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 Sessions 2019-20 and 2020-21, where the whole country has navigated its way through a pandemic our students have maintained have high levels of success, with our full time HE success rate one percentage point higher than our pre-pandemic rate, and our full time FE remaining at the same level as our pre-pandemic rate, with our part time success rates being maintained at high levels. Through this outcome agreement we aim to consolidate College performance through maintaining or improving on our performance from 2020-21, as we support our staff and students through the pandemic, and support the economic recovery from Covid-19. In particular, we are aiming to further increase achievement from Full Time FE and Full Time HE from our 2020-21 levels.

To help enable the College maintain and increase 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 were developed and introduced during Academic Session 2018-19, both of which have been significantly enhanced in previous sessions. The first development is a process to capture whether students are, or are not, progressing on their course, with this information collected every time a class meets. The second development has been in-year tracking centrally of 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 saw the full rollout of our Student Support System (Triple S), which 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.

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

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

We will continue with 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.

Our new £78m Falkirk Campus, supported by Scottish Funding Council, provides the headquarters for the College and offers a state-of-the-art learning environment for our students. As a result of Covid-19 we unfortunately had to close all of our campuses, and only had the full use of this fantastic facility for a short period following its January 2020 opening, however working within government restrictions we have gradually re-opened all of our campuses, prioritising courses which contain a high practical element, and courses where online engagement has proved challenging.

In Session 2020-21 the College launched its Springback programme, which is our programme for the next stage in the college's recovery from Covid-19. We have seen similar programmes being promoted across business and government under the guises of Recover, Rebound, Reinvent and Reimagine. This is the College's opportunity to put in place robust and well communicated plans and actions through positive consultation to prepare for a phased return to work, a phased return to learning and teaching, to build on the strengths from lockdown, to learn from what has not worked and to help build morale, excite staff and students and support positive health and wellbeing. This project will continue to run during Session 2021-22 and will underpin future teaching and working at the College.

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

In Session 2021-22 Forth Valley College will deliver to its core Credits target of 88,094 Credits, for funding of £23,253,192. The College will also deliver 2,493 Credits of ESF activity for funding of £717,654. Through this delivery the College will prioritise the delivery of Credits to support re-training and re-skilling and to support economic recovery, maximising full time places where demand is high, and continue to prioritise school engagement with senior phase school pupils.

Outcomes for Students

Fair access and transitions

Meeting the Opportunities for All guarantee

Forth Valley College is working very closely with local partners to review, in particular, access level provision to ensure our curriculum meets the needs of Forth Valley's young learners. An example of this is College staff 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 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 2019-20 our schools portal was extended to also include attendance and performance information of students on school-college partnership courses, with further developments being discussed with our partners.

Developing the Young Workforce

The College continues to sustain 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).

The College continues to work closely with all of 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 a higher than average number of students with Care experience have enrolled on these courses, compared to other courses.

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.

In Session 2021-22 we have students enrolled across eleven frameworks: Accountancy; Business Skills; Civil Engineering; Construction; Creative and Digital Media; Engineering; Hospitality; Scientific Technologies; Social Services and Healthcare; Social Services Children and Young People; Software Development.

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

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 remains as an active partner in the Forth Valley Developing the Young Workforce Regional Group and is the host employer for the Programme Team (a Programme Manager and three Programme Coordinators). The team actively work with schools and employers to promote the College's senior phase vocational pathways and to develop and enhance employer engagement with education.

Articulation

Our partnership links with Universities continue to evolve, developing from traditional articulation models to integrated learner journeys, where students can seamlessly progress through Higher National college activity 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 partnership degree programmes in Applied Biological Sciences; Heritage and Tourism; Digital Media and Software Development with Cyber Security. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the University, College and industrial partners. Students are enrolled both as students of the College and also the 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.

Credits Target

The College will deliver on its target of 88,094 Credits. This comprises 83,336 core Credits, 1,617 Credits for deferred students as a result of Covid-19, and 3,141 Credits for Foundation Apprenticeships. Through this delivery the College will prioritise the delivery of Credits to support re-training and re-skilling and to support economic recovery, maximising full time places where demand is high, and continue to prioritise school engagement with senior phase school pupils. The College is committed to delivering 2,493 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.

