Forth Valley Region

Forth Valley College
Outcome Agreement
2019-22

June 2019

Version 3

Contents

Executive Summary

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

Forth Valley College has a proven track record of meeting the needs of its local communities and businesses, and is among the top performing colleges in Scotland. In Session 2017-18 we maintained high levels for our part-time FE and HE success PIs, we increased our full-time HE success rate by two percentage points, however our full-time FE success rate fell by the same amount. Through this outcome agreement we aim to intensify all of our targets. In particular, we are aiming to further increase achievement from Full Time FE by two and a half percentage points from our 2017-18 level, while also increasing our Full Time HE achievement rate by two and a half percentage points from our 2017-18 level.

To help enable the College to achieve these increases in attainment work commenced in Session 2018-19 to enhance tracking and monitoring of student progress during the academic year, with the focus on our targeted full time students. Two systems have been developed and introduced during Academic Session 2018-19. 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 predicted attainment of every full time student, with the purpose of providing focus to where additional support may be required to help students succeed.

Session 2019-20 will see the full roll-out of our Student Support System (Triple S). Triple S is a system designed to allow the capturing of all support being provided to a student in one place, and to allow 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 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.

The next stages of development for Session 2019-20 are to incorporate predictive analytics within the system, and to integrate reporting from the systems developed in Session 2018-19 to record student engagement and progress, and predicted performance. Our aim is to identify issues early, possibly before a student has identified that there is an issue, and to provide advice and support as early as possible, to help maximise the number of students achieving a successful outcome.

We will also continue to embed engaging, collaborative, creative and blended approaches to learning, and will be developing 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, along with embedding a learning and teaching mentoring programme with opportunities which support staff to reflect on and develop their practice.

Continuing our commitment to working with partners to enable effective and efficient learning journeys, we are planning on increasing the uptake, attendance and achievement of students on school/college partnership courses. Within this we are planning on significantly increasing our intake on Foundation Apprenticeships programmes, with a target set for 2019-20 of enrolling 450 students on these programmes.

Construction work on our new Campus continues to progress well, with an expected completion date of November 2019, and anticipated entry date of January 2020. Our new £78m Falkirk Campus, supported by Scottish Funding Council, will provide the headquarters for the College and offer a state-of-the-art learning environment.

The overall Credits targets for Forth Valley College for Session 2019-20 reflects the targets recently published by SFC, however, we believe that on a regional and national basis, we have increased demand, particularly in relation to Early Years, Childcare and Digital Health Care, which are reflected in future year targets. That being the case we would wish to review future year activity targets in partnership with SFC.

Introduction

Outcome agreements were introduced in 2012-13 and are intended to enable colleges and the Scottish Funding Council (SFC) to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities clearly and consistently to key stakeholders.

This outcome agreement covers the three year period from 2019-22, setting out the College's key priorities over this period and defining outcomes to demonstrate how impact will be measured.

Reporting

We are committed to regularly monitoring progress towards the delivery of the outcomes set out in this agreement. We will produce an evaluative report and enhancement plan in October each year which highlights the progress being made.

Part 1 - Regional context statement

College region   Forth Valley
College regional grouping   Forth Valley College

Funding College region Forth Valley will receive £22,924,102 from the Scottish Funding Council for academic year 2019-20 to plan and deliver further and higher education in the region. This funding is on the condition that the College Board signs and commits to deliver the outcomes detailed below.

Priority Outcomes to be delivered by end of AY 2019-20

The College has in place a Strategic Plan for 2017-22 through our mission for Making Learning Work. Through this strategy we aim to meet the further and higher educational needs of the Forth Valley region, along with meeting the priority outcomes of both SFC and Scottish Government. To align our Outcome Agreement to our Strategic Plan we have mapped our six key priority outcomes against SFC priority outcomes within the Outcomes and targets section of this document. These six key priority outcomes, together with our vision and values, form the Forth Valley College business model which reflects the interdependencies of all aspects of college activity. Through delivery of our six key priority outcomes we will have:

- **Created a superb environment for learning**
- **Cultivated a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly**
- **Instilled an energy and passion for our people, celebrating success and innovation**
- **Led as a business that is a champion for governance, financial control and balanced risk taking**
- **Enhanced our position as the business and community partner of choice**
- **Delivered a whole system approach which is simple, effective, efficient and consistent**

Priority Outputs to be delivered in AY 2019-20

The operational plan stemming from our Strategic Plan for 2017-22 sets out the priority outputs to be delivered in AY 2019-20. The Board of Management of Forth Valley College approved the Strategic Plan in June 2017. Our priority outputs are:

1 – Create a superb environment for learning
- Provide flexible learning spaces and environments, delivering benefits to our students, our community and local employers.
- Increasing flexibility in opening hours to maximise use of campuses all year round.
- Providing an effective life cycle and maintenance strategy across all campuses.
- Manage the successful completion of the new Falkirk Campus on time and within budget.
- Deliver on a College wide Creative Learning and Technologies strategy which is embedded throughout all campuses.
- Deploying and evaluating innovative approaches to sustainability and energy conservation, embedding technology and reducing our carbon footprint.
- Promoting a positive record for health and well-being.

2 – Cultivate a vibrant learning organisation where learners develop skills, achieve qualification valued by industry and progress seamlessly
- Working with partners to enable effective and efficient learner journeys through the whole education system.
- Actively engaging employers with curriculum design to meet future skills demand.
- Embedding engaging, collaborative, creative and blended approaches to learning.
- Having staff and students who are digitally competent and confident.
- Providing resources to support learning which are available digitally; inclusive; and accessible.
- Preparing successful students for positive and sustainable destinations.
- Developing students whose skills ensure the best opportunity in the job market.
- Consistently being one of the top three Colleges in the Scottish FE sector for all student success.

3 – Instil an energy and passion for our people, celebrating success and innovation
- Promoting an agile workforce, embracing innovation, facilitation, mentoring and peer support.
- Developing future leaders ensuring effective succession planning.
- Engaging staff in the future direction of the College and providing opportunities for professional development and collaborative initiatives to support our people.
- Fully integrated equality and diversity.

- Celebrating our staff and students.

4 – Lead as a business that is a champion for governance, financial control and balanced risk taking
- Delivering approved budgets.
- Identifying new partners and activity areas to grow income for reinvestment to benefit our staff, students and the community.
- Having excellent financial reporting systems which support medium and long term planning and best value investment.
- Identifying opportunities for collaboration in service and procurement.
- Implement efficiencies through business transformation projects.
- Basing our strategic decisions for investment and the use of resources on robust information and review of risk.
- Enabling a high performing, truly transformational learning community through sound governance, leadership and strategic planning.

5 – Enhance our position as the business and community partner of choice
- Implementing a Marketing and Communications Plan which fully supports the commercialisation plan.
- Fully engaging with employers to recognise the value and benefits of college delivery in terms of developing the skills of their workforce.
- Developing and growing our Modern Apprenticeship activity.
- Ensuring our place as a prominent partner in supporting a region wide skills development and economic strategy.
- Being recognised as active leaders in business and the community; providing ideas, resources and influence.
- Continuing to build strategic partnerships to deliver opportunity in securing funding sources and developing commercial opportunities.

6 – Deliver a whole system approach which is simple, effective, efficient and consistent
- Identifying, planning and deploying new technology and system developments to be sector leading.
- Providing a long term investment plan to modernise IT equipment, resources, infrastructure and support in response to staff and student expectations.
- Providing our students and staff with excellent support.
- Realising the benefit of strong marketing and communication for internal and external engagement.
- Developing and modernising a "One College System" ensuring all processes are digital.
- Using learner analytics to enable us to more effectively utilise our data to support students.

The following section provides the regional context for the ambitions set out in our agreement.

Catchment area profile

Population

The Forth Valley area has a population of just over 300,000 residents, with a demographic profile in line with Scotland, with population growth in Forth Valley growing at the same rate as Scotland overall as can be seen in Figure 1.

Figure 1

% Growth: All Ages 2007-2017
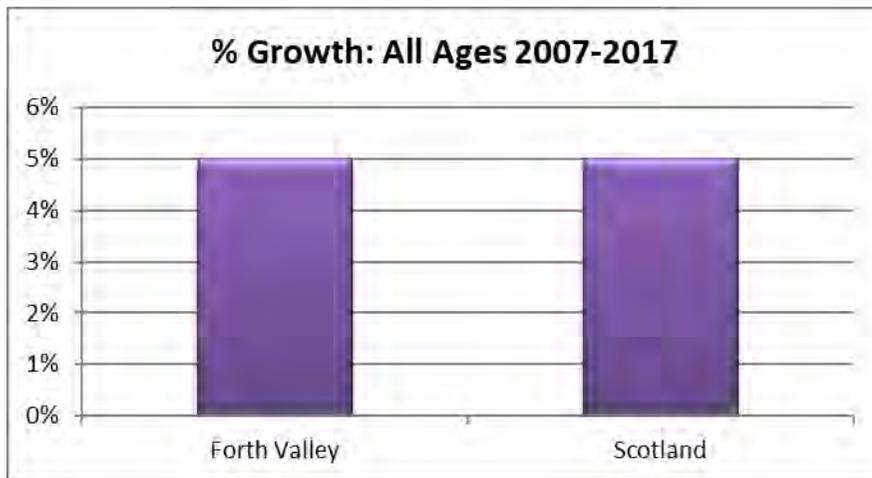
Within the 16-19 age group there has been smaller decrease in Forth Valley, compared to the reduction in population in Scotland over the period from 2007 to 2017 as per Figure 2.

Figure 2

% Change: 16-19 Year Olds 2007-2017

Figure 3

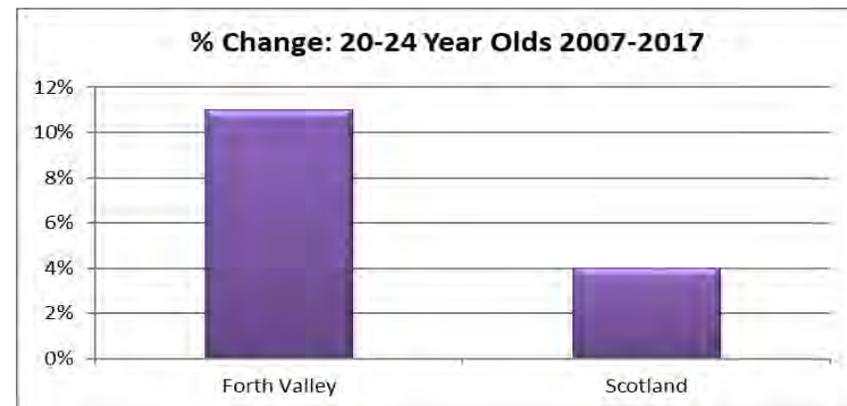

% Change: 20-24 Year Olds 2007-2017

Figure 3 shows that the 20-24 age group within Forth Valley has witnessed an 11% increase, compared to the overall Scottish increase of 4% over the same time period.

The projected growth in population of Forth Valley from 2016 to 2041 is 7%, which is higher than the 5% projected growth in population of Scotland over the same time period. Just under 2% of the population of Forth Valley are from an ethnic minority background. 7% of the total Forth Valley population reside within postcodes classified as being the most deprived in Scotland (SIMD10), with Forth Valley only having 4% of the 10% most deprived data zones in Scotland.

Labour Market

Forth Valley's employment rate for 2018 is 77% (Figure 4), which is one percentage point below the Scotland and Great Britain rates. Over the past ten years the employment rate of Forth Valley has matched, or been within one percentage point of the rate for Scotland.

There are 200 more people in employment in the region now compared to 2008, with the majority actively seeking work. Employment rates within Forth Valley's constituent Council Areas currently vary, as demonstrated in the following table, with Stirling and Clackmannanshire having a lower rate, and Falkirk having a higher rate, than the Scottish and regional average. The rate for Falkirk over the last 10 years is almost unchanged, whereas Clackmannanshire has witnessed a 6% increase in its employment rate over the last 10 years, compared to a fall of 6% in the employment rate for Stirling over the same period.

