

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

NOTICE

There will be a meeting of the Learning, Teaching and Student Experience committee on 3 February at 1730 hours on Teams and in the Boardroom at South Lanarkshire College

AGENDA

Agenda Item		Paper	Lead
01	Apologies for Absence	No	VA
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items	No	VA
03	Minutes of Previous Meeting	Yes	JG
04	Matters Arising from the Previous Meeting	No	JG
	Matters for Discussion		
05	Student Association Report	Yes	CB
06	Learning and Teaching Update including LTSE Mid-Year Review	Yes	ARP
07	Quality Update	Yes	LD
08	QAA Self Evaluation Action Plan (linked with below)	Yes	ARP
09	SFC Outcome Agreement (linked with above)	Yes	ARP
10	Corporate Parenting Plan	Yes	RH
	Matters for Approval		
11	Hybrid Working Procedure	Yes	ARP
	Matters for Information		
12	Developing the Young Workforce Update	Yes	MS
13	Marketing and Communications Update	Yes	RH
14	Complaints Quarterly Report	Yes	WM
15	Review of LTSE Work Plan	Yes	ARP
16	Consultation Update	No	ARP
	Any Other Business	No	JG
17	Summation of Actions and Date of Next Meeting	No	VA

JG: Professor Jo Gill (Chair); SM: Stella McManus, Principal and CEO; CB: Catriona Blacker, Student Association President; AP: Angela Pignatelli, Vice Principal Learning, Teaching and the Student Experience; LD: Lisa Doonan, Quality Curriculum Manager; MS: Myra Sisi, Associate Principal for Curriculum; DI: David Innes, Associate Principal for Curriculum; RH: Rose Harkness, Head of Student Services; AD: Anne Doherty, Head of

Alternative Funding; WM: Wilma MacLeod, Depute Head of Curriculum; VA, Vari Anderson
Governance Professional.

UNCONFIRMED LTSE MINUTES

LEARNING, TEACHING & STUDENT EXPERIENCE COMMITTEE

MINUTES

Learning, Teaching and Student Experience Committee on 4 November 2024 at 1730 hours via Microsoft Teams and in the Boardroom at South Lanarkshire College

Present

Jo Gill Chair
Stella McManus Principal
Douglas Morrison Chairing Member
Tarryn Robertson Staff Member
Scott Gray Trade Union Member
Scott Coutts Non-executive member
Catriona Blacker Student member

In Attendance

Angela Pignatelli (Vice Principal LTSE)
Jack Whyte (Student Member)
Myra Sisi
Wilma MacLeod
Lisa Doonan
Mandy Murray
Marie King
Ann Baxter (LRSB)
Anne Doherty (Staff Member)

Vari Anderson, Governance Professional
Peter Scott, Consultant Governance Professional

AGENDA ITEM

01

Apologies for Absence

None received.

At this stage, the Governance Professional advised Committee Members that Board Member, Paul Brodie, who was a member of the LTSE Committee, had resigned from the Board with immediate effect due to professional commitments elsewhere. The Governance Professional reminded the Committee of the Code of Governance Rules on voting majorities. Action was already in train to recruit additional board members.

02

Declaration of any potential Conflicts of Interest in relation to any Agenda items

None.

03

Minutes of Previous Meeting – 28 August 2024

Duly adopted.

04

Matters Arising from the Previous Meeting

Item 06 – The Committee were advised that these were being taken forward as operational matters.
Item 10 – Complete, an update having been provided at the Board Meeting on 24 September 2024.
Item 17 – Complete.

Matters for Discussion

05	<p>Student Association Report The Committee considered and noted the terms of the report.</p> <p>The Committee were advised that to encourage student engagement, the SA President and Vice President had visited 60 classes so far. It is the intention of the SA to continue with class visits, with a focus on organising visits for January start classes. It was noted that feedback has been overwhelmingly positive.</p> <p>The Committee were encouraged to hear that 7 new Student Officers have been appointed across curriculums and evening classes.</p> <p>The Committee noted the number of events and activities planned by the Students' Association including Movember, Men's Mental Health Day and the array of activities prior to the festive period such as Christmas Jumper Day, Carol Singers and the Food Bank drive (the charity still to be decided).</p> <p>The Committee were advised that the Student President and Vice President along with Student Ambassadors were involved in the STEM event on 9 October, the Committee gave thanks for the input of the Student Association on a successful STEM event.</p>
06	<p>Learning and Teaching Update The Committee considered and noted the terms of the report.</p> <p>The Committee were advised that an update could be provided in respect of current credit levels (section 2.3) with the updated credit level being noted as 38,604 with 3800 credits planned for November and January starts. The Committee were reassured that curriculum areas are working on an action plan to address the shortfall in credits which is currently 1000 credits.</p> <p>The Committee also noted that under the new contract awarded for the Rural Academy, the name of the contract has been amended to the Employability Academy.</p> <p>As an action point, AP to amend the number of part-time applications in section 3.3 and circulate to committee members.</p>
07	<p>Quality Update The Committee considered and noted the terms of the report.</p> <p>The Committee were advised that an update could be provided in respect of external verification activity (section 7.3) and noted that a further 3 activities had been completed with 6 out of 44 activities yet to be completed.</p> <p>The Committee noted the quality activities which have taken place to date and noted the launch of the SLC Quality Cycle for 2024-25.</p> <p>The Committee enquired as to the progress in respect of the new TQEF activity led by QAA and were advised that a meeting was scheduled to take place on Wednesday 6 November 2024. The Committee suggested that the matter be raised at the Audit and Risk Committee for risk impact, as an action point, this will be raised.</p>
08	<p>Acceptable Engagement Policy</p>

	The Committee considered and fully discussed the terms of the policy and suggested amendments, the Committee approved the policy, once amended, to be remitted to the Board for Approval.
	Matters for Approval
09	Complaints Annual Report The Committee considered and approved the report to be remitted to the Board for approval.
10	Social Media Policy The Committee considered and discussed the terms of the policy and suggested amendments, the Committee approved the policy, once amended, to be remitted to the Board for approval.
	Matters for Information
11	Developing the Young Workforce Update The Committee noted the terms of the report.
12	Marketing and Communications Update The Committee noted the terms of the report.
13	Complaints Quarterly Report The Committee noted the terms of the report.
17	Any Other Business <ul style="list-style-type: none"> • Thanks were given to Peter Scott for his support to the Committee over the year
19	Summation of Actions and Date of Next Meeting: 3 February 2025 <ul style="list-style-type: none"> • Item 6 – AP to amend the number of part-time applications and circulate to committee members • Item 7 – TQEF to be raised at ARC for risk impact. • Item 8 – Remitted to Board for Approval • Item 9 – Remitted to Board for Approval • Item 10 – Remitted to Board for Approval
	Immediately following the meeting the Governance Professional sought support from the relevant staff attendee in populating a Board Update with details of forthcoming college events which might be of interest to Board Members



South Lanarkshire College

Students' Association

Board Report

January 2025

YOUR COLLEGE
 **YOUR WAY**

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Overview

It has been another busy period for the SA with lots of different events and activities taking place towards the end of 2024. We celebrated Halloween, Christmas Jumper Week, took part in the 16 Days of Action against GBV, attended lots of fantastic student events, created new opportunities for students and continued our commitment to tackling student poverty to name but a few.

As this report will highlight, we have established a fantastic network of student volunteers who, along with our Student Officers, are keen to be involved in SA and college events by collaborating with us to continually improve student health, wellbeing and helping ensure all events run smoothly. We received some amazing feedback from our student volunteers and look forward to providing them with more opportunities to get involved with the SA throughout the rest of this academic year!

The festive period can be a challenging time for many of our students, so we were keen to ensure we highlighted the support services available within the College in both the run-up to the holidays and re-iterated this again in January for all our new students beginning their studies. As part of this work, we created a specific newsletter to highlight to students the support that was available within the community while the College was closed over the Christmas holidays.

We are incredibly proud of the work that's been undertaken so far and very much look forward to carrying this on through 2025 with lots of fun and engaging activities for our students!

Student Engagement

Over the past few of months the Students' Association have been hosting a variety of fun events and activities for students to participate in to give students a better chance of getting to know who the SA are, where the SA offices are located and what the SA can do for them!

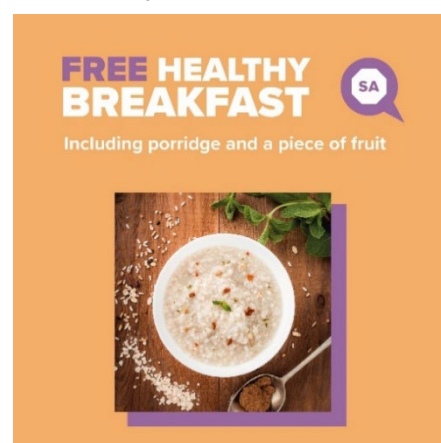
Halloween saw the return of our annual Costume Competition with prizes for the most creative efforts from our many guisers who participated. Our complimentary student meals and larder continued to be highly valued by our students. STEM returned to SLC and as always was a massive success. The much-anticipated Graduation Ceremony proved to be a wonderful occasion for the graduates of 2024 and their families who came along to celebrate their achievements. We are committed to working with Think Positive on our latest Student Mental Health Agreement and have held different activities to help the students know we are here for them if they need assistance with any issues that may come up. Supporting local initiatives has also been a consideration for the SA.

Complimentary Student Meals and Student Larder

The ongoing cost of living crisis is still greatly impacting our students, and the Student Association is committed to helping them through this challenging time. We are incredibly grateful to be able to continue to provide free healthy breakfasts and free soup and sandwich, with the financial support of the South Lanarkshire College Foundation, to our students. The SA looks forward to working with our new supplier Aramark to continue delivering this important initiative to our students on selected days each week.

We are also committed to continuing with our food larder for students as it has provided a lifeline to some of our students facing financial distress. They know they can access this much needed service by visiting the SA office whenever they need to. Located within the Student Association Office students can come in anytime and take whatever they need, including food and toiletries. In the larder, we also provide free stationary such as notebooks and binders.

Reminders of how to access both initiatives are shared across our social media channels, SA newsletter and on physical posters across campus.





STEM Event

Students who volunteered for the Step into STEM event in October were invited to a special appreciation gathering to thank them for the time they generously dedicated to the event. During the gathering, they received certificates and goody bags from Developing the Young Workforce (DYW). Each goody bag included a £10 Amazon voucher along with practical gadgets, all of which were gratefully received by the students.



Student Mental Health Agreement (SMHA)

The College and Student Association have both committed to signing up for the Student Mental Health Agreement in 2024, with a view to undertaking a further 2-year plan on how to best support student mental health. The Student Mental Health Agreement is an initiative by Think Positive with the focus being to improve and promote student mental health support across Scotland. We are looking to building on the existing work already undertaken with regards to student mental health.

For example, as a focus on men's mental health the SA hosted a "Pizza and Patter" session. The session was held within the construction wing during lunch break in the hope of attracting our target audience. Twelve pizzas and canned drinks were provided for the students to come along, eat pizza and get chatting. Once the students heard about the free pizza they were pouring through the door. The response was excellent, and we had a lot of student engagement. The pizza ran out within 2 mins which was just what we wanted. Leaflets from relevant support organisations were given out. It was a fantastic opportunity deliver the message that men's mental health matters too and where we can, we will support them or signpost them onto someone who can.

To continue supporting student mental health a lunchtime Mindfulness Colouring Club has been running through the academic year. Activities on offer include board games, wordsearches, word jumbles, with colouring books and pencils all being made available. Seasonal materials are introduced during opportunities such as Christmas and Halloween.





Halloween

Halloween was a brilliant day with lots of students and staff taking part throughout the college in their amazing Halloween costumes. The SA President hosted a table with “What’s in the Box?” and there were screams and laughter aplenty while students felt their way through a myriad of touch sensations to guess the correct objects and claim their prize. Fun giveaways and party bags were handed out for the best costumes while the ultimate winner collected a meal voucher for The Black Rooster restaurant. There was a real buzz around the College and the student feedback was really positive. Two of our NC Photography students, Emma Gillespie and Corren McNeil, volunteered their time to capture the day on camera. The event wouldn’t have been such a success if it hadn’t been for Maura Higgins. Maura is one of our Student Officers who is studying British Sign Language and is an absolute whizz at designing and creating all our promotional posters.





Kilbryde Hospice – Giving Back to Our Community

Students had a great time raising awareness and funds for Kilbryde Hospice through a bake sale. The cake didn't last long and was sold out in 20 minutes. The students also went to the Kilbryde hospice for a half day field visit to learn more about the hospice environment. The bake sale raised an amazing £308! What a wonderful achievement.



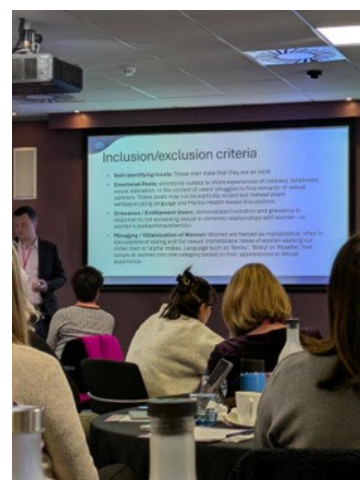
Carers Rights Day

On Carers Rights Day we were pleased to welcome Social Security Scotland to campus. Throughout the day, the team engaged in workshops and met with unpaid student carers to provide support, guidance and financial advice.



EmilyTest Charter

The SA continues to work closely with the College with regards to the annual review of the EmilyTest Charter. We submitted the second part of our Charter submission in November 2024 and are currently awaiting feedback. Members of the Student Services team and the SA attended the most recent EmilyTest Conference in November. It was an excellent day learning about the different support initiatives in place, as well as meeting lots of different people from a variety of organisations.



16 Days of Action Against GBV

SLC came out to show their support for #16Days and was well supported by students and staff in an array of brilliant ways to get behind #16Days.

The SA ran a social media campaign throughout the #16Days highlighting the key messages and priorities in tackling the scale and prevalence of violence against women and girls in our society. This makes it everyone's business to tackle this issue.

We hosted a coffee and chat event getting students together to discuss and raise awareness of gender-based violence and its many forms. The event was well attended and informative. It gave some students the opportunity to better understand the meaning of gender-based violence and how widespread it is in the day to day lives of many women and girls. Everyone left a little more enlightened.

Students and staff braved the freezing weather to participate in the Reclaim the Night March. The team set off from Castle Street in Hamilton and marched through the streets passing The Town Hall which was lit up in orange in another show of support to end violence against women and girls.



Egg Box Appeal

Refugeegee is a community-led charity in Glasgow. They offer people who have been forced to flee their home countries a warm welcome and some of the things needed to make feel that little bit more at home here in Scotland.

Every Monday they buy fresh eggs in bulk to distribute through their free store. The eggs are always extremely popular but still have to make it home in one piece and that's where the egg boxes come in.

The SA launched the egg box appeal back in August and students and staff didn't let us down! As a result of this huge, ongoing support we have found other sustainable uses for the egg boxes within the College. They are being recycled within our Horticulture department for planting seedlings and are being used to break down soil for planting in our college garden. The larger boxes were also donated to Loaves and Fishes who have also found good use for them.



Graduation Ceremony

Our class of 2024 had a fantastic time at the resplendent Hamilton Townhouse celebrating their graduation ceremony. It was their time to celebrate their achievements in a packed house full of their family and friends. We were delighted to be part of such a positive event.



Christmas Activities

The festive season was full of fun. We had Christmas Jumper week, our Christmas tree of support, guessing games and the Elf on the Shelf made daily appearances.

The students got really creative with their Christmas outfits. They went way beyond jumpers with festive accessories, make-up and nails.

Students were invited to colour a Christmas bauble or write a message of support before hanging their bauble on the SA Christmas tree, located in the Advice Centre.

The guessing games went down well with winners receiving care packs including hot chocolate sachets and marshmallows.

The Elf on the Shelf got up to all sorts of mischief including leading the students on a scavenger hunt and appearing in a different scenario each day as a bit of light-hearted fun for the students. It was a good laugh to see what he was up to every day.