High quality, learning, teaching and support

Student Progress Tracking and Student Support System

Through our last Evaluation Report and Enhancement Plan (EREP) we identified an action to enhance tracking and monitoring of student progress during the academic year, focusing on full time students. As such, two processes were 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.

Another key action from our EREP was to develop and introduce a streamlined student support system. Our Student Support System (Triple S) was piloted in Session 2018-19 and Session 2019-20 saw the system rolled out across all areas. Triple S is a system designed to 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.

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

The success of Triple S has been built upon in subsequent sessions, with navigation improved and functionality added, and it is now a key College system, with full adoption across all areas. Through staff engagement combined with the use of these tools, we are aiming to maintain our very high attainment rates for part time students, and continue to increase our full time FE and HE attainment rates through Session 2021-22.

Project NxGEN FVC

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

The project has 5 key strands: To ensure an integrated whole system approach, where the learner journey is mapped out, duplication removed, and a digital first culture adopted; Transformational curriculum, with a full curriculum review aligned to Education 4.0; Inclusion and Student Support, with more targeted ASN and pastoral support aimed at improving retention and attainments; Continuous Curriculum Improvement, where college designed Course Review and PI Tracker tools help managers ensure a healthy and financially resilient curriculum, and the Learning and Digital Skills Academy.

Learning and Digital Skills Academy

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

The Learning and Digital Skills Academy through the FVC Enable project is driving forward digital skills development for all College staff, enhancing digital pedagogy, and enabling an increase in online and blended learning across all modes of delivery, including commercial programmes. Through the project the Learning and Digital Skills Academy will take forward and develop the effective use of analytics that will provide intelligence to maximise student engagement and improve attainment and retention. The Learning and Digital Skills Academy is a pillar of Project NxGEN FVC, and has identified 10 ambition statements that will deliver our digital vision by 2025.

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 have recently published our new Mental Health Plan, which is designed around embedding consistent and sustainable approaches to supporting the mental health of

our student. This plan links in with our work around supporting staff mental health and wellbeing to make sure that those supporting our students feel supported as well.

The College is continuing to collaborate with FVSA through the Student Mental Health Agreement to ensure that we are developing our services to respond to the needs of our students. In any work or activities that we and FVSA wish to do around student mental health and 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.

Our counselling and crisis services have been enhanced over the past year to ensure that we respond to the immediate needs of our students. We have enhanced our safeguarding processes to make reporting and responding to safeguarding disclosures more efficient and effective through the use of Triple S. Many of the referrals coming to are safeguarding team are related to mental health, especially around suicidal ideation and self-harm. Our counselling service has grown to include 1.5 FTE employed counsellors and a procured counselling service. This combination has allowed us to manage our waiting list more robustly as well as deliver a more flexible service to our students.

Session 2021-22, saw the trial of a new Mental Health Support team at the College. This team will deliver time-limited, goal-orientated support to students with a view to improving the outcomes of those struggling with their mental health. This service is funded by additional funding from the Scottish Funding Council and allows us the opportunity to enhance and evaluate the mental health support we are offering our students as well as enhance our partnership working with our NHS, Local Authority and third sector partners.

Throughout COVID, our counsellors and Support and Guidance Advisors have adapted their services to a blended delivery model. All counselling sessions are currently delivered online but we can also meet students in person if required. We have seen an increase in engagement from students using this model. Our Support and Guidance Advisors have continued to deliver an enhanced support offering to our care experienced and vulnerable students to these students are supported and appropriate interventions are made. We have also developed and purchased various workshops, including 'Sleep Hygiene', 'Exam Anxiety' and 'Cyber Wellbeing' to be delivered to groups of students who are struggling with their mental health. These have been well subscribed and we continue to deliver these on an ongoing basis.

The pandemic has seen a rise in the demand for mental health support however, it has also allowed us to develop our provision to support students in a way that works for them.

