

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 2019-20 we maintained high levels for our part-time FE and HE success PIs, and increased both our FE and HE full-time success rates by a percentage point. Through this outcome agreement we aim to consolidate College performance through maintaining all of our targets at 2018-19 levels, 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 2018-19 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 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 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.

The next stages of development for Session 2020-21 is to incorporate predictive analytics within the system, and to integrate reporting from the systems developed previously 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.

A performance-tracking dashboard has been developed and regular progress meetings are scheduled with teaching departments where the dashboard is used to track student and course progress.

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 aims to launch Project NxGEN FVC which aims 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 use of this fantastic facility for a short period following its January opening, however we aim to take full advantage of this resource as part of our Springback campaign.

The overall Credits targets for Forth Valley College for Session 2020-21 reflects the figures from the funding allocations 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. That being the case we would wish to review future year activity targets in partnership with SFC.

As a result of the unprecedented Covid-19 pandemic the College has again moved its mode of delivery to remote learning and remote support. The College will also launch a Springback programme. This 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 from 2020, to learn from what has not worked and to help build moral, excite staff and students and support positive health and wellbeing. This project will run the whole year and will complement the Future's Programme already in place.

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 will be the central team that will 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 2020-21 Forth Valley College will deliver to its core Credits target of 85,987 Credits, for funding of £23,497,339. The College will also deliver 1,686 Credits of ESF activity for funding of £473,507. 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. 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 2 year Foundation Apprenticeships (FA) at SCQF level 6 in S5, and 1 year FAs at SCQF level 6 in S6, 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 2019, actual enrolments were 258 for the new two-year Foundation Apprentices (an increase of 138 from 2018) 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. We also enrolled a further 64 pupils into Shorter Duration Delivery Model Foundation Apprentices across Accountancy, Business Skills, Civil Engineering, Creative and Digital Media, Children and Young People and Scientific Technologies. This past two years have seen a very positive and significant increase on the number of pupils we have enrolled on Foundation Apprenticeships. For 2019 we have achieved 77% of the 425 places contracted with SDS and is a very positive and significant increase since August 2017. Many of the Foundation Apprenticeship programmes are now being hosted by the schools right across the Forth Valley region, whilst also being delivered and supported in-school by College staff.

There is still some work to be done to fully embed Foundation Apprenticeships within the senior phase curriculum across the region in some schools. The move by Stirling secondary schools to harmonise column timetabling of Foundation Apprenticeships on Monday and Wednesday afternoons in 2018-2020 is working well. All Falkirk schools are now aligning timetables even further for 2020-2022 delivery, to free more columns to maximise the provision and choice of Foundation Apprenticeships across the Falkirk area, in particular to allow for an increased delivery in the Shorter Duration Delivery Models.

We recognise that increasing participation in the Foundation Apprenticeship Programme is still 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 2019-2020, we embarked upon the delivery of the pilot programmes within the Level 4 and 5 Construction, Hospitality and Automotive pilot activity commissioned by SDS. We ran three cohorts of Level 4 Construction at St Modans High School, Stirling High School and Alloa Academy. We have engaged three large employers in the delivery of the pilot; Historic Environment Scotland, Morrison Construction Robertson Group. We are also running one Level 4 Hospitality at Braes High School. We have enrolled a total of 47 pupils within this round of pilot activity.

In 2020-2021, the College also continued to offer S5 pupils the opportunity to undertake HNC qualifications over the last two years of their school senior phase. The number of pupils completing a HNC in senior phase remains low and we attribute this to the growth in the Foundation Apprenticeship offer, as the two qualifications are targeted at a largely similar profile of school pupil. We have reviewed our partnership HNC portfolio with schools and we are likely only continue in 2020 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 further large 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). These apply across all three local authorities and all 18 schools will take part.

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 core target of 85,987 Credits. 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 1,686 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.

Quality, learning, teaching and participation

Student Progress Tracking and Student Support System

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.

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 has been 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 College's Student Support System (Triple S) was planned, built, piloted and through Session 2019-20 was rolled out across all areas. Planned and structured review meetings with each teaching department have been put in place to track and monitor student progress and engagement through the year.