Forthcoming Events

Re-Freshers'
 Love Your Planet
 Valentine's Day
 CE Care Day
 Purple Friday
 Easter Egg hunt
 Ongoing Men's Mental Health Drop-in
 Rebranding of Complimentary Breakfast and Lunch Posters.

28th – 30th January
 14th February
 14th February
 20th February
 28th February
 Easter 2025

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	3 February 2025
TITLE OF REPORT	Learning and Teaching Update including Mid-Year Review
REFERENCE	Agenda item 06
AUTHOR AND CONTACT DETAILS	Angela Pignatelli angela.pignatelli@slc.ac.uk
PURPOSE:	To provide members with an update on credits, recruitment and retention and also update members on alternative funding and curriculum activity taking place across the college.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • Note the credit target and recruitment to date for session 2024 to 2025; • Note the early retention figures; • Note the mid-year review information; • Consider and note the work of the curriculum and alternative funding teams; • Note the good news stories from curriculum areas.
RISK	<ul style="list-style-type: none"> • That the College fails to meet its credit target for session 2024 – 2025 due to recruitment challenges; • That the quality of learning, teaching and assessment declines, negatively impacting the student experience.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The College credit level currently sits at 42,919 and is on track to meet the target of 43,600 credits; • The mid-year review provides an update on benchmarked retention, Curriculum Progress Reviews with associated outputs/actions; and Operational Planning Reviews with associated outputs/actions; • Official notification of a Modern Apprenticeship (MA) Inspection of SNIPEF activity by Education Scotland has been received and will take place week commencing 3 February 2025 • There remains significant good practice and good news stories in relation to student achievement and success already in 2024 – 2025.

1. INTRODUCTION

1.1. This paper provides an update on the credit activity for academic year 2024-2025 and an overview of learning, teaching and alternative funding activity since the November 2024 Committee.

2 CREDIT AND RECRUITMENT ACTIVITY 2023-24

2.1 For 2024-25 academic year, the College has a core credit allocation of 43,601 credits.

2.2 To date, the credit level is 41,996 credits with a projected 482 credits potential withdrawal which would be a 41,514 credit outturn which is 95% to target at this point in the year. There is a 2,087 credit gap with January starts still to pull through.

2.3 The table below indicates the credit level activity of actual to date against target.

Table 1: Credits to date versus target:

Curriculum Area	Generated Credits	Sum of Target
JJ (Building Service Engineering)	4,655.00	4,876.00
FW (Wet Trades)	4,296.00	4,439.00
KO (Health and Social Care)	4,244.00	4,000.00
AMT (Carpentry and Joinery)	4,180.25	4,836.00
MC (Hairdressing, Beauty and Make Up)	4,009.00	3,800.00
PH (Inclusive Learning, ESOL and Counselling)	3,823.00	3,800.00
JME (Life Sciences)	3,783.00	3,300.00
JW (Hospitality, Legal and Police Studies)	3,675.50	4,161.00
LW (Business Mgt and Media (incl. Accounts))	3,303.00	3,584.00
AR (Early Education and Childcare)	3,290.00	3,116.00
JB (Built Environment)	2,738.00	3,688.00

2.4 January start activity has yet to pull through to the system but is anticipated to be approximately 2,713 credits.

3 RECRUITMENT ACTIVITY 2024-2025

3.1 The College overall recruitment target for year 2024 to 2025 is 5,837. The College has received a total of 4,270 enrolments and a further 952 applications for January start courses. January start recruitment indications are positive with enrolment ongoing within curriculum teams.

3.2 Table 2: Enrolment comparison table:

Mode	2023 to 2024 enrolments	2024 to 2025 enrolments	Variance
FT FE	1,032	1,091	+59
FT HE	780	672	-108
PT FE	1,807	1,945	+138
PT HE	254	256	+2

Overall	3,873	3,964	+91
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3.3 Recruitment continues to be a top priority for the curriculum teams and the Marketing team to mitigate any potential shortfall in meeting recruitment targets in the coming months.

3.4 The Open Evening of 22 January took place to drive August 2025/26 recruitment. Initial indications are positive with over 120 enquires on the evening.

4 CURRICULUM MID-YEAR REVIEW

4.1 Retention

4.1.1 The table below shows the retention and withdrawal figures to date, 22 January 2025. Intervention strategies, guidance and support are taking place across the curriculum areas to enable students to remain on their course.

4.1.2 *Table 3: Enrolment, Retention, Early and Further Withdrawals February 2025*

Mode	Number of enrolments	Early withdrawals	%	Number of further withdrawals	%	Retention %
FT FE	1,091	36	3.3	69	6.3	90.3
FT HE	672	22	3.3	45	6.7	90
PT FE	1,945	52	2.7	31	1.6	96
PT HE	256	12	4.7	0	0	95
Overall	3,964	122	3.1%	145	3.66%	93%

4.1.3 A breakdown by curriculum area can be found in Annex A.

4.1.4 In a three-year comparison, the Early Withdrawal (EW) rate of 3.1% is higher than the 2% in February 2024 but an improvement on the 4.6% in February 2023. The Further Withdrawal (FW) rate of 3.66% is broadly in line with the 3.72% in February 2024 but higher than the 2.74% in February 2023. The required action planning to improve EWs and FWs is being closely monitored by Curriculum Teams and tracked at Progress Reviews. Retention rates of 93% are also broadly in line with the 93.6% February 2024 and 92.7% in February 2023.

4.1.5 The College sets the Performance Indicator (PI) targets at the start of the year and in line with the Scottish Funding Council (SFC) key categories. The college 3-year trend and the published national averages are in the below table 4 for comparison.

4.1.6 Table 4: Benchmarked KPIs:

SLC PI Targets 2022-23				
	FEFT	FEPT	HEFT	HEPT
Early Withdrawal (max.)	8%	3%	5%	8%
Further Withdrawal (max.)	15%	8%	9%	6%
Achieved(min.)	61.30%	76.30%	72.10%	81.30%
SLC PI Targets 2023-24				
	FEFT	FEPT	HEFT	HEPT
Early Withdrawal (max.)	8%	3%	5%	8%
Further Withdrawal (max.)	15%	8%	9%	6%
Achieved(min.)	61.30%	76.30%	72.10%	81.30%
Block 1 SLC PI Targets 2024-25				
	FEFT	FEPT	HEFT	HEPT
Early Withdrawal (max.)	8%	3%	5%	5%
Further Withdrawal (max.)	15%	8%	12%	5%
Achieved(min.)	67.00%	82.00%	70.00%	75.00%
National	63.60%	77.30%	65.50%	78.60%

4.1.7 Across both EW and FW, the college is performing better than the benchmarked performance indicators and, in some cases, significantly better.

4.1.8 There are, however, three curriculum areas where retention falls below the recommendations above. The areas of Early Education and Childcare which is sitting at 88%; Hospitality Tourism Legal and Police Studies at 87%; and Life Sciences at 87% retention, have specific monitoring and action planning in place to address the root cause where possible.

4.2 Progress Reviews

4.2.1 The series of 12 Progress Reviews (PRs) across the 12 curriculum departments has concluded. This the first of the new “SLC Way” (South Lanarkshire College Way) approach to Self-Evaluation focussing on evaluative discussions around the student experience, supported by evidence, impact and action planning around what improvements are required to enable excellence in the student experience. The content of the Progress Reviews remains live throughout the year to ensure proactive interventions and ability to flex to in-year needs and issues arising.

4.2.2 Diagram 1: The SLC Way



4.2.3 The high-level findings of this series of evaluative activity has identified:

- The need for consistency in understanding and general approach to the development of MetaSkills;
- The need for consistency in understanding and general approach to the development of Core Skills;

- The prevalence of learners presenting with complex needs and learning challenges and the associated demand for Extended Learning Support (ELS);
 - The prevalence of learners presenting with mental health issues;
 - The need for more 1:1 guidance and tailored support for learners who, generally, are not meeting the expected SCQF level;
 - The financial pressures impacting withdrawals;
 - The requirement for further work on curriculum design, including enhanced industry engagement and partnerships.
- 4.2.4 Robust action planning has been agreed throughout the process however, a whole college approach and further discussion is vital on the above common themes if we are to enable an effective student experience and a pipeline of successful students into employment.
- 4.2.5 The key areas for action and enhancement include:
- Initial screening, support for learning and skills testing/development;
 - Early intervention strategies;
 - Core and Meta Skills development
 - Staff CPD on differentiation in practice for learning, teaching and assessment;

4.3 Operational Planning

4.3.1 The series of 12 Curriculum Operational Planning Reviews (OPRs) across the 12 curriculum departments has concluded.

4.3.2 The aims and outputs from the Curriculum OPR process are:

- to build the next year's Curriculum Planner (CP);
- to grow the commercial offer/full cost recovery (FCR) offer;
- to set the staffing budget, credit and income targets including Full Cost Recovery courses (FCR);
- to determine the following year's Prospectus and curriculum offer;
- to identify short- and longer-term impacts on any other areas of the College (i.e. Facilities, IT, HR, Student Services) to inform their priorities and their Operational Plans;
- to set clear, shared actions for each curriculum area with longer term actions being included to shape the curriculum areas' direction of travel (growth or reduction);
- to inform the Regional Outcome Agreement/SEAP and other college strategies as appropriate.

4.3.3 **The high level findings of the reviews include:**

4.3.4 **Areas of "Growth":**

- Joinery: 3,500 timber frame specialists are required in a pipeline including a PassivHaus and Net Zero focus;
- Plastering and Roofing: SLC could be a Centre of Excellence for Plastering as currently cannot meet the demand but it is to be noted that there are physical space constraints; equally, Roofing and Bricklaying have a demand which cannot be met;
- Building Services: General growth including CECA Academy*;
- Hospitality and Tourism: over 5,000 jobs but cannot meet the demand;
- ESOL: cannot meet the demand and the College has received an urgent call to action from Community Learning Development (CLD) Network;
- British Sign Language (BSL): identified as key growth area and potential to deliver as FCR for all Front-Line Services and to align to Government Priorities;

- Health and Social Care: to align with Government priorities with focus on Care, and the potential for the College to become a Dementia Specialist College and embrace Technology Enabled Healthcare;
 - CIBTAC professional registration for Beauticians is an identified area of growth in the College FCR offer.
- 4.3.5 **Areas of Shrinkage:**
- Painting and Decorating mainstream courses in order to accommodate the identified growth in roofing, joinery and plastering;
 - Science mainstream courses;
 - Beauty mainstream courses;
- 4.3.6 **Over-staffing:**
- Generally, class sizes are low across many courses and can be merged more creatively for theory classes and in-year across many curriculum areas;
 - Early Years and Childcare: 1.1FTE overstaffing being used as absence cover;
 - Built Environment: 2.2FTE overstaffing from March;
 - Hairdressing, Makeup and Beauty: 3.4FTE+ overstaffing;
- 4.3.7 **Curriculum Structure Themes Arising:**
- The potential to create a curriculum area **Net Zero/Green Industries cluster** including subjects with a specialist focus on Net Zero, Green Skills and Sustainability;
 - The potential to create a curriculum area **Care Industries cluster** including subjects with a specialist focus on Health, Care, Social Care, Wellbeing, Inclusive Learning, Counselling;
 - The potential to create a **Learning and Teaching Academy** including oversight of pedagogical advances, sharing practices, enhancement activity and formal training including for TQFE, TiCT and PDA LTA;
 - The potential for de-grouping of some existing curriculum areas to align to the above.
- 4.3.8 **Student Experience Themes Arising:**
- Supporting Students: there is significant evidence of the strain on lecturing and support staff given the variety, volume and complexities of student issues, referrals, counselling, neurodivergence and learning styles;
 - Schools Liaison Key Contact: there is no ownership or key contact linking with schools to enable a secure pipeline of schools;
 - Timetabling System: one is urgently required;
 - Learning Technologist(s): is urgently required;
 - Centralised IT Hub: is urgently required and laptop loans for students;
 - External teaching spaces required: areas such as Early Years and Childcare, Wet Trades, Building Services Engineering require external teaching spaces;
 - Learning Hub location: generally receiving negative feedback and needing rethought.
- 4.3.9 **Cross College thematics of Best Practice to be shared peer-to-peer/CPD days:**
- Meta Skills, Essential Skills, Core Skills PLP and BKSB: Early Years & Childcare staff, Health and Social Care staff, Life Sciences staff;
 - Blended Learning techniques: Jamie Beddows, Jennifer McEwan, Margaret Campbell, Katie Orchiston;
- 4.3.10 **Cross College CPD required:**
- Blended Learning;
 - Digital upskilling from basic use of MS Teams to Advanced AI;

- Trauma Informed Practice;
- Toolkit for SCQF level3/4 cognitive abilities of students;
- Student Basic digital literacy.

4.4 The Operational Planning Reviews for Support Teams starts week commencing 3 February 2025, the findings of the curriculum OPRs will inform their planning prioritisation.

4.5 Modern Apprenticeships

4.5.1 The Apprenticeship provision at the College remains strong with 839 apprentices enrolled at the College with 80 still to enrol. Currently 263 apprentices are in training through our contract with Skills Development Scotland (SDS) and in addition to our contract with CITB and SNIPEF.

4.5.2 There is a target of 110 starts on the current contract:

- 58 new starts to date plus 6 re-entrants with 52 new starts remaining;
- The contract value is £627,307 with a target spend of £595,941. £428,433 has been spent to date with £167,508 remaining. There is a projected spend to be re-forecasted due to the knock-on effect of slow recruitment;
- This is a reflection of lower staff recruitment in industry, especially in the construction sector.

4.5.3 the planned/confirmed Intake for January-March is as follows:

- 15 x SVQ 3 – Social Services & Healthcare with NHS;
- 1 x SVQ 3 – Healthcare Support with NHS;
- 8 x SVQ L9/10 Care Services Leadership and Management;
- 4 x Hairdressers;
- 4 x Hairdressers progressing from L2 to L3;
- 4 x Carpentry & Joinery site starts;

4.5.4 The continued close working relationship with the NHS has resulted in the allocation of 15 spaces for Business and Administration in the College contract. Confirmation from the NHS will be soon.

4.6 CECA ACADEMY

4.6.1 The College is delighted to announce the progression of a partnership with CECA (Civil Engineering Contractors Association) to provide the new SLC CECA Academy. Supported by MacKenzie Construction and George Leslie, the facility and venture will enable a realistic training and working environment for our students.

4.4.2 The Academy will:

- Shape Scotland's Future: to work in roads, rail, water, and power sectors;
- Consist of an 18-Week Programme: to gain hands-on, immersive training at the college;
- Focus on Outdoor Learning: to build practical skills in health, safety, and groundworks;
- Provide career-focused training: to develop job-ready skills and experience;
- Ensure a guaranteed interview: completion of the course secures an interview with a local construction company.

4.6.3 The first intake started 20 January 2025 with formal launch planned for February 2025.

5 EDUCATION SCOTLAND

5.1 The College has received formal notification of an upcoming review which Managing Agent, SNIPEF (Scottish and Northern Ireland Plumbing Employers' Federation) have with His Majesty's Inspectorate (HMIe) to review the Modern Apprenticeship (MA) training in Scotland. The Inspectorate will meet the College staff and conduct a review on Thursday 6 February 2025 covering the following key areas:

- professional dialogue with provider managers and staff;
- professional dialogue with employers and apprentices;
- arrangements for quality assurance and evaluation;
- identification of core and meta skills;
- safeguarding and supporting students; and
- sharing best practice.

5.2 Verbal feedback will be provided at the end of the day focussing on the themes of Leadership and Quality Culture; Service Delivery; and Safeguarding and meeting the needs of apprentices. Reports will take 6 weeks and will be shared with the Scottish Government and Skills Development Scotland (SDS).