Partnership, participation and student experience

The College is fully committed to engaging students in developing and improving all aspects of our provision and services and in shaping and enhancing their own learning. Our Creative Learning and Learning Technologies Strategy clearly sets out our 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 have the opportunity to develop themselves in other areas of representation and advocacy. We engage our students in reflection on and planning for enhancements to learning through our comprehensive Listening to Learners Focus Groups. Our class representatives engage with members of the Senior Management Team through Student Council meetings. We have a strong and active Students' Association,

led by sabbatical officers, supported by a Student Association Coordinator and dedicated association staff. All of this ensures that the student voice is clearly represented in our processes for self-evaluation, which in turn inform our programme, department and college planning and target-setting processes, including the development of our Outcome Agreement. The Forth Valley Student Association also partake in "Feedback Friday's" where a range of topics are discussed online, with voting, with feedback provided to the College's Senior Management Team.

Learning with impact

Curriculum Review

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

Within Construction the MA numbers have increased to meet workforce demand of skilled trades across carpentry and joinery, plumbing and heating and bricklaying. The team are developing a portfolio of Heat Pump and Solar Panel commercial courses that can be delivered within the new Renewables Training room at Falkirk campus. In July, Historic Environment Scotland moved to their new Skills Training Centre in Stirling City Centre. The college continue to work in partnership with HES to deliver the Stone Masonry MA portfolio.

Within Health and Social Care, the team are working closely with local health and social care partnerships and NHS Forth Valley to support their workforce development. Student placements and online skills boost courses have been used to prepare entry level front line workers for direct entry to employment in the local area.

There continues to be high demand for Early Education and Childcare courses across Forth Valley. The department work closely with local authorities to meet the workforce demand and the portfolio has diversified to include full-time, evening and SVQ options. This year the team are planning to introduce the PDA Education Support Assistant to support the increase in classroom support requirements.

Within Administration there are courses available from level 4 through to level 8 with clear progression routes through the levels. Progression to university from level 7 and level 8 HN courses with articulation agreements in place with 2 universities. A Fast track HNC Admin & IT is being offered starting in January. This course will be delivered fully on-line, with the exception of the graded unit exam. The rationale behind this was to attract applicants throughout Forth Valley area and beyond, with progression being direct entry into year 2 of HND Admin & IT.

Within Business there are courses available from level 4 through to level 8 with clear progression routes through the levels, with progression to university from level 7 and level 8 HN courses with articulation agreements in place with several universities. There is a New Start Business course being offered in January, with progressions on to NQ Admin & IT, NQ Business or NQ Finance. Our professional management qualifications continue to be popular, generating significant interest from local FWDF employers. We have noted that, in particular with CIPD, that we have increasing numbers of learners who return to us to continue on to successive levels of the programme. We also enjoy repeat business from local employers,

who have realised the added value that these qualifications bring to their staff, and organisations.

Within Accounting by changing one unit, we have been able to offer students an NC in Accounting, rather than the previously offered NQ Finance. We continue to offer three streams of year 1 of HND Accounting across our Alloa and Falkirk campuses, with a second year stream also offered on each campus, ensuring progression opportunities for our learners. Forth Valley College was the only college in Scotland to have students successfully complete the full qualification in academic year 2019-20. Last year, we partnered with Johnstone Carmichael, Scotland's largest firm of independent chartered accountants, to offer our students a virtual work experience placement.

Within our Community courses we are continuing with the delivery of New Start – Care & Community (January start Course) and the NC & HNC Working with Communities (full time programmes), and we are currently offering a PDA in Youth Work to be delivered in the evening starting in January, which has been developed to be an additional feeder course for the HN programme and it is also viewed by the local Community Learning Development (CLD) teams that their youth workers will benefit from this qualification.

Go Forth Programme run for members of the recovery community has been expanded in 2021 to include a pilot in Stirling, with small numbers in the first cohort but looking to increase numbers for the 2nd cohort in January. This has been expanded on the basis that following COVID and lockdowns, there is anticipated to be an increase in the number of people in recovery looking for access to education/employability skills provision.

Within our Access courses the main change to delivery has been the introduction of a second Alternative Curriculum Course at Falkirk, solely for students from the Interrupted Learners Group. This group of students mainly suffer from mental health/anxiety issues and coming onto the main stream programme would be a challenge, therefore we are piloting a 2nd cohort just for this group.

