HNC subjects in Electrical Engineering and Computing Science, our SCOTS programme, and the new Foundation Apprenticeship in Engineering. Alongside the marketing material we also have a planned programme of engagement with schools, including pupil and parent information events, CPD for teachers and pupil support staff and visits to the College campuses.

In consultation with members of the Trans community the College has developed a [Trans Guide](#), which is intended to support students who identify as Trans and non-binary.

Gender Based Violence

The College is currently developing a plan around Gender Based Violence (GBV) and is committed to the aims outlined in Equally Safe. We work closely with Forth Valley Student Association (FVSA) to ensure a joined up approach, as we know that both staff and students can be affected by gender based violence.

This year, we plan to introduce a module on understanding GBV, developed by Rape Crisis Scotland, as part of our iLearn activity. This will be undertaken by all FE students but the course available to the whole student population. On our smart screens throughout our campuses, we are also highlighting GBV throughout the year by using Glasgow Caledonian University's 'Erase the Grey' campaign.

The College is currently working in partnership with Forth Valley Rape Crisis and we continue to host a support officer based on our Falkirk campus one day per week. As well as hosting a support worker, this partnership also aims to deliver sexual violence prevention workshops to students via the Learning Development Workers timetabled slot with non-advanced groups. In terms of 'early intervention', we have delivered Bystander training for FVSA and some class reps as well as training in tier one and two GBV awareness; trauma informed approaches and how to respond to disclosures trainings to key College support staff (Learning Support

Advisors, Learning Skills and Resource Assistants, Learning Development Workers, Support and Guidance Advisors and Mental Health Ambassadors).

Carers and Estranged Students

The College strives to encourage disclosure from both students and staff of non-education needs such as having carer responsibilities or being estranged through awareness raising campaigns on the support and potential funding available for carers. The College has been accredited as becoming an Engaged Carer Positive Employer in Scotland to 'exemplary status'. A Carers Charter has been created that highlights how the College values the vital work done by carers and is committed to working with them to help them continue with their education. The charter was the brainchild of the Forth Valley Student Association, and is supported by the College's Inclusion and Student Services Team, carers Trust Scotland and Stirling Carers Centre.

Fair Work

At Forth Valley College we demonstrate our commitment to supporting personal growth and enhancing the contribution of our staff through our People Strategy and in our investment in their development. This includes access to professional qualifications, management development, career progression and personal growth opportunities such as secondments and project work. The college recognises two unions and meets regularly with them at formal consultative meetings for both general business and Health and Safety discussions. There is also a specific Listening to Employees meeting where any staff member can attend and can raise points of interest to them and contribute to the development of projects. Unions and staff alike are part of various working groups which enhances their contribution to college goals, and managers at the college operate an open office approach.

Zero hour contracts are limited to very specific roles where this is beneficial to both employee and the college such as with Exam Invigilators or Life Models. We have a Job Evaluation scheme in place and a set grading system to ensure each role is paid fairly on its merits, with an independent Equal Pay Audit undertaken every two years. This is published on our website and has demonstrated our inclusive and fair practices in its results. We are also members of the Real Living Wage foundation and ensure all staff, including apprentices employed directly with the college, are paid this rate.

Outcomes for Economic Recovery and Social Renewal

Responsive institutions with Work-ready students

The College continues to be the highest provider of Engineering Modern Apprentices in Scotland, flexing to meet both local and national need. The College is also offering a number of Skills Boost courses, which were initially created as we came through the pandemic, to enable people to re-skill and upskill.

Flexible Workforce Development Fund

The Flexible Workforce Development Fund (FWDF) supports employers to address skill gaps, and improve workplace productivity. The uptake of FWDF across the region remains strong and is combined of a mixture of bespoke and tailored courses for individual employers through to more off the shelf courses, delivered both face to face and online.

Innovation

The College is involved in Fuel Change, which is a national Apprentice Challenge lead by the sector with sponsorship from SFC and SDS. Its vision is to create a carbon-neutral Scotland for the next generation, engineered by the next generation, and its purpose is focusing on practical innovation for low carbon business solutions and creating high value jobs for the future. The challenge has been run as a series of sprints with teams of engineering apprentices in teams of between 4 and 8 being part of the Fuel Change Challenge. Fuel Change have also developed teaching material which is being used within the College, and have engaged local primary and secondary schools to raise awareness.

As part of the Falkirk Growth Deal, which is a £90m capital investment funded by UK and Scottish Government, and lead by Falkirk Council, the College is leading on a £4m project to establish the College as a Skills Transition Centre. A Strategic Outline Case has been approved, and work is ongoing to developing an Outline Business Case.