6 ALTERNATIVE FUNDING UPDATE

6.1 CLIC (College Local Innovation Centres) Project update

6.1.1 South Lanarkshire College is home for the Innovation Centre for Sustainable Development and is engaging with local business support networks including South Lanarkshire Council Business Support team, Business Gateway, Hub Southwest, CEED and other key stakeholders in the innovation ecosystem. Funding is in place until 31 March 2025 and the College stands to recognise £191k of funding through its delivery of the programme (£197K initially approved, £6k worth of sub-contracts (web portal design and project evaluation) will now be invoiced and claimed by City of Glasgow College on behalf of each of the consortium partners for easier auditable trails). The panel were cheered at the volume of interest and the calibre of candidates. Succession planning and further development & training opportunities will be noted and explored to harness staff enthusiasm and ambition.

6.1.2 Each College within the Glasgow City Region is working with approximately 35 businesses across the length of the project and this interaction will involve an early discussion of business needs in relation to each College's specialist area, signposting them to a potential workforce programme on the following core topics (not exclusive):

- 2.4.1 Digital Marketing (21-11-24)
- 2.4.2 AI (21-11-24)
- 2.4.3 Heat Pump Training (Dec-Jan)
- 2.4.4 ILM – Sustainability Development Unit (tbc)
- 2.4.5 AI and Power BI (Digital footprint) (tbc)
- 2.4.6 Solar Power and Batteries (tbc)

6.1.3 CLIC Managers involved in the project ensure that sufficiently skilled staff are involved to support in the delivery of these programmes and explore ways to involve new staff with relevant expertise. It is hoped that the rollout of initial workforce programmes by

staff may encourage local businesses to engage with our college on a number of initiatives and explore further training opportunities on a commercial basis.

6.1.4 Future events are being planned, approximately monthly, covering topics such as AI and Digital Marketing, Sustainability of the Built Environment, Sustainability Credentials and Meet the Employer Collaboration. All to be hosted at SLC, showcasing the skills and capabilities of our catering and events Teams whilst providing networking opportunity within the CLIC community at the same time as delivering part of the business needs and support required by those businesses who have completed the innovation assessment.

6.1.5 The January event in construction procurement is designed to meet a commonly expressed issue regarding the difficulty SME contractors and suppliers have in meeting increasingly onerous sustainability and quality criteria in order to be considered for tender lists. We now have a wide network of businesses ranging from large construction companies to smaller contractors and suppliers who are looking to work together to improve their sustainability. These interventions can be registered through the evaluation tool and the data recorded by the CLIC project.

6.2 **The Employability Academy:**

6.2.1 The Employability Academy (Previously The Rural Academy) is funded through South Lanarkshire Council with No-One Left Behind funding (1st October 2024 to 30th September 2025) with a total contract value: £210,000.

6.2.2 To date, the courses confirmed include:

- Introduction to Cookery 6 weeks x 5 hrs per week being delivered in St. Nicholas Church Hall, Lanark start date 24/01/2025;
- Social Media & Mental Health 2 weeks x 3 hours per week – Online Delivery start date 05/02/2025.

6.2.3 The courses being discussed for planned delivery after the Easter Break are as follows:

- Intro to Classroom Assistant 4 weeks x 15 hours per week;
- Paediatric First Aid (accredited) & First Aid (non-accredited) 2 weeks x 12 hours per week;
- Pre-NHS Course – Pathway courses with specific requests for Infection Control, Safeguarding, HIV awareness, Human Anatomy;
- Basic Computer Skills, Admin/Clerical Skills, Customer Care, Effective Communication;
- Catering & Cleaning Course.

6.2.4 South Lanarkshire Council are looking to fill vacancies throughout SLC and require a course to cover both Catering and Cleaning as indicated above to include:

- REHIS, Allergen Awareness, Hygiene Awareness;
- COSHH, Health & Safety, Moving & Handling;
- Personal Assistant;
Some training which could cover care of an individual who requires a personal assistant to help with everyday living giving assistance with Shopping, Personal Care, Befriending, Travel buddy, Household duties.
- Supporting Families;
- Introduction to Barista, REHIS.

- 6.2.5 Further discussions are taking place to deliver:
- ESOL – there is a South Lanarkshire wide shortage of delivery of ESOL;
 - BSL – Information is being collated to send to the LEP to raise awareness.

6.3 Commercial Activity/ Full Cost Recovery (FCR)

- 6.3.5 Monthly meetings of the Full Cost Recovery Team continue to take place to monitor the progress to target for this diversification Activity. Full Cost Recovery income is currently £93,220 against a target of £125,000 to July 2025 = 75% to target, with delivery across curriculum areas.
- 6.3.6 British Sign Language and Dementia Awareness courses have been identified as growth commercial areas. Courses are planned to generate Full Cost Recovery income
- 6.3.7 Contact with businesses will be made through our CRM to promote the courses to front-line staff (NHS, Police, Emergency responders, Care Homes etc.)
- 6.3.8 The CLIC (College Local Innovation Centres) project, funded through Innovate UK Further Education Innovation Fund, has been a significant vehicle to promote college courses and services. The business engagement element of the project has opened opportunities for commercial opportunities on the back of initial support from the CLIC team
- 6.3.9 The College Partnership with MacCrae Training is being formalised with rental income forecast for space to the rear of the campus.

7 EQUALITIES

There are no implications for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report. The College will continue to work to ensure equal opportunities for all in our students' experiences at the college.

8 RISK AND ASSURANCE

- That the College fails to meet its credit target for session 2024 – 2025 due to recruitment challenges;
- That the quality of learning, teaching and assessment declines, negatively impacting the student experience.

9 RECOMMENDATIONS

Members are recommended to:

- Note the credit target and recruitment to date for session 2024 to 2025;
- Note the mid-year review information;
- Consider and note the work of the curriculum and alternative funding teams;
- Note the good news stories from curriculum areas.

ANNEX 1

Table 1: Overall Curriculum Area Enrolments, Retention, Early and Further Withdrawals 22 January 2025

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
Building Service Engineering	376	4	1.06	5	1.33	97.6
Built Environment	313	9	2.9	7	2.24	95
Business Management and Media and Accounts	528	18	3.4	22	4.2	92
Carpentry and Joinery	361	1	0.28	0	0	99.7
Early Education and Childcare	303	15	4.9	20	6.6	88
Hairdressing, Beauty and Make Up Artistry	431	16	3.7	19	4	92
Health and Social Care	344	13	3.8	17	4.9	91
Hospitality, Tourism, Legal and Police Studies	335	18	5.3	25	7.4	87
Inclusive Learning	360	14	3.9	12	3.3	93
Life Sciences	256	11	4.3	22	8.6	87
Wet Trades	354	3	0.85	1	0.3	99

Curriculum Good News Stories

Good News Stories

Representatives from Business Gateway delivered an information workshop session covering self-employment to a range of student groups across Hairdressing, Barbering and Beauty Therapy on Wednesday 12 November 2024. The session provided a comprehensive overview of Business Gateway services available to those students seeking to explore self-employment as a career progression pathway on completion of their studies at college.

As part of this session a dedicated section covering business advice for small and medium enterprises (SMEs) and business start-up planning was included which covered the basics around key self-employment, business start-up and freelance working considerations.

Finally at the end of the workshop there was a Q&A segment which allowed students to ask additional questions around the above topics. Students were also able to register online with Business Gateway which then entitled all participants to a follow up “1 to 1” call with an adviser within 3 working days. All students fed back positively saying that they found the session highly beneficial and informative. In addition, many found the timing of delivery especially helpful at such a crucial time in their studies, enabling them to make more informed choices regarding their future career. Business Gateway also agreed to share digital information to be disseminated more widely across the student community.



Minister's visit 22 October 2024

Mr Neil Gray MSP, Cabinet Secretary for Health and Social Care visited the College on the 22 October 2024 and met with groups of HNC Healthcare Practice students. A range of key sector issues were discussed during the session including the high importance Government placed on the provision of quality health and social care and allied health education. The Minister was eager to learn about our ongoing efforts in health and social care, and he was given a tour of our Healthcare Practice and Scottish Widening Access (SWAP) Nursing student facilities.

During his visit Mr Gray actively participated in a blood pressure check, listened to an engaging self-care blog presentation from one of our SWAP Nursing students. He also participated in resuscitation techniques to the tune of the Proclaimers “500 Miles” a learning and teaching approach used to promote the importance of establishing a rhythm when administering and developing compressions techniques.



The Cabinet Secretary took time to speak with the students and discuss the future of health and social care in Scotland and Mr Gray emphasised the important role that Health and Social Care Practitioners play and explained that he was delighted to be able to speak to them in person to express his personal and professional gratitude for the work that they are doing.

BE-ST Award

The College won Collaborative Partnership Award with the Energy Savings Trust as part of the Construction BE-ST – Accelerate to Zero Awards. This was announced on Thursday 7 November.



SLC Best decorative and fibrous plastering training provider in the country.

Staff members - Lewis Anderson and Jamie Acheson collecting the award December 2024.



CECA Academy







South
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LEARNING, TEACHING & STUDENT EXPERIENCE COMMITTEE

DATE:	February 2025
TITLE OF REPORT:	Quality Update
REFERENCE	Agenda item 07
AUTHOR AND CONTACT DETAILS	Lisa Doonan lisa.doonan@slc.ac.uk
PURPOSE:	To update members on the college self-evaluation, quality enhancement and quality assurance activity.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none">• note the SLC Quality Cycle for 2024-25 adaptations• note student engagement in the College's student voice and self-evaluation processes;• note the self-evaluation progress and on-going review;• note the Quality Audit Group activity to date;• note the qualification approval update;• note the summary of external quality assurance activity;• note the quality team's continued engagement with external and internal partners; and• note the quality assurance and quality enhancement development activity.
RISK	<ul style="list-style-type: none">• That the College does not meet the quality assurance requirements of awarding and/or scrutiny bodies.• Self-evaluation processes do not demonstrate satisfactory progress against college, SFC/Education Scotland/QAA actions.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none">• Successful Students• Highest Quality Education and Support• Sustainable Behaviours

SUMMARY OF REPORT:	<ul style="list-style-type: none">• The SLC Quality Cycle for 2024-25 has been adapted, with 2023-24 and 2024-25 activity on-going.• Student voice remains central to the College’s self-evaluation process, and work is underway to enhance engagement.• Evaluation processes have been, and will continue to be, further developed in response to SFC & QAA requirements; with 2024-25 activity well-underway.• The Quality Audit Group programme of internal audit is in progress; with a reprioritised plan for 2024-25.• There have been no qualification approval applications since the last reporting cycle, there is a continued focus on actions from 2023-24.• External qualification verification and quality assurance activity for 2023-24 has not fully concluded. The volume of selections for 2024-25 has increased significantly; whilst the available resource has reduced.• Quality continues to engage with external partners to promote enhancement, develop practice and knowledge share with internal and external partners.• Quality assurance and quality enhancement in learning and teaching is being further developed for 2024-25.
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1. INTRODUCTION

1.1 This paper seeks to provide members with an update on self-evaluation, quality enhancement and quality assurance activity, since November 2024.

2 SLC QUALITY CYCLE 2024-25

2.1 The SLC Quality Cycle 2024-25 plan, as presented in November 2024, has been updated to support the reprioritisation of key mandatory and operational activities; including the continued resourcing of the 2023-24 external qualification verification activities. The revised plan also considers that from Block 2 onwards there is a 29% reduction in Quality Unit resource which has meant revising the plan for block two.

2.2 Curriculum Progress Review meetings were completed throughout December and January.

2.3 The QAG audit schedule has been reprioritised; refer to section 5.

2.4 Further reprioritisation is likely, in response to resource challenges and the evolving quality landscape. Changes will be reported accordingly throughout the remainder of 2024-25.

3 STUDENT VOICE AND COURSE EVALUATION

3.1 The college-wide action to achieve a minimum of 50% returns to the SFC SSES remains in place for 2024-25.

3.2 Direct feedback from the Class Representatives in Block 1 will be considered in the SEAP.

3.3 For Block 2, the high-level principle, *Excellence in Learning, Teaching & Assessment*, the focus will be on *curriculum and learning, teaching and assessment*, and from *Supporting Student Success*, the focus will be on *student experience support and wellbeing, equality, inclusion and achievement*. For each theme we continue to ask *What Works Well and Even Better If*.

3.4 The Block 2 Course Evaluation – Student Views 2024-25 proforma hopes to assist Class Representatives (Class Reps.) to elicit information and promote discussion.

3.5 Quality continued to provide direct support, advice and guidance to Class Representatives via the *Class Reps. 2024-25 Teams* page, hosting channels for Class Rep. training, a chatroom and the Student Association.

3.6 The Quality Team and Student Association continue their collaborative action, with communication and resources hosted on the SLC QU-SA Teams page.

3.7 The January start class representative nominee process is open for submissions.

4 SELF-EVALUATION

4.1 The Block 1 2024-25 curriculum self-evaluation cycle concluded in January 2025.

4.2 The *Block 1 Self-evaluation 2024-25* briefing paper is currently in-draft, this considers: student voice from both the *Student Experience Survey: Start of Your Learner Journey 2024-25* and the *Course Evaluation – Student Voice submissions; course team voice from the Course Team Self-evaluation submissions and the curriculum Progress Reviews*.

4.3 A high-level report will be presented to the QEG/SLT in January/February 2025, with agreed college-wide actions to be included in the 2024-25 Self-evaluation and Action Plan (SEAP).

4.4 It is likely that significant time and resources will be required to successfully support the requirements of the TQEF and TQER, as we move forward.

5 QUALITY AUDIT GROUP (QAG)

5.1 The QAG *Internal Audit Schedule 2024-25* has been adapted in response to the on-going operational resource challenges, as outlined in 2.1.

5.2 Table 2: Revised Internal QAG Audit Schedule 2024-25

Internal Audit	Audit reason code *see	Proposed Date/ Month TBC	Confirmed Date	Audit Team *Lead writer in bold
EMA (1st audit)	1	November 2024	05/12/2024	AJ , LD
EMA (2nd audit)	1	April 2025		AJ , LD
BPEC Level 5 Gas Installation & Maintenance SCQF 5	2	April 2025		JC , LD
BPEC - pre-audit for ACS and Foundation programmes	2	May 2025		JC , LD
SQA Systems Verification - Internal	3	March - April 2025		LD , JC & AJ
FE FT (Funded) Guidance	2	November-December 2024	December 2024 – May 2025	LD , JC & AJ
HN Next Gen	2	TBC		LD , WMacL, JC & AJ
Assessor and Verifier Staff Development	2	November-December 2024	February 2025 – March 2025	WMacL , LD & AJ
Operational Planning - Curriculum	2	TBC		LD , WMacL, CS, JC & AJ
Operational Planning - Support	2	TBC		LD , WMacL, CS, JC & AJ

Audit Reason codes:

- 1 - Mandatory requirement
- 2 - College risk analysis
- 3 - Awarding body requirement

5.3 The SLC reports will be presented to the Audit Committee. Actions will be monitored, and an update will be reported in due course.

6 QUALIFICATION APPROVAL UPDATE

6.1 There has been no approval activity concluded to date for 2024-25.

6.2 Quality will monitor approval requirements throughout the remainder of the session.

6.3 Approval actions from 2023-24 are periodically reviewed, the output from which will be reported in due course. The *National EIS-FELA Action Short of Strike Action* impacted staff engagement with the SQA Learning and Development Awards, and the conclusion of the associated actions.

7 EXTERNAL VERIFICATION AND QUALITY ASSURANCE ACTIVITY

7.1 Quality and the curriculum teams continue to prioritise the outstanding activity from 2023-24.

7.2 Table 3: Summary of 2023-24 Activity, as on 17th January 2025.

Awarding Body	No. of Planned Visits	No. of Completed Visits	Outcome Compliant or High Confidence	Outcome Noncompliant or Reasonable Confidence	Outcome Remediation Actions Completed	Success at 1 st Visit Rate
Association of Accounting Technicians (AAT)	1	1	1	0	0	1
British Plumbing Employers Council (BPEC)	1	1	1	0	0	1
City & Guilds (C&G)	3	3	3	0	0	3
Scottish Qualifications Authority (SQA)	39	38	37	1	2	35
Overall	44	43	42	1	2	40

7.3 As on 17th January 2025, 1/44, activities had yet to be completed. Certification of the associated award is on a soft hold at SQA. Certification will be reinstated once compliant verification activity has concluded.