Tourism is currently the 3rd largest key sector in Forth Valley (10,900 jobs) with a forecast average annual GVA growth of 1.4% between from 2019 – 2029. Due to low applicants likely in part due to school pupils being out of school during lockdown, the NPA Travel and Tourism did not run in session 2021/22. This will be offered again for session 2022/23. Further changes were implemented to the NC Travel and Tourism for 2021-22 to further promote progression to higher level study and employment. Practical Tourism Visit and Work Placement units have been reintroduced to both HND Travel and Tourism and BA Heritage and Tourism in session 2021/22 as a result of relaxation of Covid restrictions. Some other minor changes made to these courses to promote more effective use of combined assessment. NC Travel and Tourism will not be offered on Stirling campus for 2022/23 and will be replaced by combined NQ Tourism and Events.

In 2017 there were 15,420 registered Creative enterprises in Scotland, 88% of these had less than 5 employees and 59% of the 15,420 registered enterprises were sole traders. As this labour market intelligence tells there is a high percentage of employment within the Creative Industries which is self-employment and small businesses. As such, the department is working with Bridge 2 Business and has arranged for them to deliver bespoke sessions to both BA Art & Design groups over a period of about 8 weeks, albeit remotely via Teams.

Within Art & Design, due to poor recruitment for our Alloa NC Art and Design we decided to reduce to one NC at our Falkirk campus and introduce a BA Art and Design Year 1. More school pupils are staying on at school and taking advantages of the increased choice of offerings available to them there, so it makes sense to offer the degree from year 1. This will

filter into our pre-existing HND offerings so by utilising some clever project briefs and streaming towards the end of year 1 we will have 2 HNDs and 1 degree course filtering into 2 year 2 groups, boosting the numbers in the year 2 groups and also boosting the numbers available to progress onto 3rd year of the degree course.

For Session 2021-22 Salon Services launched NC Level 6 Make-up Artistry (2 cohorts) as a replacement for SVQ Beauty Therapy Level 3. This NC is to provide articulation to HND Make up Artistry and the rationale for this was that the fashion make-up customer service and retail business is flourishing. HABIA (the Government approved standards setting body for Beauty, Hair, Nails and Spa) indicate the trend for growth is due to the influence of fashion, the desire to look younger and the increase in real disposable income. According to Mintel (Mintel.com — market analysis and reports), the worldwide skincare, beauty and cosmetics industry is predicted to be worth over $675 billion by 2020. Furthermore, premium make-up was reported to be the fastest growing sector (The Premium Market Report, 2013), and according to statista.com, two-fifths of British women are viewing online beauty/make-up tutorials, which results in approximately 700 hits per month. Fifty-one per cent of the beauty content on YouTube are make-up videos. Total sales of prestige make-up products grew by 9% between March 2016 and February 2017 (statista.com). Research undertaken by the organisation Superdrug, who polled 3,000 women, indicated that the average woman spends over £400 per annum on cosmetics and spends approximately 20 minutes per day applying them. From the poll, 70% said they would never leave the house without applying some form of make-up and 68% said they feel more confident, fashionable and/or youthful when wearing make-up. With this in mind we intend to offer HNC Fashion Make-up in August 2022.

As a result of Covid-19 the College decided to move away from SVQ Level 3 hairdressing and move to VRQ Level 3 hairdressing as an alternative as assessments could be adapted and video evidence is acceptable. This qualification will also allow more flexibility in terms of also being delivered part time in the evening providing a more inclusive stream to allow a wider demographic of applicants. So accommodating people in employment looking for an alternative career or where childcare needs during the day prevent access to full time programmes. Based on this information we intend to move away from all SVQs in hairdressing next session.

Within Computing due to poor progression from HNC Cyber Security from session 2020-21, HND Cyber Security is not running this session and has been replaced with an extra offering of HNC Cyber Security which will hopefully result in a viable HND Cyber Security group next session. Schools' offerings have increased with the introduction of NPA Cyber Security being offered to Falkirk schools and discussion is taking place to engage with Alloa schools to offer NPA provision for S6 pupils. Preparation has started for the introduction of New Gen HN which will replace HND Computing: Technical Support and the content of the BSC Computing with Cyber Security.