Figure 4
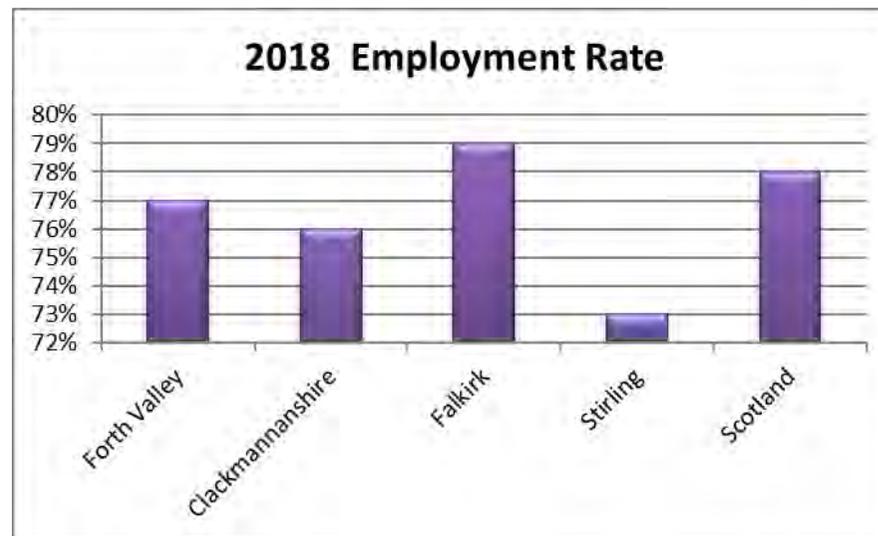
Youth unemployment within the Forth Valley region has fallen over the last ten years, however it remains above the national average (Figure 5). We have witnessed drops in youth unemployment over this time period across all of our local authority areas, however the following chart demonstrates how significant an issue youth unemployment is within Clackmannanshire, which can be masked within the regional average.

Figure 5

2017 Youth Unemployment (16-24 age group)

Figure 6

Highest Level of Qualification 2017
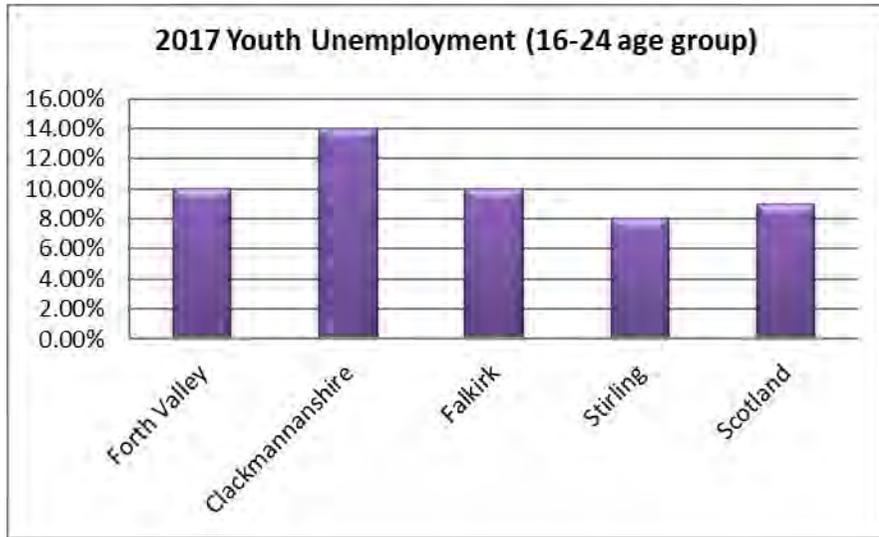
Education and Attainment

The proportion of school leavers going into HE (including College HE provision) and FE has remained the same over the period of 2010-11 to 2016-17, while the number of school leavers entering employment has risen by nine percentage points. The number of school leavers unemployed has fallen by seven percentage points over the same time period. The participation measure for Forth Valley is 92%, which matches the rate for Scotland. Forth Valley has fewer people with higher level qualifications (SCQF Levels 7-12) and therefore a lower percentage of the working age population have a higher level qualification relative to Scotland as a whole as shown in Figure 6.
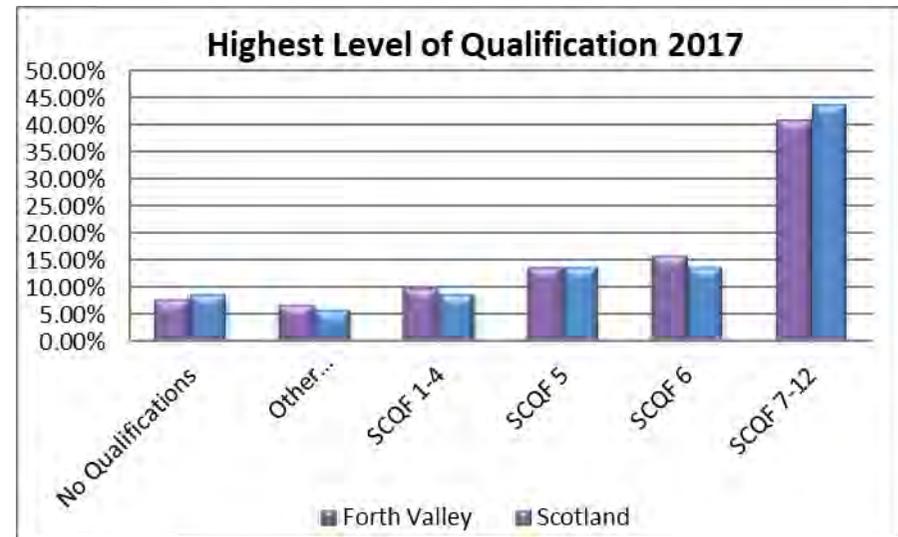
Workforce Profile

The profile of the workforce of Forth Valley by Industry Sector follows a very similar pattern to the profile for Scotland as evidenced in Figure 7.

The five largest employing sectors, by order, in 2017 were Health, Manufacturing, Retail, Education and Business administration & support. The profile by occupations is shown below for 2018. Occupations which have seen the largest growth from 2008 Professional Occupations, Caring, leisure and other service occupations, Managers, Directors & Senior Officials and Associate Prof & Tech, while the largest declines have been in Administrative and Secretarial, Skilled Trades and Elementary Occupations.

Figure 7

Industry Sector	2017	
	Forth Valley	Scotland
Health	15%	16%
Manufacturing	10%	7%
Retail	10%	10%
Education	8%	8%
Business administration & support	8%	7%
Construction	7%	5%
Accommodation & food services	7%	8%
Public administration & defence	6%	6%
Transport & storage (inc postal)	5%	4%
Professional, scientific & technical	4%	7%
Wholesale	4%	3%
Arts, entertainment, recreation	4%	4%
Financial & insurance	3%	3%
Motor trades	2%	2%
Information & communication	2%	2%
Agriculture, forestry & fishing	1%	3%
Mining, quarrying & utilities	1%	3%
Property	1%	1%

Figure 8

| Occupation | 2018 | |
	Forth Valley	Scotland
Professional Occupations	20%	18%
Associate Prof & Tech	14%	14%
Elementary occupations	11%	10%
Skilled Trades Occupations	10%	8%
Caring, leisure and other service occupation	10%	11%
Sales and Customer Service	10%	9%
Managers, Directors & Senior Officials	9%	10%
Administrative and Secretarial	9%	11%
Process, plant and machine operatives	7%	10%

All graphs and data within this section have been extracted from the
Data Matrix of the Regional Skills Assessments in Scotland.

Meeting the needs of learners

Forth Valley College has developed a regional curriculum strategy designed around both the needs of the Forth Valley region and national priorities linked to our specialist and high quality programmes tailored to our priority industries and Government key sector industries. The composition of the curriculum is subject to on-going review and is influenced heavily by input from:

- Scottish Government and SFC guidance on priority areas
- The Listening to Learners process
- Employers and sector bodies
- Stakeholders via community planning partnerships
- Close relationships with local employers across a number of key national sectors
- Post-16 training providers and University partners
- Skills Development Scotland and other national bodies such as Job Centre Plus

The College's ability to deliver effective learning across the region has been significantly enhanced by new estates developments in Alloa and Stirling. These award winning buildings not only provide sustainable and well equipped campuses for our learners, but also provide excellent civic buildings which are well used by their communities. On the Falkirk campus the College developed specialist provision in science and engineering as well as maintaining a good overall standard of facilities for all learners on this site.

The College produces an Evaluative Report and Enhancement Plan on an annual basis, which is endorsed by both Education Scotland and Scottish Funding Council. This document evaluates the quality of provision and services the College provides grouped over three headings of Leadership and Quality Culture, Deliver of Learning and Services to Support Learning and Outcomes and Impact. For Session 2017-18 the College grades were excellent for Leadership and quality culture, very good for Outcomes and Impact and very good for Delivery of learning and services to support learning.

The development of a new Falkirk Campus to provide students with the same opportunities and learning experience that are currently delivered at our Alloa and Stirling campuses remains a priority for the College. With support from Scottish Funding Council a new Falkirk Campus Headquarters is currently being built located on the extended Middlefield site in Falkirk. Construction on site commenced in September 2017, and we have an anticipated completion date of November 2019.

We will continue to map local provision to key industries and learner need across all campuses. This approach has enabled the development of an efficient hub and spoke system of learning provision across our campuses, with Science/Engineering centred in Falkirk, Hospitality and Creative Industries centred in Stirling and with Alloa becoming the centre for Business, with most campuses offering access and progression to all the main college disciplines. A map of provision across our campuses is shown in Figure 9.

Figure 9

Curriculum	Falkirk			Alloa			Stirling		
	SCQF 1-3	SCQF 4-6	SCQF 7+	SCQF 1-3	SCQF 4-6	SCQF 7+	SCQF 1-3	SCQF 4-6	SCQF 7+
Access Provision	■	■	■	■	■		■	■	
Business		■			■	■		■	
Tourism		■	■		■			■	■
Hospitality								■	■
Construction		■	■		■			■	■
Care		■	■		■	■		■	■
Sport		■	■						
Creative Industries		■			■			■	■
Computing		■	■		■	■			
Science		■	■					■	■
Salon Services		■	■		■	■		■	

Curriculum	Falkirk			Alloa			Stirling		
	SCQF 1-3	SCQF 4-6	SCQF 7+	SCQF 1-3	SCQF 4-6	SCQF 7+	SCQF 1-3	SCQF 4-6	SCQF 7+
Engineering		■	■		■				

As can be seen from the map of provision, all of our curriculum is mapped to the Scottish Credit and Qualification Framework (SCQF), which is actively promoted through our prospectus and on our website, where you can search our provision by SCQF level. All articulation routes, both internal and with Universities, are also actively promoted to our existing and potential students.

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.

Creative Learning

To support our mission of "Making Learning Work" and further the momentum of our culture of creativity in learning, in 2017-18, the College launched a joint Creative Learning and Technologies Strategy covering 2017-22 recognising the integral nature of IT in

supporting learning and teaching. The six key themes to this strategy are:

- All staff consistently facilitate high quality, engaging, inclusive, collaborative and creative approaches to learning, making best use of a range of technologies to enhance and extend learning and empower students;
- Resources to support learning are available digitally in a variety of engaging and inclusive formats and are easily accessible anywhere and anytime, from any device;
- All of our staff and students are digitally competent and confident to make best use of the technologies available;
- We use learning analytics effectively to understand and optimise student learning;
- All of our students and staff have consistent, ready and reliable access to the right IT equipment, connectivity, resources and technical support to enable them to work and study effectively;
- Our IT infrastructure is safe, secure, robust and agile enough to embrace changing needs and practices.

An implementation plan for the strategy has been developed with objectives embedded within the College's Operational Plan.

The College has also entered into a unique partnership around creative learning with South East Regional College (SERC) in Belfast. Last year we had six joint curriculum projects in progress, with staff and students working remotely, through Skype for Business and Moodle, on collaborative projects relevant to their curriculum. This collaboration won the CDN Innovation Award in 2018. We also undertook a unique joint Creative Learning Conference with SERC in August 2018, to showcase the collaborations and generate ideas from staff for further projects for

2018-19. From this 16 projects have been identified for the current year.