7.4 As on 17th January 2025, 1/44, activities returned as *Non-compliant or Reasonable Confidence*, the reports have yet to be received from the Awarding Body, therefore, formal actions have yet to be issued. An update will be reported in due course.

7.5 An annual review of 2023-24 Good Practice and Recommendations has concluded, and the report is in draft.

7.6 SQA 2024-25 allocations have been issued for both regulated and self-regulated qualifications.

7.7 The annual activity for AAT is planned for January 2025.

7.8 Table 4: Summary of 2024-25 Activity, as on 17 January 2025.

Awarding Body	No. of Planned Visits	No. of Completed Visits	Outcome Compliant or High Confidence	Outcome Noncompliant or Reasonable Confidence	Outcome Remediation Actions Completed	Success at 1 st Visit Rate
Association of Accounting Technicians (AAT)	1	0	0	0	0	0
British Plumbing Employers Council (BPEC)	1	0	0	0	0	0
City & Guilds (C&G)	2	0	0	0	0	0
Scottish Qualifications Authority (SQA)	53 (33, +9, +10)	0	0	0	0	0
Overall	57	0	0	0	0	0

- 7.9 SQA's [Qualification Verification Criterion: Guidance for Centres](#) 2024-25 builds on the approaches piloted in 2023-24.
- 7.10 SQA made 22 selections across the regulated portfolio, which is likely to include 31 group awards/qualifications.
- 7.11 In addition, 12 SQA HNVQ group awards have been selected which is likely to span across 22 verification groups, each with individual verification reviews and outcomes.
- 7.12 Round 1 of the biannual NQ Central Verification Selections has been requested; NQ Accounting units will be submitted to SQA with an agreed deferral date, due to the planned delivery schedule.
- 7.13 Round 2 NQ visiting verification selections are published on 24th January 2025.
- 7.14 Round 2 NQ Central Verification notifications will be published in March 2025.
- 7.15 Collectively quality-leads from across the sector continue to lobby SQA re. a single approach to verification activity, via the SQA Colleges' Quality Focus Group.
- 7.16 Overall, this is an increase of 30% in annual activity in a period where the Quality team resources has reduced by 29%.
- 7.17 Further notifications will be reported in due course.

8 KEY ENGAGEMENTS WITH INTERNAL AND EXTERNAL PARTNERS

- 8.1 Quality continues to participate across a range of national fora, including: the QAA's Scottish Tertiary Enhancement project (STEP) programme, CDN Quality Development Network, CDN Quality Steering Group and SQA's College Quality Focus Group.
- 8.2 The Curriculum Manager: Quality is a representative on the SFC's Statistical Advisory Group for Further Education (SAGE). SAGE serves as a critical platform for statistical discussion and collaboration amongst institutions.
- 8.3 The Quality Forum continues to provide a vehicle to share knowledge and practice across internal and external partners. 2024-25 activity is underway.

8.4 The Curriculum Manager: Quality applied for the post of QAA TQER Reviewer, at the request of QAA. QAA requested that all colleges nominate 2 leads from each college, and 1 student representative. The student body have not, as yet, nominated an applicant. The selection process and timelines are not clear, as on 17th January 2025. An update will be reported in due course.

9 QUALITY ASSURANCE AND QUALITY ENHANCEMENT SYSTEMS AND PROCESS UPDATES

9.1 The refreshed Professional Discussion on Learning and Teaching (PDLT) process activity has commenced. Well-received, and refreshed, PDLT observer training was conducted in December 2024. In preparation for launching with our EIS-FELA colleagues in the January NJNC, and the planned roll-out from February 2025.

10 RISK

10.1 That the College does not meet the quality assurance requirements of awarding and/or scrutiny bodies.

10.2 Self-evaluation processes do not demonstrate satisfactory progress against college, SFC/Education Scotland/QAA actions.

11 EQUALITIES

11.1 There are no new matters for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report.

12 RECOMMENDATIONS

12.1 Members are recommended to:

- note the SLC Quality Cycle for 2024-25 adaptations;
- note student engagement in the College's student voice and self-evaluation processes;
- note the self-evaluation progress and on-going review;
- note the Quality Audit Group activity to date;
- note the qualification approval update;
- note the summary of external quality assurance activity;
- note the quality team's continued engagement with external and internal partners; and
- note the quality assurance and quality enhancement development activity.

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	3 February 2025
TITLE OF REPORT	QAA SEAP (Self Evaluation Action Plan) 2024 to 2025
REFERENCE	Agenda Item 08
AUTHOR AND CONTACT DETAILS	Angela Pignatelli, Vice Principal Learning Teaching and the Student Experience apignatelli@slc.ac.uk
PURPOSE:	To provide members with an update of the first Quality Assurance Agency (QAA) Self Evaluation and Action Plan (SEAP) 2024 to 2025.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none"> • note the progress made in the 2024 to 2025 academic session; • note the content of the report, the areas for development and the implications for the College and the student experience.
RISK	<ul style="list-style-type: none"> • that the areas for development identified are not actioned resulting in an unsatisfactory report or negative student experience; • that the College does not meet the quality assurance and enhancement requirements of scrutiny bodies.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • This is the first of the new external quality arrangements working with QAA; • This self-evaluation report provides an update on the progress of the college in ensuring a high-quality student experience; • The scope covers the four over-arching pillars set by QAA including: <ul style="list-style-type: none"> - Excellence in Learning and Teaching, - Supporting Student Success, - Enhancement and Quality Culture, - Student Engagement and Partnership, Each underpinned by data and evidence including externality. • The submission is not published.

1. INTRODUCTION

1.1 The new approach to quality assurance and enhancement includes the submission of a Self-Evaluation Action Plan (SEAP) by all organisations with the tertiary sector to the Scottish Funding Council (SFC). This first SEAP forms the basis of institution led quality review and will be the only annual reporting on quality submitted by institutions to the SFC.

2 BACKGROUND

2.1 The SEAP enables reflection on the operation of programmes and provides assurances regarding high quality learning and teaching, curriculum delivery and the enhancement of the student experience. It serves as a focus for analysing and responding to a range of inter-related operations including outcome data and student feedback to inform continuous action planning.

2.2 The SEAP replaces the Evaluative Report and Enhancement Plan (EREP) which formed part of the quality arrangements in the 'How Good is our College' Education Scotland Framework.

2.3 The SEAP also replaces the learning and quality aspects of the outcome agreement process.

3 CONTENT

3.1 The SEAP is a reflection on the College quality assurance, enhancement outcomes and progress made since the last external review. For South Lanarkshire College, the last external review was May 2024 by Education Scotland for the Annual Engagement Visit (AEV). This noted no main points for action. The SEAP frames progress from May to November 2024.

3.2 This SEAP forms the evidence base for the College in relation to high quality learning and teaching outcomes. It will be used as part of the evidence base for the Tertiary Quality Enhancement Review (TQER) and will be used by QAA to inform institutional progress and support the institutional Liaison Meetings with the QAA and key contact.

3.3 The scope covers the four over-arching pillars set by QAA including:

- Excellence in Learning and Teaching,
 - Supporting Student Success,
 - Enhancement and Quality Culture,
 - Student Engagement and Partnership,
- Each underpinned by data and evidence including externality.

3.4 The submission is not published.

4 EQUALITIES

4.1 There are some matters for people with protected characteristics or from areas of deprivation which arise from consideration of the report.

5 RISK AND ASSURANCE

- 5.1 That the areas for development identified are not actioned resulting in an unsatisfactory report or negative student experience;
- 5.2 That the College does not meet the quality assurance and enhancement requirements of scrutiny bodies.

6 RECOMMENDATIONS

6.1 Members are asked to:

- note the progress made in the 2024 to 2025 academic session;
- note the content of the report, the areas for development and the implications for the College and the student experience.



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SEAP

Self-Evaluation & Action Plan 2024 - 2025

December 2024

Version Number: 1.0

Document Information

Procedure Published/Created:	November 2024
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Version Number	Date	Author	Rationale
1.0	November 2024	Vice Principal Learning, Teaching and Student Experience	New Quality Arrangements for Self-Evaluation and Action Planning via QAA

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South Lanarkshire College

Self-Evaluation and Action Plan 2024-25

Introduction

South Lanarkshire College (SLC) has set clear, ambitious, goals through our vision to be Scotland's leading college delivering excellence. Our mission of "Preparing students well for their future, in an outstanding learning environment and inclusive community," remains pivotal to our continued focus on student progression and successful destinations. Our commitment to designing a curriculum offer which not only meets industry requirements, but is shaped by industry, remains steadfast. The robust nature of our quality assurance and enhancement processes, together with our cycle of evaluation, enables a culture of self-reflection, continuous professional development and continuous improvement. Our all-staff event in August provided an invaluable overview of the new Quality Assurance Agency (QAA) Tertiary Enhancement Framework (TQEF) to ensure the entire workforce, teaching staff and support staff, have an active awareness of the new framework and how it impacts their field of work.

This Self-Evaluation and Action Plan follows the clear guidance set by QAA in not describing our process but rather the decision-making resulting from our approaches, all of which are aligned here to the 4 key TQEF headline principles, with data evidence and externality informing the decision and actions taken/to be taken.

Our South Lanarkshire College Board has set clear, high, expectations for our provision under the following college strategic aims:

- Successful Students, which aligns successfully to the TQEF aim "Supporting Student Success"
- Highest Quality Education, which aligns successfully to the TQEF aim "Excellence in Learning and teaching" and
- Support Sustainable Behaviours.

It is worth noting that these priorities will be changing for academic session 2025/26 – 2030 to:

- **The Student Experience:** To provide a responsive, high-quality and entrepreneurial, destination focussed curriculum, embedding holistic support services, and lifelong learning opportunities for the communities the College serves.
- **People and Culture Development:** To recruit, retain, develop and reward talented staff who will enable students to reach their full potential.
- **Growth and Innovation:** To provide an estate and digital infrastructure for 21st century learning, and to collaborate on innovative and mutually beneficial partnerships.
- **Sustainability:** To be a future proofed independent and financially viable organisation able to invest and collaborate for growth and resilience, and to work towards achieving a Net Zero campus community.

Development of our workforce is key to achieving excellence in the student experience including the highest standards of learning and teaching, our ability to support student success and enhance our quality culture. A cultural focus of "students at the heart" is enabled via our college values which are vital in our collective ability to achieve continued success as they define how we work together as Team SLC:

- **Togetherness:** visionary and transparent leadership, common purposeful goals and build on values;
- **Connectedness:** meaningful participation in decision-making, a listening organisation and developing collaboration.
- **Recognition:** culture of values-based recognition, celebration of individual and team contributions and effective, frequent praise.

- **Enablement:** providing valuable feedback, developing manager effectiveness and individualised training and development.
- **Motivating work:** autonomous working, learning organisation and meaningful work.

Working proactively with our Student Association, student executive team and class representatives and establishing mechanisms for their immersion in the life and work of the College operations to ensure strong student engagement and partnership working to support student success.

Contextual Statement

South Lanarkshire College (SLC) has been an important part of the South Lanarkshire community for over 75 years. As the biggest education provider in South Lanarkshire, the College is the anchor educational institution in the community. It is important that the College is visible and seen to be making a positive contribution to the lives of local residents over and above teaching and learning. Our distinctive contribution to the communities in South Lanarkshire, and the surrounding areas, is primarily through our expertise in teaching and learning to support individuals and businesses. SLC helps all young people and adults to improve their skills and employment prospects and excels in supporting those who are long-term unemployed and/or have complex learning needs. Our inclusive approach and outstanding track record in supporting all students, including those with special educational needs and disabilities, means that every individual, no matter what their particular circumstances, are equipped with the skills they need to become self-sufficient contributors to the local community and beyond.

We believe that better-educated and more employable residents enjoy improved physical and mental wellbeing, greater financial resilience, and are more likely to take on active, positive roles in their communities.

Headline Principles

Principle 1: Excellence in Learning, Teaching and Assessment

Strategic leadership of learning and teaching

Our strategic focus on successful students, the highest quality education and sustainable behaviours helps the College to ensure that all our activities are rooted in improvements to learning and teaching and the student experience. Our teaching and support staff work with these aims to ensure effective support and guidance continues to be provided for our students. Meaningful and impactful engagements with Education Scotland have led to the College meeting and even surpassing in some instances the requirements of the previous “How Good Is Our College?” framework as evidenced by our most recent Annual Engagement Visit (AEV) Report. Working with national strategies, we remain focused on preparing our students for the world of work. The College continues to provide a learning environment where students are equipped with the specific skills required to progress onto their chosen destinations. Students are supported to reflect on their skills and are able to build on developing, cultivating and applying their skills. Through our robust learning, teaching and assessment approaches, internal quality cycle of evaluation and internal reflective practices, our staff have clarity on the level of the quality standard expected. Investment in a tailored electronic system for staff to use daily in relation to live tracking and monitoring of student retention and achievement, reported through our portals and dashboards in PowerBI, enable data driven decision making.

Key Performance Indicators

We continue to be one of Scotland's higher performing colleges and the Board of Management, Senior Leadership Team (SLT) and staff at South Lanarkshire College retain a robust focus on maintaining our

reputation for delivering a high-quality learning experience for students, as evidenced by Education Scotland in the most recent Annual Engagement Visit Report in July 2024 and by our performance indicators.

Table 1: Summary of SLC attainment rates over a 3-year trend and sector benchmarked:

Mode	Completed Successful 23/24	Completed Successful 22/23	Completed Successful 21/22	Completed Successful Sector 22/23
FE FT	70%	73%	58.4%	63.6%
FE PT	83.9%	82%	73.9%	77.3%
HE FT	68.3%	68%	68.1%	65.5%
HE PT	78.1%	74%	72%	78.6%

Student outcomes are consistently high and are some of the strongest performance indicators in Scotland. Academic performance remains sector leading across all ages and types of provision types and this remains unchanged in academic year 2023-24. Performance indicators are strong for full-time (FT) and part time (PT) further education (FE) learners, with the latter being 51% of the College’s provision, standing at 70% and 83.9% respectively. We are pleased to report that across all modes of delivery, the college is performing above sector average with the exception of HE PT where we are in-line with the sector.

The national performance indicators for the sector demonstrate the success of our approach to excellence in learning, teaching and assessment practices, particularly in relation to our Full Time Further Education (FTFE) offering where the College sits at the top of the national performance outcomes for academic session 2023/24 (Table 2). The College sits in third position at a national level for the FTFE provision delivered. Given the volume of FTFE students (1105) and the comparative scale of the college, this is a significant achievement. The College sits in tenth position for Further Education Part Time (FEPT) provision success; sixth position for HEFT provision and fourteenth position for Higher Education Part Time (HEPT) provision. Action planning continues to take place in session 2024/25 to increase the success levels for these cohorts of students and enable improvements to their educational experience.