The College's Graphic Design and Photography provision has been reshaped to ensure seamless progression from SCQF Level 4 through to SCQF Level 9. This includes working with Local Authority partners to provide access to college courses for Senior Phase pupils as well as continuing to provide opportunities for academic progression beyond our HND level study. The final piece in this ladder was put in place for Session 2020-21 with the introduction of NC Creative Industries: Graphic Design SCQF Level 6. This exciting and new qualification, recently developed by SQA and Industry partners, allows learners working across the Creative Industries to work together across a range of disciplines. The format of this particular qualification where learners study a common core and then have access to a range of specialist optional units is a Qualification design principle is being considered for advanced SCQF provision.

Within Hospitality the College, to support continuing professional development for individuals in professional kitchens and to help address ongoing skill shortages for highly skilled chefs and pastry chefs, have launched NC Bakery. Our main considerations for this decision was that the craft bakery industry reported a skills shortage, combined with a rise in the artisan baker and flour confectioner. There is huge demand at the moment within hospitality for skilled staff and hospitality will continue to respond to those needs within FVC. We are promoting school students to enter this industry by increasing our portfolio in this area. We have increased from doing 1 school, to doing 8 in this academic year. We also have an increase planned for 2022-23. Butchery and food manufacturing is also under review for 2022-23 in a bid to be added to our portfolio. There is industry demand for these areas across the board.

Modern Apprenticeship

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

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

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

Employer Engagement

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

Public Health Emergency

The College has followed all guidance provided by Scottish Government in relation to Covid-19 and has been very pro-active in supporting all students and staff during the pandemic, and in preparing our campuses for safe opening when restrictions were lifted.

In preparation for Session 2020-21 a Return to Campus Operations group was formed to ensure readiness for the new session taking cognisance of ever-changing Covid-19 guidelines. Within all of our campuses all teaching areas were reconfigured to accommodate increased physical distancing. All staff workroom and communal areas were also reconfigured to accommodate increased physical distancing, along with ensuring that all areas had sufficient sanitation and cleaning products available and in areas such as reception, protective screens were installed. Technology was added to all classrooms to enable the delivery of online or blended learning. The College prioritised capital spend to purchase an additional 418 laptops for student use, and were grateful of additional funding from SFC to purchase a further 252 laptops again for student use. The College built and introduced a process to initially prioritise students most in need of support, and to now we have distributed close to 1,000 laptops to students to enable them to engage in their learning. The College was also successful in two bids to Connecting Scotland and is in the process of distributing 70 Chromebooks to care-experienced students.

As we started Session 2021-22, courses were prioritised for either fully on-campus delivery, following a blend of on-campus and on-line delivery, and fully on-line learning. Course were prioritised for on-campus delivery where there is a high volume of practical delivery, or where experience has taught us that a course had engagement challenges in embracing on-line learning. In Session 2021-22 laptop loans have been prioritised for course being delivered fully on-line or courses with blended delivery.

Equalities and inclusion

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 as well as sessions on developing accessible materials and creating an inclusive learning environment.

We have worked jointly with the Student Association to raise awareness on events throughout the year to highlight specific issues such as violence against women, LGBT History Month, Black History Month and Show Racism the Red Card. We have also have a sustained campaign around period poverty and ensured that students have access to free sanitary products.

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

Equality is integrated into learning and teaching approaches through the Creative Learning & Learner Technology Strategy and associated Learning Activity Planning Tool. Partnership remains a key focus, with the Equalities, Inclusion and Learning Services team having representation on local groups consisting of public sector and third sector partners such as the Clacks and Stirling GBV Partnership, Forth Valley LGBT Development Group, the MAHRS (Stop Hate Campaign) group and Scottish Equality Forum. We also work in partnership with Falkirk's Equality and Diversity Police Officer.

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

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

Meeting additional support needs

The College Equalities and Inclusion Team provide a needs-led Learning Support 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 2020-21 we provided learning support to over 800 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 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. We have also upgraded our safeguarding referral system, which now sits within Triple S. This new system is easier for staff to navigate and allows us to record and analyse our responses to improve our service for the future.

The College fulfils its duty of care by:

- 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.
- Continuous professional development of all of 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, which includes a revised and detailed Corporate Parenting Action Plan, including actions to help care experienced students' transition successfully to College and to support care experienced students to successfully complete their course. This plan is in the process of being updated, with a view to focusing on embedding current good practice and support. Over the past year, our support to care experienced learners has been developed and now all of these learners have a named contact within the college who makes contact with them as soon as they disclose their care experience status. This allows us to gauge the type of support these learners may need during their time at college and implement it swiftly. This system also provides these learners with a trusted person within the College who they can go to if they need help or guidance.