Working with Community Planning Partnerships

Working with our community planning partners in each local authority area (Falkirk, Clackmannanshire and Stirling), and through representation on the following groups we ensure we align skills and training with local, regional and national initiatives:

- Community Planning Partnerships (CPP) – Including Strategic Boards and full partnership in the development of Single Outcome Agreements
- CPP Local Employability Partnerships and associated sub-groups.
- CPP Local Education Partnership Groups
- Forth Valley PACE Partnership (all three local authorities, SDS, Job Centre Plus, third sector and Forth Valley College)
- 16+ Learner Choices and Opportunities for all
- Head Teacher and Principal Teacher Forum
- Engagement with the Single Outcome Agreement process for three local authorities.
- Forth Valley G7 (Consortium of key public sector Chief Executives across Forth Valley)

Forth Valley College works across a geographical area consisting of three local authority areas, all of which vary in terms of need and approach to delivery. The College plays a significant role in Local Employability Partnerships, with College staff leading these groups within Stirling and Clackmannanshire. As such we strive to deliver a consistent level of quality across the three areas, and where

appropriate have worked to suggest and implement solutions which have met the needs of all partners, working closely with our partners to achieve this.

The Local Employability Pipeline and Local Provision

The Local Skills Pipeline and associated intervention aims to equip individuals with the core transferable and vocational skills to enter and progress within the labour market. Forth Valley College works with each Local Authority and Local Employability Partnership (LEP) to secure best value for public investment minimising duplication, enhancing services and maximising opportunities for local residents and employers.

The College works with the Stirling Local Employability Partnership, raising awareness of its good work and promoting the local positive destinations available. Much of our activities focused on the successful delivery of our first ever annual LEP conference and launch of the stirling.igintion.org web portal. This unique web portal maps local providers against the Skills Pipeline and supports people who are seeking work through referrals, careers support and advice, employer engagement and highlights the value of volunteering.

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 are working closely with staff in local schools to develop a detailed understanding of individual learner aspiration 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 aimed at school leavers varies across our three campuses, and aligns with local need. 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 initially with Falkirk Council and SDS which provides Council and School staff, along with SDS Careers staff, access to real-time College application information for School pupils with the aim of providing enhanced support for school pupils in their application, and also to enable better tracking of young learners to help ensure they secure a positive transition from School. In Session 2016-17 we extended access to this information to Stirling and Clackmannanshire schools. This is also being viewed as a national pilot by Scottish Government, and conversations are on-going with other Colleges to explore knowledge transfer, with one other College to date launching their own portal.

Developing the Young Workforce

The College continues to sustain very strong strategic partnerships with its three key 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, as well as the College, have put in place dedicated staff at an appropriately senior level to facilitate the planning and implementation. Across all three local authorities, we have agreed that the College will prioritise sustainable partnership activity that is open to senior phase pupils from all Forth Valley secondary schools (rather than school-specific).

Over the past few years, the College has worked closely with its partners to develop and deliver vocational pathways appropriate to the widest range of senior phase school pupils possible.

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 and over the last three years around 10% of participants have identified themselves as care experienced (as compared to 3% of our overall student population).

The programme is unique, in that all the secondary schools work in close partnership 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 around 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.

In addition to the above, we have well-established "alternative curriculum" courses on each campus for senior phase pupils who are more disengaged and/or have significant barriers to learning, disabilities or additional support needs. These programmes provide vocational taster activities alongside personal development learning to support positive transitions beyond school. We know that this provision is successful in re-engaging young people and raising their aspirations and has a positive impact on future progression.

None of the above courses fits the Outcome Agreement definition of a "senior phase vocational pathway"; however, they are important 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. We are also working with our partner schools to ensure that, where possible, schools target the level 5 vocation provision at young people in S4 who could potentially progress to study Foundation Apprenticeships at SCQF level 6 in S5, to ensure that our senior phase provision creates cohesive pathways through the senior phase.

The College welcomes the additional funding stream made available through SDS for Foundation Apprenticeships and this is the major factor contributing to our ability to grow senior phase vocational pathways. The additional funding means that we can increase the DYW vocational offer without impacting on our carefully designed and successful full-time regional curriculum pathways.

In August 2018, we enrolled 184 new two-year Foundation Apprentices across nine frameworks: Accountancy; Business Skills; Civil Engineering; Creative and Digital Media; Engineering; IT Hardware and System Support; Scientific Technologies; Social Services and Healthcare; Social Services Children and Young People. This represents 71% of the 260 places contracted with SDS for 2018-2020 and is a very positive and significant increase on the 21 starts achieved in August 2017. However, there is still much work to be done to fully embed Foundation Apprenticeships within the senior phase curriculum across the region. A very positive development for 2018-2020 was the move by Stirling secondary schools to harmonise column timetabling of Foundation Apprenticeships on Monday and Wednesday afternoons. This means that pupils opting to undertake a Foundation Apprenticeship are not missing classes from their Highers/National 5s to attend the Foundation Apprenticeship classes.

Building on this success, the College and local authority partners have embarked on very ambitious plans for increasing Foundation Apprenticeship starts in August 2019 and a jointly developed bid to SDS was successful in securing funding for 688 new starts. This will be a mix of one year and two year programmes and many of these will be hosted within schools, whilst being delivered and supported by College staff.

We recognise that increasing participation to this level will be a significant challenge for the partnership; however a comprehensive programme of engagement with pupils, parents, employers and school staff is in progress and the higher profile national advertising of these opportunities this year will undoubtedly assist this.

In 2018-2019, the College also continued to offer S5 pupils the opportunity to undertake HNC qualifications over the last two years of their school senior phase. This year, however, numbers have diminished significantly. We believe that this is because of the growth in the Foundation Apprenticeship offer, as the two qualifications are targeted at a largely similar profile of school pupil. We are currently reviewing our partnership HNC portfolio with schools and we are likely only continue in 2019 with those in subject areas that are not available as a Foundation Apprenticeships, such as Sports Coaching and Development and Police Studies. This may result in a shift in the balance of Credit funded school activity away from SCQF level 7 towards an increase in activity at SCQF level 5.

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 (OA Measure 2b) and the volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision (OA Measure 2c). However, with the larger than anticipated increase in the Foundation Apprenticeship contract, we hope to be able to increase significantly the number of senior phase age pupils studying vocational qualification delivered by the College (OA Measure 2a). Our partnership plans for the number of places to be offered for each type of vocational provision in 2019-2020 is set out in Figure 10. These apply across all three local authorities and all 18 schools will take part. It is, however, important to note that this is still under discussion with partners and may change.

Figure 10

Type of Provision	SCQF level	Vocational Subject Areas	Planned Number of Enrolments 2019-2020
SCOTS/Transition Provision/Alternative Curriculum	4	Tasters across up to 8 vocational areas	366
Skills for Work/ NPA or equivalent	5	Early Education and Childcare; Construction Crafts; Sport and Recreation; Engineering Skills;	200

Type of Provision	SCQF level	Vocational Subject Areas	Planned Number of Enrolments 2019-2020
		Make-Up Artistry; Sound Production; Creative Industries; Hospitality;	
Foundation Apprenticeships	6	Business Skills; Civil Engineering; Creative Digital Media; Engineering; IT Hardware and System Support; IT Software Development; Scientific Technologies; Social Services Children and Young People; Social Services Healthcare	344 (new start places contracted with SDS) 83 (Year 2, based on 50% returning)
HNC*	7	Police Studies; Sports Coaching and Development; Computing;	40

Type of Provision	SCQF level	Vocational Subject Areas	Planned Number of Enrolments 2019-2020

* HNC provision is currently under review due to competition with Foundation Apprenticeships

The College also continues to prioritise the sharing of knowledge and resources and building capacity with school staff to provide relevant and up to date information, advice and guidance on vocational pathways and routes into employment. We continue to implement a planned programme of CLPL for teachers and pupil support staff with visits to College campuses and schools. We are also working with our school partners to provide a range of opportunities for younger pupils to experience the College environment and learn about career options and routes. These activities will have a strong focus on tackling stereotypical vocational choices in relation to gender. We will, where appropriate, target activities at specific gender groups and will make effective use of role models (staff, students, apprentices and other ambassadors) to promote STEM subjects to girls and subjects such as care to boys.

Finally, the College is 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 are actively working with schools and employers to promote the College's senior phase vocational pathways and to develop and enhance employer engagement with education.

SHEP Schools

Forth Valley College has four SHEP schools (secondary schools with consistently low rates of progression to higher education) within its region – Grangemouth High School, Bannockburn High School, Alloa Academy and Lornshill Academy. We do not treat these schools differently, but engage with them and all other secondary schools fully in our regional planning for senior phase school-college partnership activity, with a clear aim of promoting progression to FE and HE, as well as employment.

Grangemouth High, Bannockburn High and Lornshill Academy have higher allocations of places on the School College Opportunities to Succeed (SCOTS) course than other schools (normal allocation is 12 places per school). Alloa Academy chose not to participate in this initiative due to timetabling difficulties, however we have worked closely with Alloa Academy and Lornshill Academy over a number of years to offer two "bespoke" transition courses for them, aimed at pupils at risk of disengagement or of leaving school to a negative destination, and progression rates into FE from these courses has been very good. We are also working with Bannockburn High on a new initiative to offer ECDL to senior phase pupils, as a way of introducing them to the College and to College staff. A further initiative was a joint venture between the College, Lornshill Academy and SP Energy Networks, where a group of pupils spent the day at the Falkirk Campus learning about apprenticeships and careers in power transmission and experiencing a practical activity on the SP Energy Network power-line training poles situated at the College. This inspired all of the participating pupils to apply for apprenticeships they would not have known about without attending.

Forth Valley College, along with Falkirk, Stirling and Clackmannanshire Councils and the University of Stirling does have an ambition to offer eligible pupils in all Forth Valley secondary schools the type of activity currently offered to SHEP schools by LEAPS (Lothian Equal Access Programme for Schools). We believe that together we could provide more regionally focused support activities and engage more pupils than the LEAPS offer, which is very Lothian-centric. This was the subject of a joint bid to the SFC Impact for Access fund during 2014-15, primarily to cover the costs of pupil transport and consumables, however we were disappointed not to be successful. The partnership would still be very keen to take this forward should resources become available.

CPD Plan

Forth Valley College benefits from a bespoke approach to CPD and staff development as well as work force planning which makes up our People Strategy. We adopt a variety of approaches and tailor our staff development process which benefits the employee, line manager and department. Compliance training as well as role specific training is identified and recorded in the employees' appraisal called the PRD (Personal Review and Development) which creates a positive impact on the culture and focus towards CPD which is evident in the feedback from employee engagement. A new aspect to the PRD is that it allows staff to record their 'Professional Practice' which covers Reflection on Practice, Experiential Learning, Collaborative Learning and Cognitive Development. These areas are in line with Education Scotland's focus for Career-long Professional Learning (CLPL) and will help to inform the on-going Self Evaluation process.

Two distinct strategies are adopted to tailor staff development to achieve maximum impact and return. Management and staff are included in selecting relevant themes as well as designing events around our Learning and Teaching Strategy which ensured that the training is relevant for lecturers' CPD when working effectively with younger learners. A Training Needs analysis approach is also adopted with all departments to ensure department and individual development needs are captured and aligned to operational plans. This produces specific requirements for each department which enhances the delivery of the relevant CPD. It also creates the opportunity for line managers to consider cross departmental training and multi skilling to improve effectiveness and reduce resource challenges.

Delivery of talent management programmes aimed at managers and the Senior Management team allows the College to enrich leadership and management skills to deliver the College's mission, vision and values.

TQFE is prioritised for staff who will be working with students, and is spread across all academic departments. PDA is also identified for academic staff to support development and skills. A collaborative approach is adopted in sharing best practice throughout the College and within the sector. In recent years the College has successfully held a Creative Learning conference and continues to implement a creative learning culture amongst our staff, this focus is maintained by the College's Creative Learning Action Community.