Table 2: Summary of National Performance Indicators for Full Time Further Education (FTFE):

College	FE FT %	No. FE FT	FE PT %	FE PT	HE FT %	No. HE FT	HE PT %	No. HE PT
Newbattle	77.4	41	33.3	4	72.2	13	0	0
Lewis Castle	76.4	81	86.3	654	0	0	100	11
South Lanarkshire College	72.8	1105	82	1086	68	537	74	208
Orkney	71.3	62	93.7	1726	0	0	0	0
West Lothian	70.4	762	90.9	3874	67.9	423	90	497
Shetland	69.6	39	93.7	1713	0	0	0	0
Ayrshire	68.6	1929	74.7	5194	65.8	1042	83.4	453
Inverness College	68.5	857	84.7	1865	0	0	100	45
Borders	68.3	597	75.1	1582	65.6	145	87.3	103
Forth Valley	67.9	1161	87.1	3872	69.6	747	83	722
The North Highland College	67.6	282	72.4	631	0	0	0	0
Dundee and Angus	67.5	1986	72.3	3244	72.4	1034	73.2	426
West College Scotland	67.3	2380	69	7365	59.5	1032	77	598
Perth	67.3	750	76.2	885	0	0	35.3	6
University Highlands and Islands	67.2	2706	83.7	10723	0	0	84.9	62
Moray College	66.8	494	78.1	1116	0	0	0	0
Edinburgh College	65.7	2191	76.7	6891	72.4	1912	85.7	2150
SRUC Land Based	65.5	440	85.3	1656	0	0	0	0
Dumfries and Galloway	65.3	619	85.6	2687	74.1	249	82.3	200
North East Scotland College	63.3	2659	72.6	3,772	67	1,350	73.6	318
Glasgow Kelvin	59.2	1370	75	3421	60.5	675	76	339
Glasgow Clyde	59.1	1729	71.1	5794	65.8	1534	73.5	761
West Highland College	58.8	87	81.3	1159	0	0	0	0
Fife College	58.3	2146	78.6	4137	60.8	1059	76.8	1160
New College Lanarkshire	57.8	1711	76.1	7,515	63.7	1,270	60.2	405
City of Glasgow	52.3	1624	75.9	3408	62.8	3865	74.8	717
Argyll College	50	54	75.4	974	0	0	0	0
Scotland	63.60%	27,156	77.3	76,225	65.5	16887	78.6	9119

The February 2024, Education Scotland conducted the Care Thematic Review which involved the curriculum areas within the SFC Care Grouping including Early Education and Childcare, and Health & Social Care. The review focussed on four key Quality Indicators from the “How Good Is Our College” (HGIQC) Framework. The visit was highly positive with Education Scotland expressing positive feedback on the following:

- exceptional utilisation of feedback from partners and key stakeholders;
- effective deployment of meta-skills and questioning techniques, with both students and staff

- engaged in the learning process;
- a curriculum characterised by flexibility and adaptability, delivering significant value-added benefits;
- outstanding support provided to learner, with seamless integration between curriculum and support services;
- strong endorsements from employers regarding the quality of learners and robust partnerships with organisations such as the NHS resulting in meaningful work placements.

Academic Standards and Awarding

Education Scotland: The last Education Scotland (ES) Annual Engagement Visit (AEV) was conducted on 14 and 15 May 2024, just six weeks before the end of the academic session 2023-2024. Prior to this, Education Scotland conducted a Care thematic Review in February 2023. The Annual Engagement Visit team focussed on the key themes of learner progress and outcomes, approaches to assuring and enhancing the quality of learning and teaching including professional updating, and learner engagement. Within the report, there's a recognition and understanding of significant progress made by the college across the key themes and it was noted that there are **no main points for action**.

There was a recognition of significant progress across a number of aspects of the college key performance indicators (KPIs). These are:

- 11 areas of positive progress identified against Quality Indicator 3.2 Equity attainment and achievement for all learners and no areas for development identified;
- 12 areas of positive progress identified against the Quality Indicator 1.2 Leadership for improvement of learning and teaching and 1 area for development identified;
- 8 areas of positive progress identified against Quality Indicator 2.3 Learning, teaching and assessment and no areas for development identified;
- 5 areas of positive progress identified against Quality Indicator 1.2 Learners leading learning and no areas for development identified;
- 3 areas of positive progress identified against Quality Indicator 1.4 Evaluation leading to improvement and 1 area for development identified.

The AEV specified the following areas for development:

- **Areas for development 1:** There is no strategic or consistent approach to the tracking and monitoring of meta skills within college programmes. This is limiting learner awareness of the importance of these skills and their ability to identify and discuss them with prospective employers.
- **Areas for development 2:** Most learner representatives do not receive sufficient training to undertake their role effectively.

Both of which are reflected in our 2024 – 2025 action planning.

Awarding Bodies: The College continued to meet, and in instances exceed, the academic standards as evidence in the suite of Awarding Body external verification and external quality assurance reports. In addition to full compliance, SQA reported 45 Good Practices across 8 qualification verification criterion. Strengths were identified in resources, candidate support and internal assessment and verification practice. Opportunities for further enhancement were also identified, with 34 recommendations across 8 qualification verification criteria. A college-wide review of the activity is conducted, with recommendations for enhancement reported through the Quality Forum, Quality Enhancement Group and the Learning, Teaching and the Student Experience (LTSE) Committee. Formal actions arising are included in course, curriculum and/or college action plans, as appropriate.

SQA Verification: Our SQA Systems Verification audit took place in December 2023 concluding with an overall level of assurance as “Good: system meets control objectives”. It included:

- Identified strengths of a strong culture of continuous improvement; IV processes; strong collaboration between curriculum and quality departments; action plans which are developed to address identified quality concerns;

There were no significant weaknesses identified.

Curriculum Planning, Design and Delivery

Our levels of curriculum activity are capped at 43,601 credits. This is within the context of known further demand and market needs. There remains scope for us to operate at higher levels and offer more curriculum provision. The areas of Building Services Engineering and Health & Social Care remain two of the highest levels of credit bearing activity with demand continuing to be expressed to serve the needs of ESOL in the region to those whose first language is not English.

Table 3: credit activity level and outturn:

2023/2024	Credit allocation	Credit outturn	Over-activity / %
SFC Core Target	43,601	44,077	476 / 101.9%

As a result of restrictions to the volume of curriculum we can offer, our curriculum planning, design and delivery are prioritised robustly to ensure maximum impact for the communities we serve and to enable their better life choices and chances. Alignment to Regional Skills Assessments (RSAs), government priorities and labour market intelligence have enabled this prioritisation resulting in a focus on these key curriculum areas:

- **Health and Social Care:** With over a third of jobs in South Lanarkshire in health, social work, and nursing, this sector is positioned for consistent growth and sustained demand for replacement workers. Additionally, the increasing use of technology and an aging population necessitate a coordinated response to address evolving care needs and enhance service delivery.
- **Construction and the Renewables Industries:** There is significant growth in these sectors across South Lanarkshire and the Glasgow City Region, with 47% of employers reporting skills shortages and approximately 11,000 job openings. A local response is essential to meet the demand for new skills, particularly in retrofitting and sustainable construction practices.
- **Business, Law and the Financial Services:** The demand for skilled professionals in business and public service is increasing, with an anticipated growth of around 11,000 jobs in South Lanarkshire by 2033.
- **Travel, Tourism and the Hospitality Industry:** In 2023, South Lanarkshire saw 7,000 job openings in tourism and 5,000 in food and drink sectors. Both industries face challenges in recruiting and retaining a skilled workforce.

Curriculum analysis and evaluation activities over session 2023 – 2024 consisted of three formal Progress Review (PRs) meetings running alongside consistent team level review and evaluation. The level of scrutiny involved in the PRs, focusing on the effectiveness and appropriateness of the curriculum offer, are underpinned by the pertinent curriculum data sets, together with the feedback on and from services to support the student journey and student and industry feedback. Throughout the academic session, iterative planning, responsive to the changing needs of the students and industry, enabled a curriculum design appropriate to learning needs, bespoke learning approaches and all within the context of a cost-of-living crisis. Our data system, PowerBI holds live and weekly updated vital statistical information to enable curriculum teams, support staff and guidance tutors to be proactive in the required interventions to aid retention. The data sets and trend information available enable timely monitoring and reporting of activity and, by implication, the required actions.

The College continued its robust approach to curriculum planning in 2023/24 to ensure a pipeline of skilled students progress into the communities we serve and into the wider world of work. Curriculum Progress Reviews have concentrated on the appropriateness of the curriculum offer in response to a dynamically changing world and further skills development including skills mapping to the careers of the 21st century.

Learning Environment, Resources and Technologies

The college has completed a revised digital strategy to improve the digital culture in learning and teaching to enable more widespread use of a technology enabled inclusive curriculum design to benefit student engagement and understanding.

The focus on an electronically enabled curriculum has identified a lack of access to devices and a concerted need for engagement in Jisc Digital Capabilities for staff and students which is planned in the 2024 to 2025 academic year. Moodle and Microsoft Teams are utilised as our Virtual Learning Environments with staff responding to student feedback regarding platform preferences and engagement approaches.

Continued pressures on physical space exist including requirements for outdoor learning spaces to enable Childhood Practice activities. Horticulture space was successfully identified and created in 2023 to enable the successful running of that curriculum area.

Professional Development and Peer Review

The Professional Standards for Lecturers remains a focus for the college to ensure that the curriculum and pedagogical quality standards are met, and enhanced, to improve the student experience. 78% of academic staff at the college hold a teaching qualification with others working towards completion of the Teaching Qualification in Further Education (TQFE) and 43% of lecturing staff have registered with the General Teaching Council of Scotland (GTCS) to date.

In June 2024, a refreshed approach to the College's Professional Discussion on Learning and Teaching (PDLT) was endorsed by the Senior Leadership Team (SLT). This process involves reflection by the member of staff, evaluation by students and by an independent college reviewer. It is designed to be a constructive, supportive and developmental experience. A thematic review is conducted after each academic cycle to ensure that good practice and opportunities for staff development are identified and inform enhancement actions.

Our All-Staff Development days and Continuing Professional Development (CPD) days, occurring formally at three points in the academic session, have enabled key high-level messages, which contextualise the external environment in which we're operating, to be set and for colleagues to share practices and knowledge in the cultural approach of peer-to-peer learning. There has been a particular focus in upskilling the workforce to ensure awareness of, and skills development in relation to, Net Zero, Green Technologies, Sustainability, the Digital Upskilling and Trauma Informed Practice. The Education Scotland Report indicated that "college provides good opportunities for teaching teams to engage in professional development and updating. Workshops on neurodiversity and digital upskilling are well attended. Staff feel motivated to enhance their pedagogical practice and feel confident in professional dialogue on these themes".

Innovation in Learning, Teaching and Assessment

A specific drive has been in relation to the digital agenda for all staff. The creation of the Digital and Artificial Intelligence sub-group has resulted in the sharing of pedagogical and service improvements using Jamworks and AI enabled technological advances. A variety of identified Digital Champions continue to share practices, and their digital toolkit, with staff and students for enhanced learning engagement experiences.

Widespread use of Microsoft Sway, podcasts, recording of teaching sessions, eportfolios and even virtual work placements are enabling students to thrive in areas such as Childhood Practice, Health and Social Care, Plumbing & Heating, Carpentry & Joinery, Childhood Practice and Hairdressing & Makeup.

Principle 2: Supporting Student Success

Enabling Student Success

The student voice is threaded throughout our policies, procedures and systems. There have been no incidents which would qualify for submission to the HE Concerns Scheme. Student representation is established across all levels of our operations up to, and including, Committees and Board level. Key to the success of our students is the support offered by our Student Support Services. Some of the most impactful aspects of this positively impacting the student experience include:

Going Further for Student Carers - We continue to provide dedicated support to our student carers in line with keeping with the Carers Trust 'Going Further for Student Carers: Recognition Award' which was won in 2020. This was an outstanding achievement for the College and recognises the significant effort and energy which is consistently invested across the College to support student carers to achieve their full potential. To achieve and maintain this, the Students' Association and Student Services team work in close partnership with staff across the College to ensure that:

- Student carers are being proactively identified from enrolment to completing their college course, and awareness is being raised throughout the College all year round;
- Student carers are being supported to give them a fair chance to be successful in their studies and maintain positive health and wellbeing;
- Student carer progressions are showcased, and evaluation tools are used to celebrate achievements and make improvements to ensure that appropriate support is delivered.
- Named staff contact support is available to all carers and they can self-identify at any time through the Student Portal;
- Our dedicated Carers Support page on the website provides further information for students and prospective applicants: <https://www.slc.ac.uk/students/student-support/carers/>
- Dedicated documents are always available on the internal Staff Document Library, including our Statement of Intent, Carers Action Plan, Carers Support Plan and Carers Support Policy. All these documents, and more, are available on the dedicated webpage for easy access for students and applicants.

We continue to work closely with the Carers Trust, and other Carer support services, to ensure that support across the College meet the needs of student carers. We regularly invited the Carers Trust and other organisations on campus as part of our events calendar, such as during Freshers' and Carers' Week, as well as arranging for information stalls throughout 2023 to 2024.

NUS Think Positive - The Students' Association continued to be part of the Think Positive initiative and have produced a further Student Mental Health Agreement for 2022-24. Going forward we will be working with Think Positive on our 2024-2026 Student Mental Health Agreement. The College was also invited to have representation at Think Positive's Project Advisory Group in 2024, with the Depute Head of Student Services attending the quarterly meetings. Further information on the work related to the Student Mental Health Agreement is available here: <https://www.slc.ac.uk/students/student-association/>

Gender Based Violence - In May 2021, the College was selected to be a pilot institution, and one of only two colleges in the UK, to participate in the EmilyTest Gender Based Violence Pilot Charter for colleges and universities. EmilyTest is a Scottish charity working to improve prevention, intervention and support concerning gender-based violence in further and higher education. The College takes a zero-tolerance approach to all instances of gender-based violence and has developed a strategy and action plan that is underpinned by two strategic priorities:

- Prevention
- Support & Wellbeing Framework

We are delighted to say that in November 2023, the College was the first and only college in Scotland to receive the GBV Charter EmilyTest Award. We are currently working through our annual review of the Charter for submission in November 2024.

Our dedicated GBV prevention webpage (<https://www.slc.ac.uk/students/student-support/gender-based-violence/>) provides students, staff, stakeholders and prospective applicants an overview of the important work the College and Student Association are doing to tackle GBV.

Report and Support - The College also implemented Report and Support software that all students can access, with a view to this being extended to all staff. Report and Support allows students to raise any concerns either anonymously or by providing contact details. Concerns can range from mental health and wellbeing, sexual harassment, bullying to safeguarding and more. These concerns, received by a member of the Student Services team, to investigate and support. Further roll-out of this service will take place over the upcoming academic year with promotion across social channels and fortnightly newsletters.

The College Extended Learning Support (ELS) team experienced and continue to experience and increase in the levels Increase in demand for ELS and support from the college Learning Hub across all subject areas. Students are presenting with increasingly complex needs and support requirements. There is an increase of class groups containing a number of students presenting with Additional Support Needs (ASN) and students presenting with dual support needs, including those who are care experienced. The volume of student needs continue to increase exponentially and requires urgent action planning:

- 2023/24 referrals: 336
2024/25 referrals for Block one alone: 356
- Disclosures of disability at enrolment have increased significantly this session:
2023/24: 4.1% (188/4595)
2024/25: 7.7% (257/3348)
- Increase in 16-year-olds accessing ELS reflective of enrolments of 0-17 year olds:
2023/24: 28.7% (1319/4595)
20 24/25: 32.3% (1083/3348)
- Increase in enrolments of Care Experienced students:
2023/24: 2,5% (114/4595)
2024/25: 3.1% (105/3348)

Achieving Positive Outcomes for Every Learner

The effectiveness of the student experience to ensure positive outcomes is the focus of all we do. Across curriculum teams and support staff teams, the commitment to a responsive, enabled and supported student journey drives the enhancement activities undertaken. Substantive evidence of this came through the Education Scotland Care Thematic Review in February 2024 and the Education Scotland Annual Engagement Visit in May 2024. Interventions and engagement strategies leading to a successful student experience are embedded within our curriculum and support teams' methodology. Some key student metrics can be seen in Table 4.

Table 4: Student measures:

Measure	2023/24 Performance	2022/23 Performance
Student Successful Completion Rate	96.13%	81.3%
Early withdrawal rate	3.9%	4.9%
Further withdrawal rate	8.8%	6.4%
Student Recruitment figures, Full Time (FT) and Part Time (PT)	FT: 2192 PT: 3028	FT: 2375 PT: 3700

The recently published National Performance Indicators for academic session 2022/23 demonstrate that the extensive additional support provided by curriculum and support teams for groups of students facing the greatest barriers to learning has had positive impact:

- Students from SIMD10 (350) achieving 70.6% which is 2% above 2021/22 levels;
- Students from SIMD20 (655) achieving 70.5% which is which is 4.1% above 2021/22 levels;
- 228 students who declared that they had a disability completed successfully at 64.2% which is the same level as 2021/22;
- 75 students from a Care experienced background completed successfully at 51.7% which is a slight increase of 0.3% from the 2021/22 levels;
- 32 students from ethnic minority backgrounds completed successfully at 68.4% which is 4.8% below 2021/22 levels.