In addition to the support available at the College, we are also running a mentoring project funded by The Robertson Trust. The Time4Me project, led by the Mentor Co-ordinator, trains College staff to act as a mentor to young people who are care experienced, young carers or from the 10% most deprived areas. Learners referred to the project are matched with an appropriate mentor who works with them for an hour per week. Through this project, we have seen an increase in learner's confidence, resilience and coping skills. Learners on this project

are also more likely to stay on course than students from the same backgrounds not accessing mentoring. The next phase of the project is to look how this service can be scaled up to support a larger number of learners.

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

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

Meeting Diverse Needs

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

Our Workplace Co-ordinator supports learners to secure suitable work placement opportunities within our Preparation for Employment programmes, theses can either be in Construction, Customer Service or Business, with placements supplemented with Employability Units delivered within college.

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

Not all learners with extended additional needs undertake learning which has formal recognition of achievement, so are not all included within the target set for this group. The College is meeting the needs of this learner group by working closer with our partners to ensure smooth transition from school to college, with staff attending transition meetings and hosting events to try to make students and their families feel more supported in moving on to college from school. We invite parents/carers into the College with the young person and conduct tours prior to their interview to help build a relationship with the young person and their families. This involves Alternative Curriculum courses across all campuses, although delivery differs across the different council areas, with an additional cohort added in 2021 specifically for Interrupted Learners. In August 2020 we also commenced a pilot programme in Stirling called "Progression Advantage Stirling", this is aimed at S3 pupils who have either already offended or are on the verge of offending and bringing them into college one day per week try and improve engagement and deliver units very different to the school curriculum.

We additionally run the following 2 partnership programmes for learners with Additional Support Needs:

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

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

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

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

The College strives to ensure all learners have access to College courses, evidenced by our target of maintaining the proportion of activity delivered to learners from the 10% most deprived postcodes at 11%, 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 2019-20. 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 report

Race

We have 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 is committed to a sectoral approach to anti-racism, and is committed to a sectoral declaration. We have undertaken numerous awareness campaigns such as the 'Tackling Racism on Campus' project, supported by Advanced HE. Key staff, including the Leadership Management Team members and Board members have attended 'Introduction to race Equality' training to help support the embedding an anti-racism agenda across the organisation.

Gender

The College is committed to delivering on its [Gender Action Plan](#), which is published on our website.   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.

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

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

Gender Based Violence

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

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

Learning Resource Assistants, Learning Development Workers, Learner Advisors, Mental Health Ambassadors).

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.

Outcomes for Economic Recovery and Social Renewal

Responsive institutions with Work-ready students

An example of where the College has reacted to the changing environment that employers are operating in, and has adapted to ensure we have a pipe-stream of work-ready students is within Modern Apprenticeship recruitment. The College has seen significant challenges in relation to employer willingness to recruit Modern Apprentices in the current climate. An innovative solution from the College has been to recruit students to pre-apprenticeship programmes which follow the same curriculum route as our MA programmes, which will allow students to switch to the MA programme seamlessly when employer confidence grows.

The East Central Scotland Colleges Collaboration is a venture formed by Edinburgh College, Fife College, Forth Valley College and West Lothian College, with the purpose to jointly collaborate on a curriculum proposition that would meet the needs of the local and wider region during the economic recovery of the Covid-19 pandemic. The Colleges worked together using bespoke and accelerated Regional impact Assessment Data from SDS and evaluated this labour market intelligence data against 8 identified priority sectors. Through a series of workshops the consortium collectively generated 8 distinct curriculum product offerings that were aligned to the priority groups and sectors and possible funding streams. Scottish Government sanctioned that Skills Boost and HNC Accelerator would be taken forward to be funded, with rollout across the whole sector. Each of the colleges defined what curriculum they will lead on, and joint marketing was undertaken, along with an agreement for cross referral should there be any unmet demand. This provision is aligned to the Young Persons Guarantee and Transitions Training Fund.