The College has recently developed and launched its People Strategy covering 2017-2022 to recognise the hard work, commitment and innovation of our dynamic team that ensures our continuing success. Through our People Strategy we will develop and empower our people as a workforce for the future, we will ensure all College activities reflect the key principles of equality and diversity to achieve an inclusive organisation, and we will value staff by recognising and celebrating success. We will achieve this by:

- Promoting an agile workforce, embracing innovation, facilitation, mentoring and peer support
- Developing future leaders ensuring effective succession planning
- Engaging staff in the future direction of the College and providing opportunities for professional development and collaborative opportunities
- Delivering the benefits of a digital environment through capacity building and CPD that embraces emerging technologies and practices
- Fully integrating equality and diversity in everything we do
- Ensuring every member of staff has the opportunity to contribute to the direction of the College
- Celebrating the success of our staff and students

We will also continue to embed engaging, collaborative, creative and blended approaches to learning, and will be developing 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, along with embedding a learning and teaching mentoring programme with opportunities which support staff to reflect on and develop their practice.

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 on to the next level within Stirling, Heriot-Watt and Strathclyde universities.

In partnership with the University of Stirling, we continue to deliver four very strong integrated degree programmes in Applied Biological Sciences; Heritage and Tourism; Digital Media and Computing Science. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the University, College and industrial partners. Students are Associate Students of the relevant University from the beginning and, 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 wider 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 on our integrated programmes compared to other under-graduate provision, evidencing that the integrated degree programmes are widening access.

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

In addition to these Associate Student articulation arrangements, we also have around 122 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, although the year-on-year numbers are difficult to predict accurately, as they depend very much on HN students' individual 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, and 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 articulating students for the transition to HE.

STEM

The College successfully attained STEM Assured status in 2013 and was the first College in Scotland to be STEM accredited by NEF: The Innovation Institute (NEF), and were re-accredited last session. NEF influence the inter-relationship between education, business and government, through research and collaborative networks to prepare for an innovative and creative sci-tech workforce.

STEM Assured is used by education and training providers as a key differentiator to demonstrate their capability in delivering STEM provision that meets the needs of business and industry. Following a framework covering strategy, engagement, delivery, innovation and impact, it ensures a provider's vocational STEM offer meets the needs of learners and employers.

STEM Assured is an outcomes-based standard developed to recognise high quality cross-curricular science, technology,

engineering and maths (STEM) education and delivery. It is unique in the education sector and achievement of the standard emphasises exceptional strengths and capabilities, helping providers enhance engagement and success with learners and employers. The Standard offers an assurance process that builds upon existing standards and quality marks an institution may have achieved. Acknowledged by the government (Department of Business, Innovation and Skills), the National Apprenticeship Service and the UK Commission on Employment and Skills (UKCES), STEM Assured is the ONLY Standard that assures vocational STEM provision.

The College was successfully re-accredited with STEM Assured status last session, with the award panel commending the following examples of good practice:

- The College is guided by strong management that has clear and ambitious plans for the development of STEM provision using new and innovative approaches.
- The College has good engagement with employers and is responsive to the regional skills needs of industry.
- Significant investment in facilities demonstrates commitment and a strategic approach to the development of its STEM provision.

The College is taking full account of the Scottish Government's recent STEM Education Strategy in its forward plans. We have already begun working with key partners in the region and beyond (local authorities and schools; universities, the Forth Valley Developing the Young Workforce Regional Group; Energy Skills Partnership and others) on the development of a regional STEM strategy with the College at the centre of a STEM Hub.

Early Learning and Childcare

The increase by almost 100% of the Scottish Government's early learning and childcare (ELCC) entitlement by 2020 challenges colleges and other providers to extend considerably their early years provision whilst maintaining the high quality that has become the hallmark of this curriculum area.

The substantial increase in demand for qualified ELCC practitioners is an important part of the pervasive and highly influential Scottish Government's 'Get It Right For Every Child' national approach. Forth Valley College will play its part with determination, commitment and quality as we support expansion plans and enhance our on-going and already major contribution to the creation of a highly skilled, diverse and dedicated workforce.

The key feature of this expansion is the provision of flexible, high quality training programmes that meet Scottish Social Services Council (SSSC) registration requirements at support worker and practitioner levels as well as the innovations and flexibilities outlined in the Scottish Government's 2016 paper 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland'.

In response to national policy initiatives and local market demands Forth Valley College's ELCC portfolio has increased over the last two academic years. In Session 2017-18, an additional 37 full-time HNC Childhood Practice successfully completed their programme of study and in AY18/19 there has been a further increase of 48 full-time HNC Childhood Practice students recruited within an overall target to recruit 180 places on this programme.

Despite difficulties faced by all other colleges in Scotland, Forth Valley College uniquely met all the requirements of the additional targets set in collaboration with the Scottish Funding Council. Further, we will continue to offer 180 places each year until 2020 in support of new entry and replacement demands created by the increase to national entitlement.

We know that there is a projected national increase in the ELCC workforce of around 11,000 by 2020, with approximately 500 additional posts required by our three Local Authorities in the Forth Valley area. So, while we continue to review provision annually, we will undertake a more significant structural review of this provision at that time and that will reflect changing policy developments and directives as well as projected markets demands post-2020.

To ensure that all early learning and childcare programmes meet local employer/authority requirements the College is represented on a range of collaborative improvement and workforce development groups including: Forth Valley and West Lothian Regional Improvement Collaborative; Stirling Council Early Years Workforce Development Group; and Falkirk Early Years Workforce Development Partnership. Our partnership approach not only informs curriculum developments and local market requirements, it helps us develop common values and understandings as well as compatible learning and support and quality management environments.

Our recruitment processes support the required growth in the workforce and draw applicants from a diverse range of backgrounds. In 2018/19, there were 25 applications from males across all ELCC courses, 21 of whom were offered a place: a conversion rate of 84%, slightly higher than the conversion rate for female applicants at 82%.

The reasons for very low male participation rates are varied, sometimes complex and often allied to stereotypical gender role assignments from even the youngest years. However, Forth Valley College continues its commitment to attracting male applicants for ELCC programmes. Our School-College Opportunities to Succeed (SCOTS) programme, for example, includes a rotation within ELCC for all learners providing male learners in particular with an experience and knowledge of the ELCC workforce as a rewarding career option. Further work needs to be done and a targeted action plan to address this specific issue will be developed for Session 2019-20.

Meanwhile, pipeline activity to support the growth in practitioner level programmes is vital to ensure the success of the ELCC expansion. We provide full and part-time programmes at SCQF levels 4 through to 7 allowing entry, progression, registration, employment and continuing professional development. Articulation pathways are also available onto BA (Hons) Childhood Studies at the University of the West of Scotland and BA Childhood and Youth Studies with the Open University. In addition, we are working in partnership with Stirling Council during Session 2019-20 on a programme aimed specifically at qualified practitioners who have not been working within the registered workforce in recent years and who require a refresher programme to support their effective return to the modern and highly skilled ELCC workforce.

Student Progress Tracking

Through our Evaluation Report and Enhancement Plan (EREP) we identified an action to enhance tracking and monitoring of student progress during the academic year, focusing on full time students. As such, two processes have been developed and introduced during Academic Session 2018-19. 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 where a student has been highlighted as not progressing satisfactorily.

The second development has been in-year tracking centrally of 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, with the purpose of providing focus to where additional support may be required to help students succeed.

Student Support System

Another key action from our EREP was to develop and introduce a streamlined student support system. Our Student Support System (Triple S) has been planned, built, piloted and through Session 2019-20 will be further rolled out across all areas. Triple S is a system designed to allow the capturing of all support being provided to a student in one place, and to allow 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. The College has processes in place to capture various support needs of our students, however because of the disparate nature of the services provided, and also because these 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 will be 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 who are in contact with a student are aware of any support needs and ongoing concerns and issues. This information will be available 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.

The next stages of development of Triple S, for Session 2019-20 are to incorporate predictive analytics within the system, and to integrate reporting from the systems developed in Session 2018-19 to record student engagement and progress, and predicted performance. The predictive analytics tool will build on a successful model developed within the Sector which uses student behaviour, predominantly around attendance and engagement with their course to provide a predictive score of successful achievement for a student, which will be updated weekly. Integrating the information from our developed systems to capture engagement and progress, and predicted outcome will visually give a picture of how a student is progressing on their course. We believe that the use of the predictive analytics tool, and the use of engagement and predicted outcome tracking, will help staff identify earlier where a student is not engaging fully with their course, and enable engagement with the student to understand if there are any concerns or issues, and provide or signpost advice where necessary. Our aim is to identify issues early, possibly before a student has identified that there is an issue, and to provide advice and support as early as possible, to help maximise the number of students achieving a successful outcome.

Gaelic Provision

The College supports the new National Gaelic Language Plan through offering a flexible learning course on Learning Scots Gaelic.

Foreign Languages

The College offers a range of foreign language courses through our evening and flexible curriculum. The languages covered through this area of our curriculum are French, German, Italian, Dutch, Spanish, Greek, Icelandic, Japanese, Polish, Portuguese and Russian.

Diet and Healthy Weight

Following upon the success and annual reaccreditation of our Gold Award for 'Healthy Working Lives' in 2015, Forth Valley College broadened and deepened its commitment systematically. This increased effort was recognised through the attainment of the NHS 'Healthy Living Award' in 2017. The range of work underpinning these awards highlights Forth Valley College's contribution to the Scottish Government's strategy 'A Healthier Future – Scotland's Diet and Healthy Weight Delivery Plan (SDHWDP) 2018'.

Marketing, promotion and staff training are important aspects of maintaining our awards and a wide selection of resources provided by NHS Health Scotland are used within the College. We organise at least two substantial healthy living promotions each year.

The vision associated with SDHWDP seeks to create a Scotland where everyone eats well, and we all have a healthy weight. The vision is simple but its achievement is complex and multifaceted. There is, for example, a well-established relationship between poverty and obesity and a significant proportion of our students live in economically deprived areas.

The SDHWDP has five outcomes. Forth Valley College recognises that the amount and periods of time staff and students spent here necessarily make us an important source of nutrition and outcome 2 'The food environment supports healthier choices' challenges our institution in particular.

In response to this, College food outlets must meet a standing target that at least 50% of food offerings contain, where appropriate to the type of food, the minimum recommended levels of fat, oil, salt and sugars. Fresh fruit and vegetables, locally sourced, are made available in attractive and visible ways and starchy foods are the main element in most cooked meals.

Where appropriate we provide healthy, nutritious food for children and support broader healthier eating choices through regular promotions and marketing. When we purchase produce and ingredients our first consideration relates to levels of salt, sugar, fat and oil. Where these are too high we just won't buy. We have ceased the sale of "energy" drinks containing high sugar and caffeine.

Our Refectories and Gallery restaurant promote dietary variety and support a range of dietary requirements through a healthy menu choice. We encourage consumers to engage proactively with their food choices through purchase point discussion and marketing tools. Of course our daily menus typically offer gluten free, vegetarian and vegan options but where that range is not available on a given day we make it clear in our menus that a particular meal will be made available on request.

The cooked meal range always contains two different meats, a vegetarian and usually a fish option. Menus are planned to ensure they accommodate the 5-a-day initiative and fresh fruit, fresh fruit salads and fruit juices are available throughout the College day.

Fitness and its relationship to weight management is also part of SDHWDP and outcome 3 challenges that 'People have access to effective weight management services'. Forth Valley College provides fitness suites in all campus sites and a gymnasium and games hall in the Falkirk Campus. Staff have free gym membership as part of their employee benefits package and senior managers actively encourage engagement, not only as a benefit to individual employees, but also as role modelling for learners who can join the gym at a sub-market rate. As an incentive and further enticement, given their potential influence, learner representatives are offered a further reduced rate.

Forth Valley College staff are available in all fitness suites and provide equipment and programme inductions, fitness testing, personalised fitness plans and classes and, where appropriate, signpost further sources of advice and support on health, weight and physical fitness.

Sustainability

Forth Valley College recognises that the changing climate will have far reaching effects on Scotland's economy, people and environment. Consequently, the commitment to carbon reduction remains a key strategic objective for the College, within the College mission statement of "Making Learning Work." Carbon reduction forms part of the overall sustainability agenda, for which the College initially received recognition at the College Development Network Awards in December 2014, and continues to progress a "whole college approach" with the introduction of the Environmental Association of Universities and Colleges (EAUC) Learning in Future Environments (LiFE) initiative. The LiFE initiative adopts a self-assessment tool for 4 key themes- each with their own objectives;

- Leadership and Governance
- Estates and Operations
- Partnership and Engagement
- Learning and Teaching

Our vision is to continue to lead by example in all our activities and to ensure that learners are aware of the impact their actions will have, on the environment. This commitment is supported by the College Green Sustainability Statement that is approved annually by the Board of Management and Senior Management Team.