Further analysis, and action planning, continues around the experience of those students in the key groups of disability, care experienced and ethnic minority to improve success. Overall unofficial indicative attainment rates from session 2023/24 in comparison to 2022/23 indicate FEFT has increased by 2% to 69.2%; HEFT has decreased by 3.1% to 68.3%; FEPT has decreased by 6% to 84.1% and HEPT has increased by 10% to 78.5%.

Support for Employability, Skills Development and Lifelong Learning

The college continues to provide a learning environment where students and apprentices are equipped with the specific skills required to progress in their chosen destinations. Students are supported in reflecting on their skills and are able to build on developing, cultivating and applying their skills to progress onto identified progression pathways.

Through our learning, teaching and assessment approaches, meta skills, core skills and essential employability skills are identified whilst studying, providing our students with the opportunity to grow a range of skills for industry and life skills to thrive. All curriculum teams were tasked to embed skills for life, learning and work within their curriculum, the extent of which was evidenced in, and informed the curriculum review activity planning, in the May 2024 PRs.

We developed a revised Personal Learning Plan (PLP), hosted a series of support sessions and promoting links to MetaSkills resources via our Quality Portal. In addition, the college promoted the Basic Key Skills Builder (BKSB) Programme, assessing the SCQF level of student ability to support the approach of the right student on the right course.

Effective and Successful Transitions

Senior Phase: The college works closely with South Lanarkshire Council and is proud of the valuable work with Developing the Young Workforce (DYW). The partnership working has ensured that the College's Senior Phase offer takes account of labour market trends and provides clear progression pathways for our young people. The College offer is divided into four pathway options to Senior Phase pupils from across the Local Authority, delivered either in college or in a school hub. Overall retention for academic session 2023/24 was 87%, which is 9% down on the previous year. Achievement levels was 86% which is 5% better than the previous year. The required actions for improvement and enhancement being taken forward.

The Health and Social Care Curriculum Team secured a new collaborative agreement with the University of Strathclyde in 2023. The Education & Social Services Degree (BA) responds to the Scottish Government's aspiration for different services to communicate more effectively and to work in a more integrated way to meet the service-user needs of children, young people, and adults. This provides a new learner pathway for South Lanarkshire College students onto degree level study. Collaborations and immersive partnership working, particularly with employers and managing agents undertaken continues to grow, including across New Lanark Heritage Centre, Police Scotland, NHS Scotland, CITB and SNIPEF, to enable a better-quality, fit-for-purpose experiences in developing skillsets for the 21st century and beyond. The relevant skillset enables smoother, more effective and successful transitions into employment.

Robust analysis of retention is vital to ensure opportunities for effective transitions. The college curriculum Progress Reviews tracked in-year retention rates to implement intervention strategies enabling students to continue their course of study and transition effectively:

- Early Withdrawals (EW) in Further Education Full Time (FEFT) decreased from 9.6% in 2022/23 to 7.03% in 2023/24;
- Early Withdrawal (EW) in Higher Education Full Time (HEFT) decreased from 6.6% in 22/23 to 2.7% in 23/24;
- Further Withdrawals (FW) in FE FT have increased to 16.4% from 12.34% in 22/23;
- Further Withdrawals in Higher Education Full Time (HEFT) increased to 15.2% from 11.4% the previous year.

Action planning continues into session 2024/25 by curriculum teams to understand the reasons behind the withdrawals, support the students to remain on their chosen course of study and to complete their courses successfully. Students who have behavioural challenges, or specific support needs, are encouraged and supported to stay on their programme through a Fitness to Study policy. The cost-of-living crisis and mental health issues remain prominent in overall analysis. However, overall retention remains high at 87% however this is a decrease of 2% on the previous year 2022 – 2023.

Table 5: Enrolments, Retention, Early and Further Withdrawals 2023/2024:

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
FE FT	1,153	81	7.03	189	16.4	77
HE FT	659	18	2.7	100	15.2	82.1
FE PT	2,467	76	3.1	88	3.6	93.4
HE PT	321	10	3.1	16	5	92
Overall	4,600	185	4%	393	9	87%

Context and Community - meeting the needs of students

The college delivered The Rural Academy programme as part of South Lanarkshire Council's ESF employability pipeline. The programme has previously delivered a blend of accredited and non-accredited learning and teaching with one-to-one employability support and guidance tying into the Scottish Government's No-one Left Behind agenda. It provided a focus on key priority groups to enhance employability skills linking to our local Routes to Work South (Gateway to Employment and Making it Work) and by the Council (Aspire Works, Supported Employment). Improvements to the delivery model to ensure a lack of duplication in our community upskilling are being taken forward in session 2024/25.

ESOL demand in our communities continues to outweigh provision and resource. In 23/24 there were 175 students across Beginner Level to National 5. Internal adjustments identified at progress reviews have been devised to address growing demand for the next session. Key highlights from the Education Scotland Annual Engagement report published in July 2024 included the support given to the local community including how well the staff work with the local authority to support refugee learners such as providing students housed in local hotels access to digital devices to assist their learning English as a Second Language. (ESOL).

During 2023/24 staff and students have excelled in many areas, for example, being nominated and winning College Development Network Awards for the following areas: College Community Learning Awards for the Rural Academy for a Thriving Rural Community; and The Sustainability Action Award for the College Way Market a Sustainable Pop-Up Shop.

Responsiveness to Concerns

Given the continued, and continuing, rise in student issues, 2023 saw the responsibility for Safeguarding issues be shared with 100% of our Curriculum Managers (CM). This has provided a much-needed distribution of responsibility resulting in more timely responsiveness to concerns. In addition, Mandatory Training for all staff was rolled out in the 2023 session. The Safeguarding Team meet quarterly to review overall findings and actions including reviewing the Safeguarding and Child Protection Evaluation Action Plan. Newly identified and implemented quality processes "Tell Us" was introduced to provide students with the ability to report feedback on their student experience. This has directly led to improvements in service across support and curriculum areas to enhance the student experience.

Principle 3: Enhancement and Quality Culture

Institution wide culture of assurance, improvement and enhancement

In 2023 – 2024 and continuing into 2024 and beyond, the culture of quality assurance, quality improvement, quality enhancement and self-evaluation has been nurtured both formally and informally. Formally, through a series of groups, including the:

- The Quality Forum
- The Quality Audit Group
- The Quality Enhancement Group
- The Equalities Group
- Professional Discussion of Learning and Teaching (PDLT)

Professional dialogue and professional learning arrangements have been successful in the last session. These have a strong focus on learning and teaching, and support staff to obtain teaching qualifications which reflect the professional standards for lecturers. Quality enhancement processes involving 100% of Curriculum Managers with their 2 Associate Principals, provided a focussed reflection on how programmes have been delivered, the identified improvements which have led to improvements in retention, attainment and enhanced development of skills. The scope and impact of the Course Tutor / Guidance Lecturer roles ensure that each student is supported to plan their learning and assessment, review their progress and development needs, leading to developing their learning skills. All conducted through impactful, regular and meaningful feedback. Dedicated information, advice and guidance support services are available to respond to specific individual needs of students.

Professional Development and Review (PDR) processes enabled staff to work with line managers to plan activities to enhance their learning, teaching and assessment practice. External Review arrangements of HGIOC were widely understood, adopted and aligned to in staff curriculum planning and ability to self-evaluate throughout the year.

Institution-led Review/Activity and Action Planning

The 2023-24 institution-led review activity included;

- extensive Block 1 and Block 2 evaluations,
- curriculum Progress Reviews in Block 3,
- an internal quality systems verification, and
- internal quality audit activity, conducted by both the College's Quality Audit Group and Henderson Logie.

Course, curriculum and college-wide actions were agreed in response to the review activity. Key enhancement projects, such as the redevelopment of the College's in-house developed Internal Verification System, promote the success of this methodology.

Students and apprentices experience very good teaching and support as evidenced by internal feedback and external feedback from employers and external reviews. The strong and improving links between our staff, local employers and higher education providers, such as the University of the West of Scotland, the University of Glasgow and the University of Strathclyde, mean our students are able to articulate directly onto degree programmes where appropriate or smoothly progress onto employment with a skillset aligned to employer needs.

Principle 4: Student Engagement and Partnership

Students as Partners in their Learning Experience

A strong focussed team of support staff work closely with curriculum teams in order that students are well supported, respected and valued. The Student Association (SA) have been key to ensuring the voice of our student community shapes their learning experience. The SA meet with the Executive Team on a monthly basis as critical partners in enhancing the student experience. The class representative system harnesses local level views which ensures students are shaping their learning and influencing the approach to their life and work in the college. Informal and formal feedback mechanisms have directly impacted the decision making of the college leading to strong satisfaction levels (Table 6).

Table 6: Student Satisfaction Survey measures

Measure	2023/24 Performance	2022/23 Performance
Overall satisfaction score from recent student survey	FE: 89% HE: 82%	FE: 88.6% HE: 82.8%
Overall satisfaction score from SFC national student survey	FE FT: 89% FE PT: 89% HE FT: 82% HE PT: 98%	FE FT: 89% FE PT: 88% HE FT: 83% HE PT: 89%

Students at Core of Review and Enhancement Activity

The Student Association are actively engaged in and participate in all levels of college review and enhancement activity. They are actively involved at Regional Board level, SLC Board level, SLC Committee level and at Executive Team level with monthly meetings forming the basis of their being critical partners in enhancing the overall student experience in the college. Their immersion with the Students Executives and Class representatives has meant that views are shared and actioned as required and in a timely manner.

The SA and the Quality Department worked in partnership to further develop the student voice processes in advance of the 2023-24 quality cycle. This collaboration resulted in the collation of robust qualitative evidence regarding student ratings with respect to pre-entry, college induction, course induction, and funding and support sections; captured in the first student experience survey in September-October 2023.

Student participation in course evaluation was developed to include the phrase “tell us if/what” in all sections of the Block 1 Course Evaluation – Student Views 2023-24 proforma. The inclusion assisted Class Representatives (Class Reps.) to elicit information and promote discussion with their peers. The quantitative and qualitative data informed the self-evaluation process at class, course, curriculum and college levels. Quality continued to provide direct support, advice and guidance to Class Reps. via the Class Reps. 2023-24 Teams page. As well as facilitating the Class Rep. training sessions in partnership with sparqs (Student Partnership in Quality Scotland), and the Student Association. There were 7 sessions conducted throughout November 2023.

The Student Experience Survey: How is it going? – SFC SSES survey was open for 6 weeks between 8th March 2024 and 3rd May 2024, as per the SFC’s College Student Satisfaction and Engagement Survey 2023-24 guidance. A College-wide action to achieve a minimum of 50% response remains in place, in response to the returns submitted to the SFC in June 2024; 49.19% for FEFT and 42.94% for HEFT.

SLC Action Plan 2024 – 2025

This plan links directly to the college evaluation and mapped to the Tertiary Quality Evaluation Framework (TQEF) 4 main principles with externality and data evidencing threaded throughout.

SFC SEAP Principle and Area for enhancement or development	College Identified Enhancement Area	Action(s) and planned impact/outcomes	Milestone/Status	Responsible/Lead
Excellence in Learning, Teaching and Assessment	1.1 Professional development Lecturing staff should continue to develop and implement a wider range of differentiated learning techniques and assessment approaches, relating to remote and blended learning to effectively meet students' needs.	1.1.1 Continue to share best practice and use digital champions within areas. 1.1.2 Training & Development plans for each area to be created focussing specifically on learning and teaching support required, with use being made of national sessions. 1.1.3 To consider the use of supported experiments with a focus on collaboration and sharing, and how coaching can be further used to enhance learning and teaching. 1.1.4 To implement an improved professional learning pathway for academic staff to support progress towards TQFE. 1.1.5 Digital Champion Teams to be further promoted. 1.1.6 Sharing good practice HN Next Gen methodology. 1.1.7 Wider application of differentiation practice in learning,	1.1.1 In progress. Sharing of best practice happens formally through staff development days. 1.1.2 Incorporated into curriculum self-evaluations and planning documents. 1.1.3 On-going. 1.1.4 Learning, Teaching and Assessment Strategy published. Pathway developed to include TiCT @SCQF L7. Individual lecturer pathways to be supported, and communication and numeracy development required, if appropriate. 1.1.5 In-progress. Teams in operation – further development/engagement to be promoted via CM forum. 1.1.6 Planned for 2023-24 via CM forum.	LD/LW/CS/CMs

		<p>teaching and assessment by course teams and lecturers.</p> <p>1.1.8 Further review of curriculum design, planning, timetabling and assessment practice should be undertaken.</p>	<p>1.1.7 In-progress. Further review in Block 2.</p> <p>1.1.8 Quality Reviews are in progress on programmes below the PI targets for 2022- 23, and Block 1 2023-24. The LTSE team have begun a wider review of L, T & A, and the associated planning and reporting mechanisms.</p>	
Excellence in Learning, Teaching and Assessment	<p>1.2 Professional development</p> <p>New action from Block 1 Self Evaluation. To deliver further staff development in response the Block 1 self-evaluation activity.</p> <p>This action has arisen from the increase in students presenting with complex issues and the abolition of the counselling funding from 31 March 2023.</p>	<p>1.2.1 HR to plan additional staff CPD in mental health awareness and expand the pool of Mental Health First Aiders.</p> <p>1.2.2 Plan to develop curriculum staff to support wider application of differentiation practice in L, T and A.</p>	<p>1.2.1 In progress.</p> <p>1.2.2 Not yet started.</p>	HR/Quality
Excellence in Learning, Teaching and Assessment	<p>1.3 Curriculum planning, design and delivery</p> <p>To start to review the curriculum intent at SLC and to clearly identify our key curriculum strategic priorities by January 2025, which will help to ensure all areas have clear progression pathways.</p>	<p>1.3.1 Revised college wide approach to curriculum planning based on up-to-date LMI and national priorities.</p> <p>1.3.2 Further deep dive required into curriculum to mitigate risks to under recruitment. This will involve a more thorough analysis of under recruiting courses.</p>	<p>1.3.1 Completed.</p> <p>1.3.2 Deep dive Curriculum Progress Reviews concluded in Dec. and focussed 2023-24 Curriculum Planning session conducted in January 2023. On-going – extensive review planned for 2024-25 AY.</p>	Quality/ARP

<p>Excellence in Learning, Teaching and Assessment</p>	<p>1.4 Peer review and evaluation of learning, teaching and assessment</p> <p>The use of systems to monitor and drive performance are not fully embedded across the College.</p> <p>To implement a suite of Power BI reporting to allow all staff to have improved data insights allowing for earlier intervention and planning.</p>	<p>1.4.1 New achievement and retention report to be established to focus performance against key indicators, including the ability to monitor achievement gaps.</p> <p>1.4.2 Curriculum planning system developed.</p> <p>1.4.3 Credit projection report established.</p> <p>1.4.4 IT Strategy Group to be re-established to review college wide systems.</p> <p>1.4.5 Staff training to support system changes.</p>	<p>1.4.1 Completed</p> <p>1.4.2 Completed</p> <p>1.4.3 Completed</p> <p>1.4.4 Partially completed - College wide systems have been reviewed by Head of MIS, learner records system approved. Continued enhancement of Power BI Dashboard. New HR system due to be use from August 2024. Further developments to be discussed with the IT group and SLT. Completion of the JISC Digital evaluation tool to drive enhancement.</p> <p>1.4.5 On-going. Power BI sessions rolled out to staff with protected CM time used for items such as curriculum planning.</p>	<p>LD/LW/CS/SLT</p>
<p>Excellence in Learning, Teaching and Assessment</p>	<p>1.5 Learning Environment, Resources and Technologies</p>	<p>1.5.1 lack of access to devices</p> <p>1.5.2 need for engagement in Jisc Digital Capabilities for staff and students which is planned in the 2024 to 2025 academic year</p>	<p>1.5.1 exploration of IT Hub or locker system required in session 2024/25</p> <p>1.5.2 Engagement with the Jisc framework to be implemented Dec 2024/25</p>	<p>CS/RH</p> <p>CS/LTSE</p>