Flexible Workforce Development Fund

The Flexible Workforce Development Fund (FWDF) supports employers to address skill gaps, improve workplace productivity and adapt operations around the impact of the Covid pandemic. Delivery of FWDF activity continued through lockdown with courses developed to be delivered online, or operating with smaller cohorts once Government guidance allowed, with employers continuing to be enthusiastic about the fund.

Innovation

The College is involved in Fuel Change, which is a national Apprentice Challenge lead by the sector with sponsorship from SFC and SDS. Its vision is to create a carbon-neutral Scotland for the next generation, engineered by the next generation, and its purpose is focusing on practical innovation for low carbon business solutions and creating high value jobs for the future. The challenge has been run as a series of sprints with teams of engineering apprentices in teams of between 4 and 8 being part of the Fuel Change Challenge. 38 teams, and 230 apprentices from 18 employers started sprint 1, with 24 teams progressing to the final sprint.

The College is a partner in a consortia who have submitted to UKRI an application to the Strength in Places Fund. Our consortia of industry, academia, public support bodies and local government, concentrated in Scotland's Central Belt, is poised to grasp this trillion-pound bio economy opportunity. We will fast track innovation, remove barriers facing business, and transform Grangemouth into a bio manufacturing centre of excellence. This ambitious project will deliver an Engineering Biology Centre, a Skills and Training Hub and a Business Support Unit. Together forming the Bio economy Accelerator to generate an ecosystem for launching innovative start-ups and fast track growth of existing businesses. Through this bid the College will establish a Skills and Training Hub to provide training in industry relevant skills to transition the talent needed for economic growth.

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

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

Responsive and Collaborative

Springback programme

In Session 2021-22 the College launched its Springback programme, which is the College's programme for the next stage in the college's recovery from Covid-19. We have seen similar programmes being promoted across business and government under the guises of Recover, Rebound, Reinvent and Reimagine. This is the College's opportunity to put in place robust and well communicated plans and actions through positive consultation to prepare for a phased return to work, a phased return to learning and teaching, to build on the strengths

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

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

Collaboration

East Central Scotland College Collaboration

The East Central Scotland Colleges Collaboration is a venture formed by Edinburgh College, Fife College, Forth Valley College and West Lothian College, with the purpose to jointly collaborate on a curriculum proposition that would meet the needs of the local and wider region as our economy recovers from the impact of Covid-19. The Colleges worked together using bespoke and accelerated Regional impact Assessment Data from SDS and evaluated this labour market intelligence data against 8 identified priority sectors. Through a series of workshops the consortium collectively generated 8 distinct curriculum product offerings that were aligned to the priority groups and sectors and possible funding streams. These products were presented to the chief executives, and subsequently evaluated by Scottish Government with a view to taking forward with a range of measures to implementation. Scottish Government sanctioned that Skills Boost and HNC Accelerator would be taken forward to be funded, with rollout across the whole sector. Each of the colleges have defined what curriculum they would lead on, and embarked on joint marketing, along with an agreement for cross referral should there be any unmet demand. This provision is aligned to the Young Persons Guarantee and National Transition Training Fund.

South East Regional College

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

University of Stirling

In partnership with the University of Stirling, we continue to deliver four very strong partnership degree programmes in Applied Biological Sciences; Heritage and Tourism; Digital Media and Software Development with Cyber Security. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the

University, College and industrial partners, and are monitored through a Programme Board co-chaired by Senior Managers from both organisations. Both organisations meet regularly at a senior level and are exploring further opportunities for collaborative working.

University College Hospital partnership

Forth Valley College is working with NHS Forth Valley and the University of Stirling to establish the UK's first University College Hospital partnership. This regional partnership will work together to achieve targeted outcomes that will improve the health of local communities. The partnership aims to establish learning and skills pathways that support progression to higher education and employment and will also develop career pathways and progression opportunities for people working in health and social care across the region. The planned launch date of the partnership is April 2022.

Climate Emergency

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 and we continue to progress a "whole college approach" through adoption 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, with a commitment to lower carbon year on year. Moving into our new Falkirk campus means that we aim to reset our baseline once we have sufficient data, however our new campus will have a lower carbon footprint than our old campus. However 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.

The College has introduced and embedded a range of measures to reduce energy usage. Overall heating temperatures have been reduced controlled by the Building Management System, and at Falkirk users cannot override radiator settings. At both Alloa and Stirling we have upgraded our rain water harvester systems, which is allowing greater use of grey water.