The College, through its partnership with the EAUC and re-signing of the Universities and Colleges Climate Commitment for Scotland (UCCCfS) has developed a Carbon Management Plan (CMP) which replaces the previous Climate Change Action Plan under the Carbon Trust. The College estate has altered considerably since the CMP baseline year of 2008-2009, with the opening of our new campus in Alloa (2011) and new campus in Stirling (2012) both of which received the Building Research Establishment Environmental Assessment Method (BREEAM) Excellent rating. The College remains on target to reduce tCO2 levels by 25% from the baseline figure of 2873.35tCO2 by the year 2020. The figures from August 2016 illustrate a cumulative 20% reduction from the baseline year.

Annual carbon reporting for Public Bodies Duties in the Climate Change (Scotland) Act 2009 has been mandatory for the entire sector from 2016. Forth Valley College participated in the trial submission year in 2015 to the Sustainable Scotland Network (SSN) at Keep Scotland Beautiful, as part of the Public Sector Climate Change Duties Reporting requirements. The College continues to liaise with all partners on these requirements including Resource Efficient Scotland, EAUC, SSN and Keep Scotland Beautiful.

The CMP forms only part of the overall College Sustainability agenda. The College Sustainability Committee consists of various College support and teaching departments along with the Student Association. The Committee set key performance indicators and continue to monitor progress. These key performance indicators include printing, travel, energy and utilities, health and wellbeing, sustainable procurement, waste, Fairtrade, embedding sustainability into the curriculum along with citizenship and employability.

Governance

The College's Board of Management consists of 18 members as follows:

- Chair
- 12 Independent Non-executive members
- 2 Student members
- 2 Staff members
- Principal

There is a clear differentiation in the roles of the Chair of the Board and that of the Principal. Matters reserved to the Board of Management are set out in the Standing Orders and Operating Guidelines, the Scheme of Delegation, and under the Financial Memorandum with the Scottish Funding Council. The Board of Management is responsible for the on-going strategic direction of the College, approval of major developments and the approval of annual budgets.

Members of the Board have a collective responsibility for the proper conduct of the College's affairs. Members have full and timely access to all relevant information to enable them to perform their roles effectively. Members' roles and responsibilities are described in the Code of Good Governance for Scotland's Colleges and the Guide for Board Members in the College Sector.

Board Effectiveness

The Board of Management has adopted the Code of Good Governance for Scotland's Colleges. The code outlines the activity to be undertaken by a Board. The Board of Management has an effective mix of skills in place, supplemented by a comprehensive induction process which is further enhanced by Board training activities such as the provision of equalities training.

There are self-evaluation processes, led by the Chair and an evaluation process for the activity of the Chair led by the Vice-Chair. These offer a mechanism for members to feedback on their perceptions of the Board, their contribution and any future training needs.

Assessment of corporate governance

In the opinion of the Board of Management, we can confirm that corporate governance is exercised in accordance with the principles of

the Code of Good Governance for Scotland's Colleges, the Scottish Public Finance Manual (SPFM) and the Financial Memorandum. Our auditors' opinion on regularity states that "In our opinion in all material respects the expenditure and income in the financial statements were incurred or applied in accordance with any applicable enactments and guidance issued by the Scottish Ministers."

New Quality Arrangements

The College Board of Management remains committed to engaging fully with Education Scotland and the Scottish Funding Council on the new quality arrangements. The College's second Evaluative Report and Enhancement Plan has been completed and verified by Education Scotland and SFC.

European Union Links

The College is participating in the European Erasmus '3Es Youth in VET (Vocational, Employment, Training): Engagement, Empowerment & Employability' project to support disadvantaged people, in particular, disadvantaged young people. The project is being co-ordinated by our Maltese partners from the Malta College of Arts, Science and Technology (MCASt). The other partners in the project are from the Netherlands, England and Germany. The College is primarily participating in the development and teaching of PSD (Personal and Social Development) units based around the delivery of 'pastoral care' and 'communications'.

To date there has been a planning meeting and a week-long seminar. The College participated by providing workshops on the subject of 'Attitudes and values to work with vulnerable youths' and 'How lecturers take care of their own emotional and mental wellbeing'. The College will be participating further in the project, the specific focus evolving from the current work.

Within the project the College will be working towards outputs centring on the development of resources and materials to support learning in this area. The focus of the project will be to utilise digital technologies which can support individuals and families who are touched by Dementia. As part of this a comparative study of the countries involved will be undertaken to identify the landscape in relation to Dementia and a literature review created to examine current thinking. As the project progresses resources will be developed which could be used for short programmes or independent learning. There is the potential that a digital resource will also be created and trialled within this field for individuals with Dementia.

This project is an exciting opportunity for staff to be part of sharing approaches and thinking with colleagues from a European and International perspective.

European Social Fund

The College is committed to delivering 1,786 Credits as part of the SFC led 'Developing Scotland's Workforce' European Social Fund strategic intervention, focusing on higher level skills to meet regional and national skills needs in the growth sectors of Early Years and Childcare, Hospitality and STEM.

Estates Strategy

The Forth Valley College agreed Estates strategy comprises a vision for three new campuses. The first in Alloa, the second in Stirling and a third in Falkirk. A significant investment has already taken place in phases 1 and 2 of this strategy with Alloa and Stirling successfully completing on programme and within budget in 2011 and 2012 respectively. The new Falkirk Campus is planned to be complete in November 2019.

The new campus plans include servicing the current Falkirk Campus curriculum and will accommodate over 11,000 students of which almost 2,000 will be full time. The New Falkirk Campus will be located on the cleared 10.87 acre Middlefield Campus site and an additional

section of land (4.8 acres) to the East of this. The new facility will be 20,720sqm and will incorporate state of the art and flexible teaching accommodation, as well as low carbon initiatives, such as Photovoltaics, a Ground Source Heat Pump system, Combined Heat and Power boilers, along with other sustainable functions required to meet the Building Research Establishment Environmental Assessment Method (BREEAM) standard.

Cyber Resilience

The College has been successfully audited by an approved 3rd party in preparation for certification for Cyber Essentials, with our application for certification now submitted. The College offers a number of courses within its current curriculum that offer units on cyber security. For Session 2019-20 cyber security will also be more strongly highlighted within the marketing of our integrated Applied Computing course with the University of Stirling.

Specialist Arts Provision

The College places value on specialist arts provision, offering curriculum at all levels up to degree level through our BA Arts & Design programme. The College also has a number of associate students with Glasgow School of Art.

Meeting the needs of employers

Forth Valley College plays a key role in the economic development activity of Forth Valley through working with and supporting local and national employers and our connections with Scottish Enterprise, SDS and the priority sectors. Succession planning and workforce development needs are key to this activity where we provide extensive Modern Apprenticeship provision, work-based learning and up skilling and a range of tailored services for companies and their employees. The College is fully committed to delivering economic regeneration including the STEM national priority, (we have recently been reaccredited with STEM Assured status from NEF), and supporting key sectors including Energy, Creative Industries and Hospitality and Tourism. Furthermore the College delivers significant services for Construction, Business, IT and Health and Social Science.

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 aspirations to build our MA provision in 2018-19 was successful and we have exceeded our target. The numbers of engineering MAs have exceeded the levels they were prior to the Oil and Gas down turn. This year we started a record number of female engineers. The main factor in achieving this was having a clear plan on a number of equality strategies and working with the sector and schools to promote the merits of the career to females. We are seeking to broaden our offering of MA into other sectors this coming year to include Port Operator and Customer Service. This is a direct result from our discussion and engagement with employers.

An "Employer Portal" was developed with the input of employers and launched across our businesses this year 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.

Graduate Apprenticeship

Over the past year we have been working with Heriot Watt University on the development of Graduate Apprenticeships in Instrumentation. This is a unique partnership which is enabling Heriot Watt University to deliver a course in Instrumentation for the first time.

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.

Department of Business Development

The Business Development department supports the activities of all the teaching departments and is a liaison and interface for the College, employers and employees as part of our role Business Development provides a client management service to ensure employers fully understand the progression of their employees and the requirements for gaining industry recognised qualifications. Our commitment to working with employers is at the forefront of our teaching departments ensuring we are meeting the needs of the industry sectors in which we operate.

Skills Development Scotland (SDS) are a key stakeholder for the College and we engage at a variety of levels to ensure that we are meeting the skills development needs of local and national employers. We have a well-established relationship with the national programme team through our contract for delivery of Foundation Apprenticeships (FAs) and Modern Apprenticeships (MAs).

The Business Development Department represent the College in a number of employer engagement forums including the LEP Employer Engagement Groups. The Stirling, Clackmannanshire and Falkirk Local Employability Partnerships exist to facilitate, support and co-ordinate the provision of employability services across Forth Valley. Forth Valley College have chaired the Stirling and Clackmannanshire

groups, and are active partners on the Falkirk executive group and as a result we have taken a lead on several employer engagement events across the Forth Valley Region.

Department of Engineering & Science

The Engineering and Science Department continue to work with Scottish Power to reflect on-going needs in the sector from craft apprenticeship, adult apprenticeships and higher level awards. Cross departmental working between the client managers in Business Development and the lecturers in both departments ensure that we are adapting and flexing elements of the training programme to ensure the apprentices are work ready and skilled for their progression out into industry. The Department are also working with Alexander Dennis on bespoke training for their Modern Apprentices. This involves the construction of a bus type structure to allow their MA's to handle battery operated hand tools in the same way as in industry to provide skill sets required to assemble a bus on a different form of assembly line rather than the more usual engineering workshop environment.

Through our success with the Energy Skills Challenge Fund and our connections with the Chemical Sciences Skills Investment Plan, the Department is also working with three local companies to develop a bespoke up-skilling instrumentation course to resolve the issue of suitably trained instrumentation personnel. It will be targeted at electrical trades' people and be offered on a one day per week basis to match the company's utilisation of key staff. We have also recently started discussion with GSK and Ineos O&P to develop a transition programme for automation engineering skills and this could be widened out to other employers within the chemicals sector. Our partnership with Scottish Power continues to grow with the College now providing training for their apprentices, Transition training for up-skilling, training for their contractors, along with delivery of their Advanced Apprenticeship course to HND level.

Our Science department continues to develop strong links with the Life Sciences Skills Investment Plan implementation and is participating in a joint working group between education and industry in relation to the

requirements for the life sciences MA. The department has recently changed our model of delivery to be a straight two year programme rather than a roll on roll off and this has attracted new employers to the college namely Quotient and SASA.

We continue to deliver a number of successful short courses in conjunction with local employers such as Process Optimisation and Safety in Microbiology. The College has also successfully delivered bespoke training relative to Fish Pathogens. This company had struggled to source this training and the College has support industry by developing the entire training programme which will be delivered by FVC staff predominately on the company's site. Due to the success of this programme further delivery is planned. HND Applied Biological Science, HND Applied Chemistry and HNC/D Chemical Process Technology were reviewed with employers to review course design. There continues to be significant employer engagement with the delivery of the Applied Biological Science Degree that was developed jointly with the University of Stirling.

Following on from the College's successful STEM reaccreditation from the STEM Foundation (NEF) in 2017, the College held a "Making STEM Work" conference where over a hundred local secondary school pupils attended industry led workshops with key local employers.

A very effective link has been created with the Energy Skills Partnership (ESP) which has created a wide range of opportunities to engage with industry and associated supply chains. With industry partner support ESP have facilitated staff development sessions and provided financial support to develop and deliver elements of curriculum relative to micro energy generation, energy efficiency and energy conservation. ESP also supported the Bloodhound challenge as part of the STEM open day, this involved students from local primary schools coming into College to race rocket cars that had been designed and built by the pupils. This was supported by ESP and the Army by contribution of equipment, College staff CPD and attendance at the event. This was an excellent event in encouraging Primary School student involvement in STEM as a fun educational activity.