The next stages of development of Triple S, for Session 2020-21 are to incorporate predictive analytics within the system, and to integrate reporting from the systems developed in Session 2019-20 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.

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 2020-21.

Project NxGEN FVC

In Session 2020-21 the College aims to launch Project NxGEN FVC which aims 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 has enabled the College to launch our Learning and Digital Skills Academy which will be the central team that will 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 will drive forward digital skills development for all College staff, enhance digital pedagogy, and enable 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 are currently developing a cross-College Mental Health & Wellbeing Plan, the core of which will be formed from actions from our current Access & Inclusion Strategy, focusing on how best to support and equip staff to support students. This strategy will link 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 two FTE counsellors and we have supplemented this service with the support of Togetherall, an online platform that provides self-directed support as well as an online counselling. This means that we can support all students, including evening and flexi students.

Throughout COVID, our counsellors and Learner Advisors have adapted their services to online delivery. All counselling sessions are currently delivered online and we have seen an increase in engagement from students using this model. Our Learner Advisors have been contacting care experienced and vulnerable students known to their service through periods

of lockdown to make sure that students are supported and appropriate interventions are made. We have also developed and purchased various workshops, including 'Managing Anxiety' and 'Mindfulness', 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.

Student Voice on influencing their educational 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 training their peers. 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 and supported by a Student Liaison Officer and dedicated administrative support. 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.

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 Care the full-time offering of Health and Social Care courses have increased in response to the increased demand of skilled workers within the local area, and over the past two years we have doubled our offering of HNC Care & Admin Practice courses. The "Digital Skills: Transforming Care" course was designed in partnership with key employer stakeholders to meet a skills gap within their workforce. Both Health and Social Care Partnerships and two private Care organisations were co-creators of the curriculum design.

Within Early Years our part-time curriculum has been expanded to include the SVQ Social Services (Children and Young People) at SCQF level 6 which is recognised by SSSC as an eligible qualification for Support Worker Day Care Services registration. Delivery of this programme has been designed in partnership with Stirling Council to provide a qualification route for their employee's appointed to their newly created Support Worker Early Childhood Educator role.

Within Construction we have moved the Modern Apprentice portfolio to the College establishing managing agent status, thereby providing more direct links and support to employers with an annual review of allocation of MA places to align with employer demand.

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. In Session 2020-21, the College made changes to the NC Tourism framework to further promote progression to higher level study and employment within the Sector, and will be introducing an NPA in Tourism for Schools in session 2021-22 to further enhance school-college progression and further support access to employment opportunities within the sector.

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.

For Session 2020-21 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 £9000 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 child care 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, the College collaborated with OBASHI, a local employer, to develop an HN Unit in Data Flow, to not only support a local employer with a future pipeline of employees but also to support and encourage the upskilling of students across Scotland in this new and vital discipline. Engaging with the College, OBASHI have provided professional development opportunities for our team, encouraging lecturers from a variety of

disciplines to engage in this new topic. The College have taught this new HN Unit during Session 2020-21 and been a pivotal ambassador of the unit across the college sector – with four other colleges now adopting delivery of the unit to students across Scotland. OBASHI and the College have worked together to provide opportunities for students to do site visits and actively developed the cloud-based platform on which students and lecturers can participate and learn more about Data Flow.

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 NPA 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.

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.

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 analysis is well underway and our report will be 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 19/20, 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

Care experienced students at Forth Valley have achieved success rates higher than the sector average.

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 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.

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

The College is meeting the needs of supported programmes learner groups 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, all based within Forth Valley Royal Hospital/Serco, Larbert. On-site, interns will be assisted throughout by a college lecturer and a job coach, as well as hospital staff and supervisors.

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 partnership with CEMVO Scotland.

The College's Diversity Coordinator, with support from the National Union of Students, has facilitated a number of focus groups with BME students 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.

Our Principal recently signed the College up to a sectoral anti-racism declaration. Following this, we are undertaking a 'Tackling Racism on Campus' project, supported by Advanced HE. Key staff, including Leadership Management Team members and a Board member have attended 'Introduction to race Equality' training and will support 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 <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 [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 new 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. 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 will lead on, and joint marketing has begun, 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

There are two main phases of FWDF: commitment of funding and then delivery of training. In addition there are two FWDF funds relevant to the college sector: Levy paying employers (live from 21st October 2020) and SME organisations (live from 1st December 2020). The fund is supporting employers to address skill gaps, improve workplace productivity and adapt operations around the impact of the Covid pandemic.