Supporting Student Success	3.1 Enabling Student Success	<p>3.1.1 Benchmarking SLC and national Success rates</p> <p>3.1.2 Enabling Student Success: actions to improve achievement rates</p> <p>3.1.3 2023-2024 Student Outcomes Review</p> <p>3.1.4 Leaver Destination Trends</p> <p>3.1.5 Case Study Example</p>	<p>3.1.1 completed</p> <p>3.1.2 completed</p> <p>3.1.3 underway</p> <p>3.1.4 underway</p> <p>3.1.5 underway</p>	Quality/LTSE
Supporting Student Success	3.2 Enabling Student Success To focus on improving all attainment rates but in particular FE FT attainment rates, where possible, through our continued rigorous intervention and support. Attainment Targets: FE FT 61% FE PT 76% HE FT 72% HE PT 81%	<p>3.2.1. Move to Power BI reporting with achievement and retention report allowing drill down to course level for improved tracking and monitoring.</p> <p>3.2.2. Curriculum Progress Reviews implemented instead of Academic Boards to allow for deep dives into course tracking.</p> <p>3.2.3. The reinstatement of course team reporting cycle, with impact reviewed by CMs and overall at Curriculum Reviews.</p> <p>3.2.4. Continued wraparound support provided by Student Services and curriculum teams to keep students on track to achieve.</p> <p>3.2.5. Pre-entry services should be developed further to promote recruitment and enrolment and should include initial core skills/ELS assessments by August 2023.</p> <p>3.2.6 Robust planning to improve withdrawal rates</p>	<p>3.2.1 Completed.</p> <p>3.2.2 Completed. Periodic Curriculum Progress Reviews in place for 2022-23.</p> <p>3.2.3 Completed</p> <p>3.2.4 Ongoing, intervention through support and counselling working with curriculum teams.</p> <p>3.2.5 In-progress. FE core skills initial screening and self-directed learning pilot in progress. Further developed planned for session 2024/25. Plan to allocate a dedicated member of staff to support initial screening and support for learning.</p> <p>3.2.6 underway</p>	Quality/LTSE/CS

<p>Supporting Student Success</p>	<p>3.3 Support for employability, skills development and lifelong learning</p> <p>To review the curriculum to identify embedded specific skills development opportunities, including meta skills.</p>	<p>3.3.1 To develop and agree an approach to skills development across the college through focussed training sessions for academic staff, December 2024.</p> <p>3.3.2 FE curriculum design to include explicit development of meta- and core-skills and provide appropriate certification of a broad range of skills.</p> <p>3.3.3 HE curriculum design should include explicit development of IT skills for learning and work, academic writing and meta-skills, and provide appropriate certification.</p> <p>3.3.4 A review of documentation/proforma to be undertaken to remove duplication and capture meta- and core-skills effectively.</p> <p>3.3.5 Education Scotland: There is no strategic or consistent approach to the tracking and monitoring of meta skills within college programmes. This is limiting learner awareness of the importance of these skills and their ability to identify and discuss them with prospective employers.</p>	<p>3.3.1 On-going. Identification of meta and core skills signposted in curriculum offer. College-wide process to further develop for 2024-25.</p> <p>3.3.2 In Block 1 staff were asked to identify the opportunities for meta skills development. In Blocks 2 and 3 these opportunities will be reviewed to provide a focussed plan. College proforma will be further developed throughout 2024-25.</p> <p>3.3.3 This is part of the wider review of learning, teaching and assessment, and Student Services. Further review Dec 2024.</p> <p>3.3.4 In progress, review led by the LTSE team.</p> <p>3.3.5 Underway: Raising the awareness of consistent approach to MetaSkills launched with all staff in August 2024. A consistent approach adopted across all areas through PRs and Operational Planning reporting.</p>	<p>LTSE/Quality</p>
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<p>Supporting Student Success</p>	<p>3.4 Enabling student success – well-being, inclusion, equity and student support.</p> <p>To further a process to provide a holistic picture of individual learners and their support needs.</p>	<p>3.4.1 Implement a Student Services Strategy by December 2024. 3.4.2 Student funding processes should be reviewed to promote retention. 3.4.3 Information, advice and guidance processes should be developed further to promote retention, progression and achievement. 3.4.4 Develop a college-wide standardised induction programme, which includes signposting to appropriate SCQF level ESOL, communication and/or numeracy skills development. 3.4.5 Early intervention strategies should be implemented to support students with additional learning support needs and students should be identified at pre-entry guidance where possible. Learners should be sign-posted to relevant drop-in or support sessions as early as possible after starting their course. 3.4.6 Further roll out Report and Support service including promotion across social media channels and fortnightly newsletters. 3.4.7 devise strategies for the increasing number of students presenting with complex needs and support requirements including dual needs and care experienced.</p>	<p>3.4.1 This is being developed as part of the overall college to consider a different approach to on entry students and how their support needs are met. 3.4.2 SLT to agree the approach by end of Block 2 2024. 3.4.3 In-progress. 3.4.4 In progress. Further review by November 2024 delivery. 3.4.5 Part of the wider student services and learning support review for on entry intervention. A new system in under development. 3.4.6 Underway and progressing well. 3.4.7 Underway. Careful planning being implemented in conjunction with curriculum teams during evaluation reviews.</p>	<p>Student Services/Quality/LTSE</p>
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Supporting Student Success	3.5 Achieving Positive Outcomes for Every Learner	<p>3.5.1 Further analysis and action planning on the experience of those students in the key groups of disability, care experienced and ethnic minority to improve success session 2024/25</p> <p>3.5.2 Improve the retention rates for Senior Phase pupils given 9% drop.</p>	<p>3.5.1 underway 3.5.2 underway</p>	
Supporting Student Success	3.6 Context and Community	<p>3.6.1 improvements or changes to the Rural Academy Model required to ensure skills pipeline and lack of duplication regionally.</p>	<p>3.6.1 Proposal bid for change to Employability Academy for session 2024/25 session underway.</p>	Business Development/LTSE
Enhancement and Quality Culture	4.1 Quality Culture	<p>4.1.1 Establish a new College approach to Quality Review and Enhancement The SLC Way</p> <p>4.1.2 Education Scotland Annual Engagement Visit</p> <p>4.1.3 Case Study Example</p>	<p>4.1.1 Completed 4.1.2 completed 4.1.3 completed</p>	Quality/CMs
Enhancement and Quality Culture	4.2 Institution wide culture of assurance, improvement and enhancement	<p>4.2.1 Realign curriculum delivery for 2023-24.</p> <p>4.2.2 The college has changed its in year credit delivery due to having to make changes in order to meet its credit target. The line management changes now give an opportunity to review this for each curriculum area.</p>	<p>6.1 Completed. 6.2 Completed. Finalised the credit allocation in line with the 2023-24.</p>	Quality/CMs

Enhancement and Quality Culture	<p>4.3 Institution-led review/activity and action planning</p> <p>To share the findings of the PDLT overview with lecturing staff to support the dissemination of emerging practice.</p>	<p>4.3.1 Links to sharing of best practice across the college</p>	<p>4.3.1 PDLT forum training was delayed due to depletion of observers, training session from ES is required. Plan is to disseminate best/good practice via the Quality Forum.</p>	<p>Quality/CMs</p>
Enhancement and Quality Culture	<p>4.5 External outlook – globally responsive</p> <p>New action from Block 1 Self Evaluation. Revised approach to business development and the College’s commercial offer required.</p>	<p>4.5.1 Alternative Funding to implement a business development strategy.</p>	<p>4.5.1 In progress. Areas have identified full cost opportunities and Alternative Funding, Curriculum and Marketing are now working together on their approach.</p>	<p>AF/APs/CMs</p>
Student Engagement and Partnership	<p>5.1 Student Association and Student Representatives</p>	<p>5.1.1 Most learner representatives do not receive sufficient training to undertake their role effectively. 5.1.2 Enhanced working with class reps on further training requirements</p>	<p>5.1.1 A consistent programme of training to be rolled out 2024/25 when SA established. 5.1.2 Mid-year check on progress and sparqs involvement</p>	<p>Quality/SA/SS</p>
Student Engagement and Partnership	<p>5.2 Students at core of review and enhancement activity</p> <p>To make better use of results from student surveys and student feedback to effect improvements the learner experience.</p>	<p>5.2.1 Collation of actions has started so that feedback can be provided to students on progress being made with their requests. 5.2.2 Student Voice, Lecturer and Curriculum Manager working groups started to promote wider engagement and enhance the action planning processes. 5.2.3 Learner participation in surveys is too low. Work with the class</p>	<p>5.2.1 Further revised processes in place Learner Voice embedded on the quality enhancement and evaluation activities, and feedback via Class Reps, Student Association and Quality Teams. On-going reflection and enhancement activity.</p>	<p>Quality/CMs</p>

		<p>representatives and Student Association (SA) to increase.</p> <p>5.2.4 Revised process for Self-Evaluation</p>	<p>5.2.2 Ongoing and can be seen in reviews. Further development planned for 2024-25.</p> <p>5.2.3 Completed. Periodic review planned.</p> <p>5.2.4 Completed. Continuous in-year reviews planned.</p>	
<p>Student Engagement and Partnership</p>	<p>5.3 Effective and robust student representation</p> <p>To support the Student Association and Class Representatives to work more closely together, share thinking and agree actions.</p>	<p>5.3.1 Work with the Student Association to support additional times for the class reps, and them, to meet throughout the year. Link to learner voice actions.</p>	<p>5.3.1 Collective Teams forum and Quality & SA – joint promotion of Class Rep. Training. SA/SOs have wider engagement with volunteers and Class Reps, involved in event planning, e.g., Refreshers, open</p>	<p>Quality/SA/CMs</p>

SLC SEAP 2024-25: Statement of Assurance

Statement of Assurance:

As the Accountable Officer for South Lanarkshire College, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2023, including the scope and impact of these.

I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision.

I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.

Signature: 

Accountable Officer (Name): Stella McManus (Principal)

Date: 2 December 2024

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	3 February 2025
TITLE OF REPORT	SFC Outcome Agreement Self Evaluation 2023 to 2024
REFERENCE	Agenda Item 09
AUTHOR AND CONTACT DETAILS	Angela Pignatelli, Vice Principal Learning Teaching and the Student Experience apignatelli@slc.ac.uk
PURPOSE:	To provide members with the final Scottish Funding Council (SFC) Outcome Agreement Self Evaluation for session 2023 to 2024.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none"> • note the progress made in the 2023 to 2024 academic session; • note the content of the report, the areas for development and the implications for the College and the student experience.
RISK	<ul style="list-style-type: none"> • that the areas for development identified are not actioned resulting in an unsatisfactory report or negative student experience; • that the College does not meet the quality assurance and enhancement requirements of scrutiny bodies.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • This is the last of the Regional Outcome Agreement Self-Evaluation Reports given the new external quality arrangements introduced in working with QAA; • As directed by the SFC, this self-evaluation report does not provide an update on learning and quality as the SEAP is the identified vehicle for this; • This report provides an update on the progress of the college in ensuring a high-quality student experience; • The scope covers the five themes identified in the Lanarkshire Regional Outcome Agreement Lanarkshire ROA including: <ul style="list-style-type: none"> - Fair Access and Transitions, - Student Experience (in lieu of Learning and Teaching), - Coherent Learning Provision, - Work Based Learning and Skills, - Net Zero and Environmental Sustainability. Each underpinned by data and evidence including externality. • The submission is not published.

1. INTRODUCTION

- 1.1 As the Scottish Funding Council (SFC) introduce the Outcomes Framework and Assurance Model (OFAM) for 2024 to 2025, the Outcome Agreement (OA) Self Evaluation of 2023 to 24 is required to complete the previous framework model. This report provides the SFC with a short factual report of self-evaluation against the commitment made in the 2023 to 2024 OA.
- 1.2 Any, and all, elements referring to Learning and Quality sit in the QAA Self Evaluation Action Plan (SEAP).
- 1.3 For the purposes of this final OA report, the second Regional Outcome Agreement (ROA) Aim “02 Quality of Learning and Teaching” has been replaced as “02 Student Experience” in light of the need to remove reference to “Learning and Quality”.
- 1.4 The Regional Outcome Agreement has, previously been created and agreed jointly with New College Lanarkshire. This final submission does not require this joint approach.

2 CONTENT

2.1 The SFC OA Self Evaluation Report includes:

- Reflection on available statistical and performance data for Annual Year (AY) 2023 TO 2024;
- Reporting qualitative and quantitative progress including specific reference to published milestones and commitments in the OA across priority areas with the exception of the areas of Learning and Quality;
- Reporting on early mitigations in place to address challenges moving forward into AY 2024 TO 2025;
- Two case studies to illustrate how the College is using the funding it is given under the themes of “Outcomes for Students” and “Outcomes for Economic Transformation and Social Renewal”.

2.2 There will be no OA or National Measures table required for future years as the Outcomes Framework (OF) came into effect in August 2024.

2.3 The College will continue to evidence delivery of outcomes through the data and information collected through the Assurance Model.

3 SCOPE

3.1 The SEAP is a reflection on the College quality assurance, enhancement outcomes and progress made since the last external review. For South Lanarkshire College, the last external review was May 2024 by Education Scotland for the Annual Engagement Visit (AEV). This noted no main points for action. The SEAP frames progress from May to November 2024.

3.2 This SEAP forms the evidence base for the College in relation to high quality learning and teaching outcomes. It will be used as part of the evidence base for the Tertiary Quality Enhancement Review (TQER) and will be used by QAA to inform institutional progress and support the institutional Liaison Meetings with the QAA and key contact.

3.3 The scope covers the four over-arching pillars set by QAA including:

- Excellence in Learning and Teaching,

- Supporting Student Success,
 - Enhancement and Quality Culture,
 - Student Engagement and Partnership,
- Each underpinned by data and evidence including externality.

3.4 The submission is not published however, case studies will be published.

4 EQUALITIES

4.1 There are some matters for people with protected characteristics or from areas of deprivation which arise from consideration of the report.

5 RISK AND ASSURANCE

5.1 That the areas for development identified are not actioned resulting in an unsatisfactory report or negative student experience;

5.2 That the College does not meet the quality assurance and enhancement requirements of scrutiny bodies.

6 RECOMMENDATIONS

6.1 Members are asked to:

- note the progress made in the 2023 to 2024 academic session;
- note the content of the report, the areas for development and the implications for the College and the student experience.



South
Lanarkshire
College

East Kilbride

SELF EVALUATION 2023-24

Version Number: 1.0

Document Information

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Quick Links

We are inclusive and diverse, and this is one of our values. We are committed to the FREDIE principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement.



To find out more about FREDIE click [HERE](#)

To find out more about our Vision, Mission and Values click [HERE](#)



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INTRODUCTION

South Lanarkshire College (SLC) Board has set clear, ambitious, goals through our vision to be Scotland's Leading College Delivering Excellence. The College mission of "*Preparing students well for their future, in an outstanding learning environment and inclusive community,*" places a distinctive focus on student progression and destinations, based on an approach which engages students' future employers in the design and delivery of its curriculum.

The Board of Management expectations for priorities to 2025 sit under the following headings:

- Successful Students;
- Highest Quality Education and Support; and
- Sustainable Behaviours

New strategic priorities have been identified for the next five years 2025 -2030 will be:

- **The Student Experience:** To provide a responsive, high-quality and entrepreneurial, destination focussed curriculum, embedding holistic support services, and lifelong learning opportunities for the communities the College serves.
- **People and Culture Development:** To recruit, retain, develop and reward talented staff who will enable students to reach their full potential.
- **Growth and Innovation:** To provide an estate and digital infrastructure for 21st century learning, and to collaborate on innovative and mutually beneficial partnerships.
- **Sustainability:** To be a future proofed independent and financially viable organisation able to invest and collaborate for growth and resilience, and to work towards achieving a Net Zero campus community.