The Skills Transition Centre is a fantastic opportunity for the College to invest £4m in equipment, software and programme, putting it at the heart of business development during the transition to net zero over the coming years. The Centre will be located throughout the Falkirk Campus encompassing a whole College approach to future skills requirements with an initial focus on opportunities in STEM and Construction and Commercialisation.

The College is set to be heavily involved in projects being developed through the City Deal Funding plans which were revealed in May 2018. The significant investment forms part of a £90.2 million UK City Region Deal for Stirling and Clackmannanshire, announced by the UK and Scottish Governments. The University of Stirling will receive £17 million for a new Institute of Aquaculture and Global Aquatic Food Security facility, as well as £22 million for an International Environment Centre developed in partnership with Forth Valley College and Clackmannanshire Council.

The International Environment Centre will draw together academic and technical expertise from across Scotland, the UK and the world. It will connect environmental research with business opportunities, skills and training and will take full advantage of the natural environment and heritage of the region. It will become a STEM hub for Forth Valley. The plans are intended to deliver economic growth that is more socially inclusive, providing new opportunities and aspirations for young adults, the development of skills, and the creation of a sustainable and distinctive source of employment for Scotland. The International Environment Centre will be sited to the west of Alloa on a derelict industrial site on the banks of the River Forth. Initially the International Environment Centre is located within the College's Alloa Campus, in an area shared with 5G Forth Valley as they establish a 5G hub to showcase the capability and latency of 5G to local companies.

Responsive and Collaborative

Springback programme

As we came out of the pandemic the College launched its Springback programme, which is the College's programme for the next stage in the college's recovery from Covid-19. This is the College's opportunity to put in place robust and well communicated plans and actions through positive consultation which facilitated a phased return to work, a phased return to learning and teaching, to build on the strengths learned from remote working and learning as

a result of the pandemic, to learn from what has not worked and to help build morale, excite staff and students and support positive health and well-being.

The overall vision for the Springback programme is to reimagine a collegiate Forth Valley College and Making Learning Work, learning from all our experiences and bringing added value and benefit to all our staff, students and stakeholders through a refocus on the college values for respect, innovation, trust and excellence; through our College Purpose for right learning, right time, right place and our vision for Making Learning Work. Underpinning everything is promoting opportunity and health and well-being for all. The programme team worked on each of the six College objectives and how they have been influenced by recent experience, and how we can maximise opportunity. The key projects have materialised as enhancing the Student Journey, Hybrid Learning, Hybrid Working, Maximising the use of MS Teams and Re-introducing Staff and Students to Campus.

Collaboration

South East Regional College

The College also has a unique partnership around creative learning with South East Regional College (SERC) in Belfast. As an example this collaboration won the CDN Innovation Award in 2018 showcasing the value of joint-working, and the value to our students of working on projects in partnership with students from another College, and from another part of the United Kingdom. Both colleges have embarked on shared staff development conferences over the last few years, including a fully virtual joint digital conference for all staff. The Boards of Management of both colleges have also had joint board meetings.

University of Stirling

In partnership with the University of Stirling, we continue to deliver four very strong partnership degree programmes in Applied Biological Sciences; Heritage and Tourism; Digital Media and Software Development with Cyber Security. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the University, College and industrial partners, and are monitored through a Programme Board co-chaired by Senior Managers from both organisations. Both organisations meet regularly at a senior level and are exploring further opportunities for collaborative working.

Forth Valley University College NHS Partnership

Forth Valley College has worked with NHS Forth Valley and the University of Stirling to establish the UK's first University College Hospital partnership. This regional partnership is working together to achieve targeted outcomes that will improve the health of local communities. The partnership aims to establish learning and skills pathways that support progression to higher education and employment and will also develop career pathways and progression opportunities for people working in health and social care across the region.

The partnership has three key themes: Education and Skills led by Forth Valley College; Career Pathways and Workforce Development led by the University of Stirling; and Research and Innovation led by NHS Forth Valley, and can already demonstrate benefits for students and staff.

Climate Emergency

We recognise that the changing climate will have far reaching effects on Scotland's economy, people and environment. Our vision is to lead by example in all our activities and to ensure that our staff, partners and learners are aware of the impact their actions have on the environment. This commitment is supported by the College's [Sustainability Statement](#) that is approved annually by the Board of Management and College Principal. Our commitment to carbon reduction is central to the college mission statement of "Making Learning Work" and is reflected in our Strategic Objectives from our [Strategic Plan](#) where under the theme of Driving a Sustainable Future, we have a commitment to work with our college community and with partners to accelerate our drive towards zero net carbon.

Our Principal has also signed the [SDG Accord](#) which is a commitment to do more to achieve the UN Sustainability Development Goals (SDGs) and to embed sustainability into every aspect of the college's work. To this end we will map actions in this plan, and elsewhere, against the SDGs and we will complete the SDG Accord's annual reporting to monitor our progress.