Commitment of funding represents employers who have successfully applied to Forth Valley College (FVC) for an agreed range of training interventions. To date, FVC has committed 66% of our 2020-21 Levy payer allocation and, despite the January 2021 lockdown, employers continue to be enthusiastic about the fund and are working with FVC to commit our remaining funds.

The SME FWDF fund is newer, and as such doesn't have the same level of commitment as yet however, we are in discussions with approximately 25 eligible employers and are working through applications with them at this time. This is a new funding stream and FVC is not concerned about the current status of funding commitment. We have been encouraged by the level of demand from SME organisations in 2021 for the fund despite the lockdown restrictions.

Overall from a commitment of funding perspective employer demand levels have remained high despite the lockdown and we are confident that all funding (Levy and SME) will be fully committed within the allowed timescale.

The extended delivery timescale of the 2020-21 fund has been welcomed by FWDF as it is enabling employers to progress with applications at this time as they have time to then plan in scheduling of training. Some employers are looking to secure funding now with a view to delivery post February 2021 when expectations are that social distancing restrictions may allow more in-person delivery. We do have an extensive range of virtually delivered courses that we are promoting to employers (particularly due to the reduced risk of being unable to deliver) and we have seen a significant uptake in demand for virtually delivered programmes in 2020-21 applications so far.

Delivery of virtual training is continuing during lockdown where employers are supportive while delivery of FWDF in-person training has been hampered by the lockdown. As far as possible we have recommended online delivery, however some employers have fed back that even although they can ask furloughed employees to access training they are not willing to do this as the employees are not being paid 100% wage and may not have access to IT equipment.

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 remaining for 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 bioeconomy opportunity. We will fast track innovation, remove barriers facing business, and transform Grangemouth into a biomanufacturing 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 Bioeconomy 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.

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.

The Department of Care, Sport and Construction received over £64,000 of funding from the College Innovation Fund. This supports our Digital Skills: Transforming Care project. The project works with several key Health and Social Care industry partners to create a new online Induction Standards (Digital Skills) training programme. This will support industry in firmly establishing digital health and care as a key learning priority across the care workforce. Initially targeting frontline care staff within the care at home workforce, the training programme will expand to include the wider workforce.

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 continuing to participate in further projects through the current session.

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 completed recently the SFC funded FutureEquipped project with staff attending Construction and Digital Health Care Innovation centres.

Responsive and Collaborative

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 re-opening at the start of Session 2020-21, and being ready for another safe re-opening as and when restrictions are lifted.

As the College prepared 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 are now in receipt of 70 Chromebooks for distribution to students.

As we started Session 2020-21, students were either learning fully on-line, following a blend of on-line and face-to-face learning, or fully face-to-face learning for predominantly practical taught subjects, school groups and vulnerable groups, with the vast majority of students learning on-line. As restrictions have increased all learning which can be delivered on-line has been moved on-line.

Springback programme

The College will also launch a Springback programme. This 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 from 2020, to learn from what has not worked and to help build moral, excite staff and students and support positive health and well-being. This project will run the whole year and will complement the Future's Programme already in place.

The overall vision for the Springback programme is to reimagine a collegiate Forth Valley College and Making Learning Work#2, 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.

Vaccination Centres

The College is playing its part in supporting our local communities by offering all three of our campuses to be used as Covid-19 Vaccination Centres. The College and its staff are working closely with NHS Forth Valley and the Army to establish hub vaccination centres within our campuses to serve our three local communities, with vaccinations commencing from the end of January

Weekly Re-charge and Time 4 You

To help boost staff the health and wellbeing of our staff, the College has introduced two new pilot schemes as the country goes through a second extended lockdown. A Weekly Re-charge will allow all members of staff to take up to a 10% reduction in their working hours to help with work-life balance and boost wellbeing, while a daily Time 4 You two-hour slot (12-2pm) which will be kept clear of scheduled meetings will enable staff to enjoy their lunchbreak and also have some time to work without disruptions.