Department of Business & Communities

The Department of Business and Communities offers subject-specific Employability programmes in Construction, Retail and Hospitality across our three campuses. As part of these programmes, learners attend full-time placements in local industries across Forth Valley. Our Work Placement Co-ordinator works closely with employers to assess learner needs and gain valuable feedback to aid with tailoring our future programme design to meet employer needs. This year the department will be sending a formal questionnaire to local employers to review the curriculum portfolio and placements to inform future curriculum design and placement content.

Our ESOL for Employability course is a full-time Level 4 course which addresses the national ESOL strategy objectives on improving language skills and preparing our national workforce. Learners develop their reading, writing, speaking and listening skills with a focus on employability including preparing for work, mock interviews, CVs, events management and Local Investigations. Many of these learners progress onto higher level studies or full-time employment.

Project SEARCH is a new course aimed at learners with disabilities. This course meets many of the aims and objectives stated in the Developing the Young Workforce strategy. The full-time one-year course is based at Forth Valley Royal Hospital. The interns participate in three 10-week placements within the hospital. Some of these placements can include: portering, canteen, domestic cleaning and stores. The interns work with an on-site lecturer and Work Coach as well as individual placement mentors. The aim of the course is for the interns to gain employment at the end of the course.

Funding has been secured to offer a new course entitled Centre Forward. This innovative new course is offered in collaboration with the Falkirk Football Foundation and Business Bairns. 24 learners with additional support needs will attend this full-time course which centres on physical activity and is based at Falkirk Football Club. The department will work in collaboration with the Department of Care, Sport and Construction where HN learners, as part of their unit work on

coaching, will lead sessions with learners at the stadium. Business Bairns will work with local employers to lead workshops and mock interviews with learners throughout the programme to better prepare them for future employment.

Within our department, all of our NQ Administration and IT subject areas students undertake a two-week work placement as part of their programme. As part of the review of these work placements, there are scheduled meetings between College staff and employers, and questionnaires are used to gain feedback on the work readiness of our learners. The information gathered from these sources and the work place supervisor report is used to shape course content for future cohorts, and to provide feedback and personalised support for current learners. In addition, HN Admin & IT and HN Business students undertake a Work Placement unit as part of the qualification.

Our HR and Management qualifications that are accredited by CIPD and CMI allow staff from the college to work with local employers to develop tailored training solutions with a good example of this being the work recently done with the Scottish Building Federation in developing an HR programme with blended content and delivery methods tailored to the needs of both the employer and programme participants.

The department is also working with Stirling University to develop a bespoke Change Management Training programme for their employees. This was in response to employee feedback received by the university. The organisation has been, and continues to go through a period of change and staff were looking for a programme to equip them with the skills and knowledge required in the ever-changing work environment.

Within Accounting and Business, meetings have taken place between local employers, practitioners, universities, examining bodies and College teaching staff to help us ensure that our programmes equip our students with the skills and knowledge needed to help them gain employment and be ready to undertake further study and professional qualifications. The department recently saw its very first cohort of

Foundation Apprentices in Financial Services successfully complete their 2-year journey. The programme was managed in partnership with Prudential Stirling, where learners alternated between studying on campus at Stirling and undertaking work experience on Prudential premises at Craigforth, Stirling. Highlights of the programme include one of the learners being short-listed for the FA of the year, he subsequently was recruited onto the Prudential MA programme; another learner progressing onto a Graduate MA in Business Management at Heriot Watt University; another learner progressing onto a Business & Spanish degree at the University of Stirling and another progressing into our HND Business programme. Session 18-19 sees us embark on 2 new FA programmes – Accountancy and Business; where we will continue to partner with local organisations to provide vocational qualifications and meaningful work experience for our young learners.

Department of Creative Industries, Hospitality & Tourism

The Department of Creative Industries, Hospitality & Tourism has made significant advances in developing a wide range of employer links, with a department-wide realignment of provision ensuring a more adaptable, agile and industry-relevant suite of courses. The media section is developing links for work placements, guest lectures and course development support with a variety of organisations including Scottish Television, the NUJ, Prudential, Eden Consultancy and others. In addition, the Computing area of the department has made significant changes to realign more closely with industry demands, and now offer significant industry-backed additional qualifications to students via vendor-accredited courses, with developing partnerships with a host of organisations including Oracle. In Art and Design, project-led learning ensures that students are preparing for industry-led activity throughout their courses, with a significant series of successful briefs, including work with Stirling Cycle Hub, the Macroberts Arts Centre and Glaxo Smithkline. In Sound Production, students work with employers to learn specific specialist studio techniques, led via visits to studios and employer talks. In addition the team work with industry experts like Mediaspec to promote and develop courses. All students are encouraged to develop vital skills

and understanding across the core competencies of industry-specific training; creativity; and enterprise and entrepreneurialism, with PDPs, work placements, visits, guest lectures and other activities all developing industry-relevant links.

Within our Hospitality and Salon Services team, employer engagement is at the highest it has ever been. Students have been working with top industry professionals in the capacity of work placements or employed status. Key employers include Michelin Star Chef Tom Kitchin; Gleneagles; Crieff Hydro; Dunblane Hydro; Maxxium House; McDonald Hotels; Stirling Court Hotel; Stark Events, Collessio Hotel, Stirling Schools, to name but a few. Students have also participated in a few events at Holyrood where they were involved with food preparation and service to Members of the Scottish Parliament. Professional Cookery and Hospitality students were involved in a 'Chefs of The Future' competition dinner, which attracted a large number of chefs and restaurant managers, who on seeing the high standard of service and food produced, offered several students paid employment. Hospitality and Salon Services staff and students worked alongside Tom Lewis and his staff at Monachyle Mhor Hotel on their highly successful music, food and drink festival weekend.

Within Salon Services all hairdressing students participate in Work Placement one day per week which involves a large number of salons across Central Scotland. Salon Services has three main industry partners - Paul Mitchell Haircare, Eve Taylor Skincare and NSi Nail Systems - who work extensively with students to ensure their skills and knowledge are current to industry requirements and current trends. They also offer a wide variety of CPD opportunities to staff. Also, the department worked alongside Job Centre Plus to devise a Sector Based Skills Academy which offers work experience, employability skills and bespoke training to the long-term unemployed.

Department of Care, Sport & Construction

To ensure that our programmes meet local employer/authority requirements, the Department of Care, Sport & Construction is represented on a wide range of collaborative working groups, including Stirling Care Village, Stirling and Clackmannanshire Early Years Workforce Development Group, Falkirk Early Years Workforce Development Partnership, Falkirk Council's Health and Well-Being Service and School Improvement Team, Falkirk Community Trust, Wallace & Stirling Community Sports Hub, Active Stirling and local voluntary based sporting organisations. Additionally, learner and employer feedback has identified the need for flexible and accessible training that meets industry standards. From the nationally recognised PDA awards for the Early Years and Fitness sectors, National Governing Body Awards for Sports Coaching, to customised CPD awards in Health and Social Care; this delivery ensures that the department continues to provide training and services that meet consistently the requirement of learners and employers.

Within Health and Social Care we contribute to the Workforce Planning and Training Model being developed by NHS Forth Valley and Stirling Council at both strategic and operational levels. In addition to this HNC Care and Administrative Practice has articulation to Stirling University.

Within Early Education and Childcare we are working collaboratively with Falkirk, Stirling and Clackmannanshire councils to meet a growing demand for trained staff. As part of this collaboration, College staff engages in joint CPD with council staff.

Within Sport & Fitness we continue to work collaboratively with a wide range of organisations within the Forth Valley area, including Falkirk Community Football Foundation, Bannatynes and LK Galaxy, to enhance student citizenship and employability skills via volunteering and workplace experience opportunities.

Within Construction the team currently delivers programmes at SCQF level 3-8 from all main College campuses. The programmes delivered are specifically designed to achieve strategic national Education and Training objectives in partnership with local and national employers, sector skills councils and local authorities. As a result of improving Construction Industry activity levels, demand for Modern Apprenticeships (MA's) at both Craft and Technician level is developing into one of the main curriculum drivers for the Department.

Employer engagement is constantly evolving with the creation of new business development solutions for a growing number of partners and key stakeholders including the Construction Industry Training Board (CITB), Building Engineering Services Association (BESA), Scottish & Northern Ireland Plumbing Employers Federation (SNIPEF), Local Authorities, University Sector and many other organisations. Following effective employer engagement over the period 2013-16, the Department has successfully introduced two new MAs; Building Service Maintenance (FES Facilities Management) and Civil Engineering (CITB) with demand for existing and new Craft and Technician MAs predicted to increase over the period 2019-2022.

In partnership with Stirling based employer - Facilities Management group FES FM a new fully equipped training facility has been created to train Building Service Maintenance MAs over the next five years. The MAs are recruited from throughout the United Kingdom and trained to SVQ level 3 at the Alloa Campus facility. In October 2014 the partnership was awarded the best in "Learning and Career Development" category at the prestigious annual UK British Institute of Facilities Management (BiFM) awards and in September 2016 the partnership gained success in the Scottish Training Federation Awards.

In partnership with key employer partners including; Robertson Construction, Historic Environment Scotland, Scottish Canals and the Civil Engineering Contractors Association, the Department has developed a wide range of new vocational and Higher Education programmes in line with industry requirements, the Department has in addition, through effective employer engagement, secured work experience for learners and opportunities for college staff to participate in Continuing Professional Development training and events.

The Department works very closely with the Scottish Government funded Energy Skills Partnership (ESP) to develop relevant programmes in line with employer and industry requirements. Recent examples include energy efficiency, renewable energy and Building Information Modelling (BIM).

Employability

In Session 2015-16 the College undertook a review and evaluated both the effectiveness and affordability of the Skills Development Scotland Employability Fund courses. The outcome of this review is that the College has not delivered SDS Employability Fund courses since Session 2015-16.

The College recognises that there is a need for this type of provision and does deliver under the employability banner in many courses across the college. However the extended work experience element we delivered within the Employability Fund programmes is a crucial support mechanism for the more vulnerable learner, and the more we can offer to scaffold transitions to employment the better. The College, the learner and employer will all benefit. As such, two new courses have been developed in Construction and Retail, which run for 18 weeks, and provide learners with an extended 14 week supported work placement. The College introduced both courses with three different start dates through Session 2016-17, and is continuing with this delivery.

The learners for this type of programme tend to be young people who are vulnerable and need additional support; they lack self-confidence and self-esteem, they have struggled in the school environment and many are care experienced. As such they do require more support both in College and when they are in the work place. By changing the programme to an 18 week programme opens up the student support services and funding to this group and allows us to recruit on this basis. Furthermore we have strong links with DWP and SDS as well as our LEP partners in identifying and reaching this group of young people.

Work Placements

The College has increased the number of work placements available to our students from our 2013-14 figure of 476 to 681 in Session 2017-18, and we plan to further increase the number of available work

placements over the period of this Outcome Agreement. The main subject areas where this increase will be focused upon are Care, Business and Engineering. The second phase of our Employer Engagement systems development is to introduce a central work placement reporting tool which will allow greater transparency, ease of reporting and monitoring of progress towards this target.

The College takes cognisance of the Work Placement Standard for Colleges, and strives towards all appropriate vocational courses having a meaningful work placement in accordance with the Standard.

The College has seconded a member of staff, paid for by SFC Developing the Young Workforce funding, to further develop work placements, with the focus being on Civil Engineering in the first instance.

The increasing number of Foundation Apprenticeship students will also lead to an increase in the number of work placements being undertaken by school students in the senior phase.

Innovation

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.

Also linked to the Stirling and Clackmannanshire City Deals the College is a partner alongside the University of Stirling to develop an Intergenerational Village, which would include building a single tech enabled home to showcase the future of care for an aging population.

Innovation is encouraged throughout our curriculum with examples from last year including the College winning the College Development Network Award for Innovation for their work with South East Regional College in Ireland for projects aligned to our Creative Learning Strategy and their Project Learning. Students from seven curriculum areas worked on collaborative projects using Moodle as their communication tool. We are now developing further ideas for projects and will see staff and students visit both Colleges during session 2018-19.

The ConnectForth Project in the Department of Creative Industries also received a Commended Beacon Award for innovation. The project also took centre stage at the recent announcement of a College Innovation Fund through SFC. The College has currently received £25k for the FutureEquipped project and have staff attending the Construction and Digital Health Care Innovation centres.