To develop this plan and to assist the delivery of emissions reduction projects FVC joined the Central and South Scotland Colleges Partnership (CSSCP) with Borders College, West Lothian College and EAUC – the sustainability alliance for universities and colleges. In 2022 CSSCP hired a Sustainability Project Manager who has lead on the development of a new net-zero plan.

To track progress and to identify opportunities for emissions reduction FVC has adopted the UK HE/FE Climate Commission's [Climate Action Roadmap for FE Colleges](#) which outlines a pathway of actions for colleges to follow towards Net Zero.

From Session 2013-14 to Session 2021-22 the College has reduced its carbon emissions by over 50%, and alongside all of Scotland's colleges we are committed to achieving net-zero emissions by 2040 or earlier. The College's senior team has recently approved an ambitious 5 year net-zero plan to help us towards achieving our goal, with the plan mapped against key SDGs and the FE Climate Action Roadmap.

College Outcome Agreement Impact Framework: Supporting Data

Measure	Actuals								Targets
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
A Credits Delivered (Core)	87,584	84,041	84,047	84,931	84,202	84,657	88,196	84,243	84,218
Credits Delivered (Deferred Students)								1,636	
Credits Delivered (Foundation Apprenticeships)								2,379	3,679
Credits Delivered (ESF)	0	2,231	2,249	2,045	1,898	1,860	2,175	2,493	
Credits Delivered (Core + Deferred + Foundation Apprenticeships + ESF)	87,584	86,272	86,296	86,976	86,100	86,517	90,371	90,751	87,897
B Volume of Credits Delivered to 10% most deprived postcode areas	9,068	9,808	9,052	9,381	9,146	9,163	9,548	9,185	9,195
Proportion of Credits delivered to 10% most deprived postcode areas	10.4%	11.4%	10.5%	10.8%	10.6%	10.6%	10.6%	10.1%	10.5%
C Volume of credits delivered to care-experienced learners	1,578	1,616	1,903	2,196	3,558	4,183	4,301	4,447	4,275
Proportion of credits delivered to care-experienced learners	1.8%	1.9%	2.2%	2.5%	4.1%	4.8%	4.8%	4.9%	4.9%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	157	218	322	354	495	764	846	794	570
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)									
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	1,470	1,405	1,521	1,364	1,379	1,326	1,130	1,126	1,138
Total number of FTFE students	2,088	2,025	2,070	1,911	1,994	1,892	1,665	1,658	1,650
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)									
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	4,829	4,808	6,268	4,588	4,706	3,417	3,002	3,271	3,289
Total number of PTFE students	5,286	5,289	6,734	5,008	5,254	3,824	3,891	3,849	3,870
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)									
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,015	1,040	930	932	942	934	916	794	756
Total number of FTHE students	1,293	1,392	1,322	1,315	1,345	1,317	1,291	1,119	1,050
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)									
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	772	752	943	1,109	823	781	717	1,302	1,044
Total number of PTHE students	868	858	1,087	1,280	973	848	858	1,495	1,200
F Number of students achieving an HNC/D qualification articulating to degree level courses	0	168	202	205	187	202	239	N/A	240
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	69	111	101	95	93	109	N/A	111
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	41.1%	55.0%	49.3%	50.8%	46.0%	45.6%	N/A	46.3%
G Total number of full-time FE college qualifiers (in confirmed destinations)	1,167	1,012	1,040	980	1,019	866	885	N/A	850
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	1,089	958	967	917	969	807	800	N/A	773
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	93.3%	94.7%	93.0%	93.6%	95.1%	93.2%	90.4%	N/A	91.0%
Total number of full-time HE college qualifiers (in confirmed destinations)	519	524	332	435	509	442	648	N/A	648
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	490	496	302	413	490	416	554	N/A	590
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	94.4%	94.7%	91.0%	94.9%	96.3%	94.1%	85.5%	N/A	87.0%
H Percentage of students overall satisfied with their college experience (SSES survey)	-	94.9%	95.1%	note	93.5%	-	85.3%	89.2%	90.0%

Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years



Outcome Agreement between Forth Valley College and the Scottish Funding Council for AY 2022-23


On behalf of Forth Valley College:

Signed: 

Print name: Kenny MacInnes

Position: Principal

Date: 3/5/23

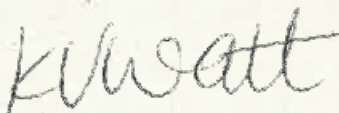
Signed: 

Print name: Trudi Craggs

Position: Interim Chair

Date: 25/05/23

On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 26 July 2023