Collaboration

East Central Scotland College Collaboration

The East Central Scotland Colleges Collaboration is a new 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. 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 will lead on, and joint marketing has begun, 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.

South East Regional College

The College also has a unique partnership around creative learning with South East Regional College (SERC) in Belfast. 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 at the start of Session 2020-21. The Boards of Management of both colleges have also had their first joint board meeting.

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.

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.

In Session 2020-21 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 omissions 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 – Session 2018-19 Performance baseline

As per SFC guidance, 2018-19 performance is to be used as a baseline for Session 2020-21, with Colleges asked to maintain, where possible.

No	Measure	Actual	Comment
		2018-19	
1a)	The volume of Credits delivered		
	Credits Delivered: Core	84,202	
	ESF	1,898	
	Total Credits	86,100	
1b)	Proportion of Credits delivered to learners in the most deprived 10% postcode areas	11%	
1c)	Proportion of Credits delivered to learners from different protected characteristic groups and Care Experience		
	Gender -		
	Proportion of Credits delivered to males	53%	
	Proportion of Credits delivered to females	47%	
	Proportion of Credits delivered to Other learners	0%	
	Ethnicity -		
	Proportion of Credits delivered to students where ethnicity is Black or an Ethnic Minority	3%	
	Disability -		
	Proportion of Credits delivered to students who are disabled	17%	
	Age -		
	Proportion of Credits delivered to learners aged under 16	7%	
Proportion of Credits delivered to learners aged 16-19	43%		
Proportion of Credits delivered to learners aged 20-24	22%		
Proportion of Credits delivered to learners aged 25 and over	28%		
Care Experience -			
Proportion of Credits delivered to Care Experienced Learners	4%		

No	Measure	Actual	Comment
		2018-19	
2a)	Number of senior phase age pupils studying vocational qualification delivered by the College	495	
2b)	Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.8%	
2c)	Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	8%	
2d)	Proportion of Credits delivered at HE level to learners from SHEP schools	19%	
3)	Volume and proportion of Credits delivered to learners enrolled on STEM courses Proportion of Credits delivered to learners enrolled on STEM courses	36%	
4a)	Proportion of enrolled students successfully achieving a recognised qualification: The percentage of FT FE enrolled students achieving a recognised qualification The percentage of PT FE enrolled students achieving a recognised qualification The percentage of FT HE enrolled students achieving a recognised qualification The percentage of PT HE enrolled students achieving a recognised qualification	69% 90% 70% 85%	
4b)	Proportion of enrolled MD10 students successfully achieving a recognised qualification: The percentage of MD10 FT FE enrolled students achieving a recognised qualification The percentage of MD10 PT FE enrolled students achieving a recognised qualification The percentage of MD10 FT HE enrolled students achieving a recognised qualification The percentage of MD10 PT HE enrolled students achieving a recognised qualification	64% 88% 63% 89%	
4c)	Proportion of senior phase age pupils successfully completing a vocational qualification delivered by the College The percentage of senior phase FT FE enrolled students achieving a recognised qualification The percentage of senior phase PT FE enrolled students achieving a recognised qualification The percentage of senior phase FT HE enrolled students achieving a recognised qualification The percentage of senior phase PT HE enrolled students achieving a recognised qualification	35% 43% - 77%	
4d)	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 The percentage of CE FT HE enrolled students achieving a recognised qualification	58% 40%	
4e)	Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification	65%	

No	Measure	Actual	Comment
		2018-19	
5)	Number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	412	
6)	Proportion of full time learners with substantial 'work placement' as part of their programme of study	34%	
7)	Proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing		
	Proportion of successful learners who have achieved HNC or HND Qualification articulating to degree level courses with advanced standing	n/a	
	Proportion of successful learners who have achieved HNC or HND Qualification articulating to degree level courses with advanced standing	n/a	
8)	The proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying		
	Response rate	93%	
	The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	79%	
	The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	96%	
9)	The percentage of students overall, satisfied with their college experience (SSES survey)	94%	Due to Covid-19 return wasn't collected across the Sector for 2019-20
10)	Gross carbon footprint		New baseline will be established after first year of new Falkirk Campus, with future targets based on this new baseline