We have reduced our emissions by increasing our green fleet of electric vehicles to three cars and two vans, we have reduced travel by smarter timetabling with staff not timetabled in more

than one campus per day, and have been promoting active and sustainable travel, including having five ebikes which are available to staff and students for short term loan, and we secured funding to purchase 30 recycled bikes which are being made available to staff and students.

One positive impact of the pandemic has been the uptake in the use of collaboration platforms such as MS Teams, which we aim to continue to promote the use of once we return to campus to reduce travel between campuses, or to enable more home-working, with a view of cutting carbon emissions.

Appendix 1 - College Outcome Agreement Impact Framework: Supporting Data

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
A	Credits Delivered (Core)	87,584	84,041	84,047	84,931	84,202	84,657	85,031	88,094 *
	Credits Delivered (ESF)	0	2,231	2,249	2,045	1,898	1,860	2,175	2,493
	Credits Delivered (Core + ESF)	87,584	86,272	86,296	86,976	86,100	86,517	87,206	90,587
B	Volume of Credits Delivered to 10% most deprived postcode areas	9,068	9,808	9,052	9,381	9,146	9,163	9,338	9,602
	Proportion of Credits delivered to 10% most deprived postcode areas	10.4%	11.4%	10.5%	10.8%	10.6%	10.6%	10.7%	10.6%
C	Volume of credits delivered to care-experienced learners	1,578	1,616	1,903	2,196	3,558	4,183	4,256	4,258
	Proportion of credits delivered to care-experienced learners	1.8%	1.9%	2.2%	2.5%	4.1%	4.8%	4.9%	4.7%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	157	218	322	354	495	764	846	803
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	70.4%	69.4%	73.5%	71.4%	69.2%	70.1%	67.9%	69.0%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	1,470	1,405	1,521	1,364	1,379	1,326	1,130	1,208
	Total number of FTFE students	2,088	2,025	2,070	1,911	1,994	1,892	1,665	1,750
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE	91.4%	90.9%	93.1%	91.6%	89.6%	89.4%	77.2%	88.0%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE	4,829	4,808	6,268	4,588	4,706	3,417	3,002	3,520
	Total number of PTFE students	5,286	5,289	6,734	5,008	5,254	3,824	3,891	4,000
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	78.5%	74.7%	70.3%	70.9%	70.0%	70.9%	71.0%	72.0%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,015	1,040	930	932	942	934	916	941
	Total number of FTHE students	1,293	1,392	1,322	1,315	1,345	1,317	1,291	1,307
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	88.9%	87.6%	86.8%	86.6%	84.6%	92.1%	83.6%	85.0%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	772	752	943	1,109	823	781	717	1,020
	Total number of PTHE students	868	858	1,087	1,280	973	848	858	1,200
F	Number of students achieving an HNC/D qualification articulating to degree level courses		168	202	205	187	202	239	200
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		69	111	101	95	93	109	100
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		41.1%	55.0%	49.3%	50.8%	46.0%	45.6%	50.0%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	1,167	1,012	1,040	980	1,019	866		940
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	1,089	958	967	917	969	807		884
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	93.3%	94.7%	93.0%	93.6%	95.1%	93.2%		94.0%
	Total number of full-time HE college qualifiers (in confirmed destinations)	519	524	332	435	509	442		500
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	490	496	302	413	490	416		475
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	94.4%	94.7%	91.0%	94.9%	96.3%	94.1%		95.0%
H	Percentage of students overall satisfied with their college experience (SSES survey)	-	94.9%	95.1%	N/A	93.5%	N/A	85.3%	90.0%

Please note that figures for 2019-20 and 2020-21 are impacted by the COVID-19 pandemic and may not be directly comparable to other years

* Please note that core Credits for Session 2021-22 comprises of a total of 83,336 core Credits, 1,617 Credits for deferred students and 3,141 Credits for Foundation Apprenticeships.

Outcome Agreement between Forth Valley College and the Scottish Funding Council for AY 2021-22

On behalf of Forth Valley College:

Signed:

Print name: Professor Ken Thomson

Position: Principal

Date: 1 June 2022

Signed:

Print name: Ross Martin

Position: Chair

Date: 1 June 2022

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022