Access, equality and diversity

The College successfully complies with all Equality Act requirements and the Scottish Specific Duties, and continues 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. 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. We have worked jointly with the Student Association to raise awareness through events throughout the year to highlight specific issues such as violence against women, LGBT History Month, and Show Racism the Red Card. We successfully raised the profile of the 16 Days of Action Campaign through a very thorough social media campaign that was well received across the College.

Staff and student data are collated and analysed for any negative impacts in terms of profile, retention, progression and attainment. Specific action is being planned 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.

Equality is integrated into learning and teaching approaches through the Creative Learning & Learner Technology Strategy and associated Learning Activity Planning Tool. Partnership remains a key focus, with the Equalities team having representation on local groups consisting of public sector and third sector partners such as the Forth Valley LGBT Development Group, the MAHRS (Stop Hate Campaign) group and the 16 Days of Action Group (raising awareness of issues of violence against women).

The College holds two key charter mark awards for Equality. We were the first college in Scotland to receive the BRITE Chartermark for inclusion, demonstrating our commitment to inclusive practice across college. We have also gained the LGBT Youth Chartermark at Foundation level for our strategic and structural approach to equality across the whole organisation. We also received the Silver award for our Student Services function area, again for our inclusive practice in supporting LGBT students. These awards examine and recognise 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.

Meeting additional support needs

The College Equalities Team provides a needs-led Extended Learning Support (ELS) service for learners with additional support needs. Support is tailored to individual circumstances with the learner at the centre of the process to ensure their needs are met effectively. High quality needs assessments are completed with learners and the College is an accredited needs assessment centre for Student Awards Agency for Scotland Disabled Student Allowance applications. All prospective, new and current learners are informed of support available and how to access it – learners are able to disclose support needs at any time during their time at College. In Session 2018-19, we provided ELS to over 600 students with a wide range of additional support needs from acquired brain injury, short term memory loss, dyslexia or asperger syndrome to mental health difficulties, completing a range of programmes at all levels. Further detail is provided within the College's draft Access and Inclusion Strategy.

The department of 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. The College fulfils its duty of care by:

- raising the awareness of all staff of the need to Protect Children, Young People and Adults, and to emphasise the responsibility of all staff in reporting possible cases of abuse or harm to the Safeguarding Team;
- providing appropriate procedural steps in order to monitor the Colleges involvement in Child and Adult Support and Safeguarding Referrals;
- contributing appropriately to assessments of need and support packages for those Children, Young people and Adults affected by abuse or harm;
- emphasising the need for, and facilitating good levels of, communication between all members of staff and other agencies.
- providing mandatory compliance training for all existing and new staff, delivered by the Safeguarding Team.

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](#) to cover 2017-20, 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. Care experienced students at Forth Valley have achieved success rates higher than the sector average.

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.

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 Access and Progression department's programmes build on learners' personal and social development, employability skills, health and wellbeing. College staff are involved in a Youth Transitions Work stream, where we 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 severe and complex needs is delivered within our school link

curriculum and some of the learners progress onto our full time Lifestart programme either on a full or part time basis, or onto our Opportunities for Young People course. Our Enable Transitions worker supports learners to secure suitable work placement opportunities. Adults with severe and complex 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 complex and profound 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.

The College strives to ensure all learners have access to College courses, evidenced by our target of increasing the proportion of activity delivered to learners from the 10% most deprived postcodes by over 1% to 12% over the three year period, which represents a higher percentage than the 7% of the whole Forth Valley population who reside within the 10% most deprived postcodes. Our success rates for students from both the 10% most deprived postcodes, and also from the 20% most deprived postcodes were also the highest in the college sector for Session 2017-18. The College also has above sector average success for Care Experienced students as well as students aged under 18 and aged 18-20.

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 reports.

Race

We have set a target of maintaining enrolments from students from a black or ethnic minority at 3%, which represents a higher percentage than the 2% of residents within Forth Valley who are from a black or ethnic minority. There is more detailed monitoring of our enrolment, retention and success PIs for Black and Minority Ethnicity (BME) students through our Access & Inclusion strategy.

The College's Head of Equalities, Inclusion and Learning Services and Diversity Coordinator are members of the Scottish Race Equality Network (SREN) Forum, attend meetings where possible, and receive information and updates. Involvement with the SREN group has facilitated a consultancy programme with CEMVO Scotland. They will help identify steps we can take to improve racial equality. The first appointment with CEMVO is set to occur in late June 2019.

The College's Diversity Coordinator with support from the National Union of Students has facilitated a number of focus groups with BME students in AY 2018/19 to identify how the college can create an environment to foster improved outcomes. This was in response to data we reported on through our Equality Outcomes monitoring in 2017 that BME student achievement is lower than of white student achievement. Engagement with students has been limited and it will probably take longer than expected to build relationships with students especially those who are resident UK. The majority of focus group participants so far were 'international' students. Our Diversity Coordinator plans to engage with the FVSA BME officer to support this process.

Focus groups are also a major point in the Scottish Government Race Equality framework as we need to identify barriers before we can start working to minimise them.

Gender

The College is committed to delivering on its Gender Action Plan, which is published on our website at https://www.forthvalley.ac.uk/media/2702/gender-action-plan-2017-20.pdf. At subject level there is under-representation of females 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 females than males. The purpose of these courses is to spark an enthusiasm of young (predominantly female) learners 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 female engineering staff have been involved to highlight that Engineering is a career path for both sexes.

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 both females and males to experience subject areas they may not have experienced before eg females experiencing Construction & Engineering, and males experiencing Hairdressing & Care. In its first year of running, two males progressed on to Childcare courses from this course.

The College was successful in its bid to the Equality Challenge Unit for the Attracting Diversity Project, which commenced in session 2015-16, and the work of this project is continuing. A project team has been established within the College, which set targets and has gained insight and experience from other colleges involved within the projects, and benefit, from the experience of staff from within the Equality Challenge Unit.

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 [Transgender Guide](), which is intended to support students who identify as trans and non-binary.

Gender Based Violence

The College is aware of the need to develop a plan around Gender Based Violence (GBV) and work closely with Forth Valley Student Association (FVSA) to ensure a joined up approach. Initial actions in this area of work: The College's Diversity Coordinator has made links with Forth Valley Rape Crisis. Around the theme of 'GBV Prevention', the aim is 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 delivered Bystander training in January 2019 for FVSA and some class reps. We are aiming to deliver training in tier one GBV awareness and how to respond to disclosures to key College support staff (Learning Development Facilitators, Learning Assistants, Learning Development Workers) in January 2019. We are also exploring with Forth Valley Rape Crisis the possibility of having a support officer based on Falkirk campus one day per week beginning in late 2019.

Gender of Board of Management and Staff

There are currently 17 members within our Board of Management, which comprises of seven females (41%) and ten males (59%). There is a 45 % Female/55% Male gender split within the eleven non-executive members, while 100% of our staff board members are female.

Within the College's overall headcount the gender balance is 55% female and 45% male. Within the College's Senior Management Team there are 3 FTE males (60%) and two FTE females (40%).

Equal Pay

The College undertook an Equal Pay Audit assessment in 2019. The Equal Pay audit is an independent assessment of pay equity. An initial audit was completed in 2009, further updated in 2012 and 2014. The report is conducted by NGA Human Resources who are independent reward consultants utilising tailored software solutions to provide reward consulting services.

The findings were that the College does not have any significant exposure to equal pay challenge. The major job groups which are gender dominant do not present major concern in relation to widespread challenge one role referenced against another.

The College has made some considerable improvements to the pay structure since the previous audit analysis of 2014. Concern was expressed over the application of overlapping incremental steps within the support grade structure. This matter has been addressed with the positive steps taken by the College.

Race and disability were assessed along with gender during the November 2016 audit with no significant pay gap being reported in any equal work group

British Sign Language

Forth Valley College is committed to the British Sign Language (Scotland) Act 2015. The College will take measures to achieve the outcomes of the BSL National Plan for Scotland, where possible to do so. The aim of the legislation is to:

Promote awareness and the use of BSL; and
Improve access to services for Deaf and Deaf-blind people.

The College has implemented the following measures in order to achieve the aims of the BSL (Scotland) Act 2015:

- To make more College information available in BSL;
- To encourage the use of assistive technology to support BSL users;
- To facilitate the provision of communication support to BSL users; and
- To include BSL actions and outcomes in the up-coming FVC Equality Outcome Agreement and Access & Inclusion Strategy.

In accordance with the legislation Forth Valley College has developed a BSL Plan, which can be accessed on our website at https://www.forthvalley.ac.uk/about-us/equality-diversity/.

English for Speakers of other languages (ESOL)

The College host Regional Network meetings and carry out partnership self-evaluation processes using the Scottish Government ESOL self-evaluation tool, cross-referencing with How Good is the Learning and Development in our Community and the FE HMIE indicators. Individual partners contribute to the process from their own perspective to facilitate a partnership response. This is a supportive process where information on recruitment and demand, and curriculum portfolio is shared ensuring there is minimal duplication and that demand is being met. This process helps identify areas of good practice and allows a proactive response to practice sharing. There is a standardised initial assessment process across the partnership which is then accepted by all partners at entry points to their provision and enables progression from community classes to college.

Mental Health

The College is committed to ensuring we provide the best support we can to staff and students around Mental Health and wellbeing and have taken time to develop our approach to ensure we get it right. We are currently developing a cross-College Mental Health & Wellbeing Plan, the core of which will be formed from actions from our current 2017-20 Access & Inclusion Strategy, focusing on how best to support and equip staff to support students. The College aims to collaborate with FVSA to ensure we are joined up in our approach to supporting both staff and students' mental health and wellbeing.

Our Wellbeing and Support Officer and colleagues from FVSA gained SMT approval to sign up to the Student Mental Health Agreement (SMHA), which we did in October 2018. We are currently developing actions around this and have completed a mapping exercise and we are analysing feedback from staff and students on current activities around mental health and wellbeing. A cross-College working group has been set up to aid the implementation of the SMHA. Our first report on implementation of the Agreement is due June 2019.

In any work or activities that we and FVSA wish to do around student Mental Health and wellbeing, 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.

Carers

The College will strive to encourage disclosure from both students and staff of non-education needs such as having carer responsibilities 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 Student Services Team, carers Trust Scotland and Stirling Carers Centre.

Estranged Students

The College is committed to support estranged students with their study, both through financial support and pastoral support.   The College currently supports five estranged students.

Veterans/early service leavers

The College has recently signed the UK Armed Forces Covenant, with a commitment to support the Armed Forces community wherever and whenever it can. The College has pledged to:

- Promote itself as an Armed forces-friendly organisation.
- Seek to support the employment of veterans' young and old working with the Career Transition Partnership, in order to establish a tailored employment pathway for Service Leavers.
- Have a nominated member of staff who is the College's Veteran's Champion.
- Offer Support to local Cadet Units, either in the local community or local schools where possible.
- Strive to support the employment of Service spouses and partners.
- Support Veteran recruitment events.

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.

There is strong student representation on our Board of Management, and representation on board committees, specifically our Learning and Student Experience Committee, which ensures that the student body is also involved in strategic discussions related to our Outcome Agreement and in its approval.

Forth Valley College and Forth Valley Student Association (FVSA) are fully committed to the NUS Framework for the Development of Strong and Effective Students Associations. The Student Association regularly carry out evaluation activities against the framework, which is then discussed at their advisory group, which consists of students, officers, College staff and board members, as well as an external student member from another College/University. The Association also carry out annual evaluations using the Student Engagement Framework for Scotland, reviewing SA and College student engagement using the How Good is Our College challenge questions, which are linked to the framework.

FVSA activity is mapped out by strategic/operational plans and the elected officers' plan of work, which contains manifesto promises and policies passed by the Student Council. The Strategic plan was developed in consultation with SA Officers and Staff, Students across all campuses of the College, the FVSA Advisory Group and consultation with the College and other stakeholders. The plan also takes into account evaluation activities and National campaigns and work through NUS. FVSA are supported to meet these plans by staff from all levels and departments across the College. There is effective high-level support and guidance from the Senior Management team through regular meetings with the Principal and a designated Senior Management Mentor. FVSA receive operational support from the Curriculum and Quality team in delivering training to class reps on Listening to Learners and through a range of other departments and staff members who support FVSA in meeting their objectives through

Student engagement

The College is fully committed to engaging students in developing and improving all aspects of our provision and services and in shaping and enhancing their own learning. Our Learning Strategy 2014-18: Empowering Learners clearly sets out or commitment to increase learner ownership of and control over their own 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 training their peers. We engage our students in reflection on and planning for enhancements to learning through our comprehensive biannual Listening to Learners Focus Groups. Our class representatives engage with members of the Senior Management Team through Student Council meetings. We have a strong and active Students' Association, led by sabbatical officers and supported by a Student Liaison Officer and dedicated administrative support. All of this ensures that the student voice is clearly

collaboration on projects, sharing information and engaging with FVSA activities that benefit the student body.

Links

[Strategic Plan](#)

[Evaluative Report & Enhancement Plan](#)

[Creative Learning & Technologies Strategy](#)

[Access and Inclusion Strategy](#)

[Gender Action Plan](#)

[Equalities Policy](#)

[Corporate Parenting Plan](#)

[Transgender Guide](#)

[British Sign Language Plan](#)

[Public Sector Equality Duty – Progress Report A](#)

[Public Sector Equality Duty – Progress Report B](#)

[Public Sector Equality Duty – Progress Report C](#)

The purpose of this template is to ensure that decision makers consider impacts on equality when making decisions which may impact on people in some way, or develop new - or revise existing - policies, practices or operating guidelines. This EQIA template should be completed in conjunction with the Guidance Notes.

Title of the Policy/Decision considered:	Outcome Agreement 2019-20
Impact Assessed by:	David Allison
Signature(s) of assessor(s):	*David Allison*
Date of Impact Assessment:	4th June 2019

Step 1: (a) Identify the aims of the policy/decision

(i)	What is the purpose of the policy/decision? Why has this policy/decision been developed/reached?
(ii)	How does the policy/decision seek to achieve its purpose?
(iii)	How do the aims of the policy/the decision relate to equality?

(i)	The regional outcome agreement is a requirement on Scottish Colleges from the Scottish Funding Council. The ROAs enable colleges and the Scottish Funding Council (SFC) to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities clearly and consistently to key stakeholders.
(ii)	This outcome agreement covers the three year period from 2019-22, setting out the College's priority outcomes linked to the Strategic Plan for 2017-22 and defining priority outputs for 2019/20 to demonstrate how impact will be measured.
(iii)	There are a number of ways in which the College is required through its ROA to address inequalities, which link directly to Scottish Government and SFC priorities in relation to the recruitment of disadvantaged groups (widening access to education); gender balance among student intakes for some key subjects, including STEM subjects; support for priority access groups including those who have care experience, younger students aged 16-19, those with disabilities including mental health challenges and carers. There is overlap between groups of people who the SFC have identified as being priority access groups and groups of people with protected characterisics. Therefore, the setting, monitoring and achievement of targets set for these groups within the College ROA will also contribute to the College requirements to meet the General and Specific duties of the Equality Act.

Step 1: (b) Identify who is affected by the policy/decision

(i)	Who benefits from this policy/decision?
(ii)	How does the group of people benefit from the policy/decision?
(iii)	Who does not benefit from the policy/decision? Is anyone disadvanted?
(iv)	If so, how is the group of people disadvantaged by this policy/decision?

Within the Outcome Agreement there are targets in relation to gender, ethnicity, disability, age and Care Experience, and through monitoring of these targets the aim is to ensure that engagement from these groups is proportionate, and that any perceived barriers for students with these characteristics are removed.

Step 2: (a) Consider the evidence and impact assess

(i)	What data or evidence have you used to consider the impact of the policy/decision on each Protected Characteristic group? E.g. student/staff demographic data, consultation responses, national data.
(ii)	If you lack data/evidence, please outline your plan for obtaining up-to-date data/evidence e.g. consultation, survey, focus group responses, national research.
(iii)	Referring to the evidence you have avaliable, would this policy positively or negatively impact on the following Protected Characteristics groups? If so, then how? Detail how it would be possible to minimise negative impact (an action plan may be required to ensure minimal negative impact in practice/change an aspect of the policy). Refer to the following Duties where possible: **elimination of discrimination; advancing equality of opportunity; and fostering good relations.**

Protected Characteristic	Evidence	Impact (and how to minimise negative impact).
Disability	Target set to monitor engagement	No negative impact identified.
Sex (man or woman)	Target set to monitor engagement	Where there is under-representation at subject level there is discussion with pilot projects being progressed.
Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	Target set to monitor engagement	No negative impact identified.

Age	Target set to monitor engagement	No negative impact identified.
Gender reassignment (the process of transitioning from one gender to another)	Target set to monitor engagement	No negative impact identified.
Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)		Assumed neutral – no actions identified which would impact on this specific characteristic.
Religion and belief (inc. no belief)		Assumed neutral – no actions identified which would impact on this specific characteristic.
Pregnancy and maternity		Assumed neutral – no actions identified which would impact on this specific characteristic.
Marriage and civil partnership		Assumed neutral – no actions identified which would impact on this specific characteristic.
Other identified groups (e.g. carers)	Targets set for Care Experienced students	Targets are aimed at increasing the achievement of students with this characteristic.

(ii) Action Plan to obtain data and evidence for impact assessmnet:

Progress against targets will be reported through the College's Evaluative Report and Enhancement Plan.

Step 3: Consultation

Is a consultation required? Are the views of other people required to be sought, incase they may highlight issues arising from the implementation of this policy?	
☐Yes	☒No

Please provide reasons why you did/did not offer a consultation:

The Outcome Agreement is reviewed by the Leadership Team and the Learning & Student Experience Committee, before seeking approval from the Board of Management.

If 'yes', please complete the following sections.

Analysis of the views/evidence gathered from the consultation:

Recommendation(s):

Step 4: Decision Making

Select an option to summarise how the IA has informed your decision-making:

4.1 No amendment to the policy/decision is required (policy/decision is robust, with no negative impact);

4.2 Adjust the policy/decision (take steps to meet the general duty and reduce negative impact);

4.3 implement the policy/decision without adjustment (continue despite the potential for adverse impact);

4.4 Stop and remove the policy/do not proceed with decision (where adverse effects are not justified and cannot be mitigated or where the policy leads to unlawful discrimination).

One of the purposes of the Outome Agreement is to monitor and report on how inclusive the College is. This is achieved through both setting and monitoring of targets, and through signposting the work being done within the College to both meet out equality duties through our mainstreaming approach to equality, and through awareness raising and planning for areas of under-representation.

Step 5: Publication:

Equality Impact Assessments must be published.

	Does this group need to be aware of this EQIA? (tick if applicable)	How to inform this group:
Students (service users)	X	Equality Impact Assessment will be published alongside the Outcome Agreement
Employees	X	Equality Impact Assessment will be published alongside the Outcome Agreement
Partner organisations & stakeholders	X	Equality Impact Assessment will be published alongside the Outcome Agreement
Other - please state:		
Are there any barriers to communication?	☐ **Yes**	☒ **No**
If 'yes', how will barriers to communication be overcome?		

Step 6: Monitoring and Review

How will this policy/decision be monitored to assess its impact on protected characteristics groups? E.g. will qualitative/quantitative date be collected? Survey, Student Council, Listening to Learners sessions?
Progress against targets will be reported through the College's Evaluative Report and Enhancement Plan. Real time reports are available through the College's 'College Data' reporting tool.

Staff member/designation responsible for writing the monitoring report:	David Allison/Kenny MacInnes
Monitoring report publication date:	October 2020
Review date: (no later than 3 years after the policy/decision has been impact assessed)	June 2020

Please send the completed EQIA to equality@forthvalley.ac.uk

If you require any assistance in completing an EQIA, please contact equality@forthvalley.ac.uk

SFC Outcome Agreement Targets for 2019-20 to 2021-22

* denotes priority measure
** denotes successful completion figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

OA National Measure	Actual 2017-18	Projection 2019-20	Projection 2020-21	Projection 2021-22
1(a)* The volume of Credits delivered				
The volume of Credits delivered (core)	84,741	84,201	85,694	85,694
Core Credits target (region)		84,201	84,201	84,201
% towards core Credits target (region)		100%	102%	102%
The volume of Credits delivered (ESF)	2,235	1,792	1,792	1,792
The volume of Credits delivered (core + ESF)	86,976	85,993	87,486	87,486
1(b)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	11.0%	12.0%	11.5%	11.5%
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced				
Proportion of Credits delivered to Male learners	53%	52.3%	52.1%	52.1%
Proportion of Credits delivered to Female learners	46%	47.5%	47.7%	47.7%
Proportion of Credits delivered to Other learners	0%	0.2%	0.2%	0.2%
Proportion of Credits delivered to BME learners	2%	3.0%	3.0%	3.0%
Proportion of Credits delivered to students with a known disability	19%	16.9%	16.6%	16.6%
Proportion of Credits delivered to learners aged under 16	5%	5.0%	5.0%	5.0%
Proportion of Credits delivered to learners aged 16-19	45%	46.0%	45.0%	45.0%
Proportion of Credits delivered to learners aged 20-24	22%	23.0%	23.0%	23.0%
Proportion of Credits delivered to learners age 25 and over	28%	28.0%	28.0%	28.0%
Proportion of Credits delivered to students with Care Experience	3%	3.0%	3.0%	3.0%
2* The number of senior phase pupils studying vocational qualifications delivered by colleges				
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2.2%	3.3%	3.6%	3.8%
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	9.0%	8.4%	8.5%	8.6%
Proportion of Credits delivered at HE level to learners from SHEP schools	19%	17.7%	17.7%	18.0%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses				
Proportion of Credits delivered to learners enrolled on STEM courses	37%	36.6%	36.6%	37.1%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification				
The percentage of FT FE enrolled students achieving a recognised qualification	71%	73.5%	74.0%	74.5%
The percentage of PT FE enrolled students achieving a recognised qualification	91%	91.0%	91.0%	91.0%
The percentage of FT HE enrolled students achieving a recognised qualification	72%	74.5%	75.0%	75.5%
The percentage of PT HE enrolled students achieving a recognised qualification	87%	89.0%	89.0%	89.0%

4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	70%	73.7%	74.0%	74.7%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	91%	91.1%	91.1%	91.1%
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	74%	74.2%	75.0%	75.8%
The percentage of MD10 PT HE enrolled students achieving a recognised qualification**	90%	90.0%	90.0%	90.0%
4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges				
The percentage of senior phase FT FE pupils achieving a vocational qualification**	42%	64.0%	66.0%	66.0%
The percentage of senior phase PT FE pupils achieving a vocational qualification	64%	65.0%	66.0%	67.0%
The percentage of senior phase FT HE pupils achieving a vocational qualification				
The percentage of senior phase PT HE pupils achieving a vocational qualification**	68%	80.0%	80.0%	80.0%
4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification				
The percentage of CE FT FE enrolled students achieving a recognised qualification	53%	69.3%	73.8%	74.1%
The percentage of CE FT HE enrolled students achieving a recognised qualification**	61%	58.8%	60.0%	65.0%
4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification				
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	69%	72.00%	72.50%	73.0%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	389	367	375	383
6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	21%	22.9%	24.3%	25.0%
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing				
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	31.9%	40.0%	40.7%	42.1%
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying				
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying		95%	95%	95%
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying		95%	95%	95%
9. The percentage of students overall, satisfied with their college experience (SSES survey)				
Response rate	46%	50%	50%	60%
Full-time	95%	96%	96%	96%
Part-time	96%	96%	96%	96%
Distance Learning	94%	96%	96%	96%
10. Gross Carbon Footprint (tCO2e)	2,383	2155	Can't be estimated until after first year of operation of the new Falkirk Campus	

Outcome Agreement between Forth Valley College and the Scottish Funding Council for AY 2019-20

On behalf of Forth Valley College:

Signed:

Print name: Dr Ken Thomson

Position: Principal

Date: 16/7/19

Signed:

Print name: Ross Martin

Position: Chair

Date: 16/7/19

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 16 July 2019