South Lanarkshire College has retained a focus on, and commitment to, coherent educational provision which is aligned to regional and national strategic priorities. The College provision continues to adjust, respond to and reflect the needs of the regional economy and communities served. The College aim is to enable a more equal society, a more successful economy, a high-performing institution and greater innovation in the economy. Within the context of a cost-of-living crisis and student mental health and wellbeing issues, the College has developed successful mechanisms to ensure students are supported in their educational journey to achieve their potential. Our commitment to working collaboratively, both internally and externally, has enabled greater depth of understanding of the key issues to be addressed and the bespoke solutions to achieve the most effective and impactful success.

CONTEXT

South Lanarkshire College (SLC) prides itself on delivering high levels of student success. SLC is an award-winning organisation which is reflective of the skills base and the enthusiasm of both the support and teaching staff. The resulting positive ethos and culture transmits to students and, in turn, enables a positive impact on student outcomes.

College levels of activity for 2023 to 2024 were capped at 43,601 credits. This is within the context of in-year evidence of known further demand and regional market needs. There remains scope for the College to operate with a higher volume of activity levels and offer more curriculum provision. The areas of Building Services Engineering and Health and Social Care remain two of the highest levels of credit bearing activity, with continued in-year demand for ESOL in the region for those whose first language is not English.

The table below shows the final 2023 to 2024 credit position with an outturn position which fell within the SFC tolerance threshold which was carefully managed despite the additional demand as the year progressed, which the College was unable to serve.

Table 1: Final 2023/24 credit activity level and outturn:

2023/2024	Credit allocation	Credit outturn	Over-activity / %
SFC Core Target	43,601	44,077	476 / 101.9%

Alignment to Regional Skills Assessments (RSAs), government priorities and labour market intelligence have established a strategic prioritisation of what the College delivers, resulting in a successful focus, and development in, these key curriculum areas throughout session 2023 to 2024:

- **Health and Social Care:** With over a third of jobs in South Lanarkshire in health, social work, and nursing, this sector is positioned for consistent growth and sustained demand for replacement workers. Additionally, the increasing use of technology and an aging population necessitate a coordinated response to address evolving care needs and enhance service delivery.
- **Construction and the Renewables Industries:** There is significant growth in these sectors across South Lanarkshire and the Glasgow City Region, with 47% of employers reporting skills shortages and approximately 11,000 job openings. A local response is essential to meet the demand for new skills, particularly in retrofitting and sustainable construction practices.
- **Business, Law and the Financial Services:** The demand for skilled professionals in business and public service is increasing, with an anticipated growth of around 11,000 jobs in South Lanarkshire by 2033.
- **Travel, Tourism and the Hospitality Industry:** In 2023, South Lanarkshire saw 7,000 job openings in tourism and 5,000 in food and drink sectors. Both industries face challenges in recruiting and retaining a skilled workforce.

The College is proactive in serving the needs of the local communities and works proactively with Community Learning and Development teams to provide progression pathways onto mainstream college courses. 48% of students reside in areas which are, according to the Scottish Index of Multiple Deprivation (SIMD), in the 5%, 10% and 20% most deprived in Scotland. Students and staff members work collectively supporting communities through projects, volunteering, and fundraising.

The curriculum offer is agile and responsive to change with the College being mindful of impacting factors including:

- a decrease in the number of young people in South Lanarkshire; school leavers progressing predominately on to higher education courses if they choose to continue their studies; a 5% decrease in school leavers entering FE across Scotland in between 2019-20 and 2020-21;
- UK universities being hit by a 40% fall in EU students since Brexit, highlighting the pressure on universities to look at the UK market more than ever before to meet targets. This is impacting directly on colleges. Especially with regard to Higher National provision;
- micro and small business enterprises making up 98% of the businesses in the area;

- more widely across the UK, skills gaps are being felt more acutely in a number of key sectors. In the NHS, 10% of vacancies going unfilled; and
- people having different preferences when it comes to how they like to learn. More than a quarter (26%) want to do so in a way that fits into their schedule according to the Future of Education report.

The agility of the staff teams to respond effectively to these numerous challenges can be seen in our performance success. The College continues to be one of Scotland's higher performing colleges. The Board of Management, Senior Leadership Team (SLT) and staff at South Lanarkshire College retain a robust focus on maintaining our reputation for delivering a high-quality learning experience for students, as evidenced by Education Scotland in the most recent Annual Engagement Visit Report in July 2024 and by our performance indicators.

Table 2: Summary of SLC attainment rates over a 3-year trend and sector benchmarked:

Mode	Completed Successful 23/24	Completed Successful 22/23	Completed Successful 21/22	Completed Successful Sector 22/23
FE FT	70%	73%	58.4%	63.6%
FE PT	83.9%	82%	73.9%	77.3%
HE FT	68.3%	68%	68.1%	65.5%
HE PT	78.1%	74%	72%	78.6%

The national performance indicators for the sector demonstrate the success of the approach to the student experience particularly in relation to the Full Time Further Education (FTFE) offering where the College sits at the top of the national performance outcomes for academic session 2023/24 (Table 3). The College sits in third position at a national level for the FTFE provision delivered. Given the volume of FTFE students (1105) and the comparative scale of the college, this is a significant achievement. The College sits in tenth position for Further Education Part Time (FEPT) provision success; sixth position for HEFT provision and fourteenth position for Higher Education Part Time (HEPT) provision. Action planning continues to take place in session 2024/25 to increase the success levels for these cohorts of students and enable improvements to their educational experience.

Table 3: Summary of National Performance Indicators for Full Time Further Education (FTFE):

College	FE FT %	No. FE F	FE PT %	FE PT	HE FT %	No. HE F	HE PT %	No. HE PT
Newbattle	77.4	41	33.3	4	72.2	13	0	0
Lewis Castle	76.4	81	86.3	654	0	0	100	11
South Lanarkshire College	72.8	1105	82	1086	68	537	74	208
Orkney	71.3	62	93.7	1726	0	0	0	0
West Lothian	70.4	762	90.9	3874	67.9	423	90	497
Shetland	69.6	39	93.7	1713	0	0	0	0
Ayrshire	68.6	1929	74.7	5194	65.8	1042	83.4	453
Inverness College	68.5	857	84.7	1865	0	0	100	45
Borders	68.3	597	75.1	1582	65.6	145	87.3	103
Forth Valley	67.9	1161	87.1	3872	69.6	747	83	722
The North Highland College	67.6	282	72.4	631	0	0	0	0
Dundee and Angus	67.5	1986	72.3	3244	72.4	1034	73.2	426
West College Scotland	67.3	2380	69	7365	59.5	1032	77	598
Perth	67.3	750	76.2	885	0	0	35.3	6
University Highlands and Islands	67.2	2706	83.7	10723	0	0	84.9	62
Moray College	66.8	494	78.1	1116	0	0	0	0
Edinburgh College	65.7	2191	76.7	6891	72.4	1912	85.7	2150
SRUC Land Based	65.5	440	85.3	1656	0	0	0	0
Dumfries and Galloway	65.3	619	85.6	2687	74.1	249	82.3	200
North East Scotland College	63.3	2659	72.6	3,772	67	1,350	73.6	318
Glasgow Kelvin	59.2	1370	75	3421	60.5	675	76	339
Glasgow Clyde	59.1	1729	71.1	5794	65.8	1534	73.5	761
West Highland College	58.8	87	81.3	1159	0	0	0	0
Fife College	58.3	2146	78.6	4137	60.8	1059	76.8	1160
New College Lanarkshire	57.8	1711	76.1	7,515	63.7	1,270	60.2	405
City of Glasgow	52.3	1624	75.9	3408	62.8	3865	74.8	717
Argyll College	50	54	75.4	974	0	0	0	0
Scotland	63.60%	27,156	77.3	76,225	65.5	16887	78.6	9119

Priority 01: Fair Access & Transitions

The College's commitment to support students from the most disadvantaged backgrounds to enable fair access and transitions, has resulted both in stronger and increased internal and external relationships and progression routes and higher recruitment levels across many of our programmes.

Closer collaborative working with schools, universities, SWAP West, Who Cares Scotland, Social Work: Adult and Child Services, DWP Job Centre Plus, Armed Forces, Sparqs, Developing the Young Workforce (DYW), STEM, Skills Development Scotland (SDS), community and employers such as NHS, CITB, SNIPEF, Coca-Cola and Police Scotland, over session 2023 to 2024 has led to a heightened mutual understanding of the linkages, support and skills required to engage those who are disengaged, and address smoother transitions for individuals to enhance the talent pipeline into employment. The Scottish Widening Access Programme (SWAP) Health and Social Care operate and collaborate in an immersive manner with college staff and NHS staff proactively developing content together, is a model the College aims to replicate going forward.

Identification of the market needs in Civil Engineering led to scoping meetings with the Civil Engineering Contractors Association (CECA) for further development and implementation in 2024. The College's aim of ensuring a variety of access points was achieved in the continued development of robust Foundation Apprenticeship (FA) Programmes, Senior Phase collaborative working and adjustments to the offers in the community through the Rural Academy to shape a provision which offered less duplication and more skills focus.

The level of scrutiny involved in ensuring the effectiveness and appropriateness of the access points and transitions arrangements from both support teams and teaching teams, is underpinned by pertinent data sets, together with feedback on, and from, services to support the student journey. Evidence from the recently published National Performance Indicators for academic session 2022/23 demonstrate that the extensive additional support provided by curriculum and support teams for groups of students facing the greatest barriers to learning has had the following positive impact:

- Students from SIMD10 (350) achieving 70.6% which is 2% above 2021/22 levels;
- Students from SIMD20 (655) achieving 70.5% which is which is 4.1% above 2021/22 levels;

However, an evaluation of the data sets of the below student groups reveals where further action planning is required in session 2024 and beyond to meet the College’s strategic commitment to an inclusive culture:

- 228 students who declared they had a disability, completed successfully at 64.2% which is the same level as 2021/22;
- 75 students from a Care experienced background completed successfully at 51.7% which is a slight increase of 0.3% from the 2021/22 levels;
- 32 students from ethnic minority backgrounds completed successfully at 68.4% which is 4.8% below 2021/22 levels.

Further analysis, and action planning, continues around the experience of those students in the key groups of disability, care experienced and ethnic minority to improve their student experience and success on their courses. Attainment rates from session 2023/24 in comparison to 2022/23 indicate FE(FT) has increased by 2% to 69.2%; HE(FT) has decreased by 3.1% to 68.3%; FE(PT) has decreased by 6% to 84.1% and HE(PT) has increased by 10% to 78.5%. The required action planning for HE(FT) and FE(PT) has been carried forward into session 2024.

Priority 02: Student Experience

The effectiveness of the student experience, to ensure positive experiences and positive outcomes, is the focus of all the College does. Across teaching teams, and support teams, the commitment to a responsive, enabled and supported student journey drove, and continues to drive, the evaluative and enhancement activities undertaken. Substantive evidence of this came through the Education Scotland Care Thematic Review in February 2024 and the Education Scotland Annual Engagement Visit in May 2024. Interventions and engagement strategies leading to a successful student experience are embedded within our teaching and support teams’ methodology. Some key student metrics can be seen in Table 4.

Table 4: Student measures:

Measure	2023/24 Performance	2022/23 Performance
Student Successful Completion Rate	96.13%	81.3%
Early withdrawal rate	3.9%	4.9%
Further withdrawal rate	8.8%	6.4%
Student Recruitment figures, Full Time (FT) and Part Time (PT)	FT: 2192 PT: 3028	FT: 2375 PT: 3700

A strong focussed team of support staff worked closely with teaching staff teams to ensure students were well supported, respected and valued. The Student Association (SA) have been key to ensuring the voice of the student community shapes their learning experience. In addressing the College’s sincere commitment to this, the SA met with the Executive Team monthly throughout 2023 as critical partners in enhancing the student experience. The class representative system harnessed local level views which ensured students were shaping their learning and influencing the approach to their life and work in the college. Informal and formal feedback mechanisms directly impacted the decision making of the college in the last academic session, leading to strong satisfaction levels (Table 5).

Table 5: Student Satisfaction Survey measures

Measure	2023/24 Performance	2022/23 Performance
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Overall satisfaction score from recent student survey	FE: 89% HE: 82%	FE: 88.6% HE: 82.8%
Overall satisfaction score from SFC national student survey	FE FT: 89% FE PT: 89% HE FT: 82% HE PT: 98%	FE FT: 89% FE PT: 88% HE FT: 83% HE PT: 89%

Throughout the 2023 to 2024 session, iterative planning, responsive to the changing needs of the students and industry, enabled a proactive approach by teams to tailor general support, counselling, wellbeing, learning, digital, additional learning and financial support needs in as bespoke a manner as possible. The introduction of student feedback systems 'Report and Support' and 'Tell Us' allowed a platform for regular views to be raised and actioned accordingly leading to organisational adjustments or improvements. was introduced to provide students with the ability to report feedback on their student experience. This has directly led to improvements in service across support and curriculum areas to enhance the student experience. The offer of free breakfasts and the launch of the Market Way Shop offering free clothing, were successfully accessed to aid the students' ability to continue on their course of study. The bespoke nature of the bursary appeals system ensured a route for those students struggling financially and requiring specific help to continue at the College. In addressing this need in a cost-of-living crisis, the Bursary Appeals Meetings were adjusted from monthly to 'as required' to ensure a timely and proactive turnaround of this vital student support.

Our data system, PowerBI, holds live and weekly updated vital statistical information to enable teaching teams, support staff and guidance tutors to be proactive in the required interventions to aid student retention and the wider student experience. The data sets and trend information available enabled timely monitoring and reporting of activity and, by implication, the required actions (Table 6).

Table 6: 3-year retention and achievement trend data evidence

	Mode Of Attendance Name	Level Name	Overall Enrolments	Excluded From All	WDEnr	Early Withdrawal	Further Withdrawal	Overall Retention	Outcome Exclusion	Achieved	Part Success	Into Employment
2024/25	Full Time	Further Education	1,150	102	1,048	3.34%	5.53%	91.13%	0.00%	0.00%	0.10%	0.86%
	Full Time	Higher Education	742	71	671	2.83%	5.22%	91.95%	0.00%	0.00%	0.00%	0.30%
	Part Time	Further Education	1,932	96	1,836	2.51%	1.25%	96.24%	0.00%	6.43%	0.65%	0.33%
	Part Time	Higher Education	268	14	254	3.15%	0.00%	96.85%	0.00%	0.39%	0.00%	0.79%
2023/24	Full Time	Further Education	1,412	185	1,227	6.28%	16.63%	77.10%	0.00%	70.01%	7.09%	3.83%
	Full Time	Higher Education	780	121	659	2.73%	15.33%	81.94%	0.15%	68.29%	13.51%	2.12%
	Part Time	Further Education	2,682	297	2,385	3.14%	3.31%	93.54%	1.13%	83.94%	8.47%	0.55%
	Part Time	Higher Education	343	24	319	3.13%	6.27%	90.60%	0.31%	78.06%	12.23%	1.88%
2022/23	Full Time	Further Education	1,489	201	1,288	9.70%	12.34%	77.95%	0.00%	67.16%	10.79%	3.34%
	Full Time	Higher Education	886	95	791	6.57%	11.38%	82.05%	0.13%	71.43%	10.49%	2.53%
	Part Time	Further Education	3,364	259	3,105	2.16%	2.90%	94.94%	0.10%	91.01%	3.70%	0.81%
	Part Time	Higher Education	336	39	297	8.08%	4.38%	87.54%	1.68%	68.35%	17.51%	1.68%

	Retention PI FE Full Time	Retention PI FE Part Time	Retention PI HE Full Time	Retention PI HE Part Time
2024/25	33.98%	56.31%	33.93%	72.73%
2023/24	67.43%	83.49%	66.86%	76.62%
2022/23	64.99%	90.40%	69.67%	67.22%

Robust analysis of retention is vital to ensure opportunities for effective transitions. The college curriculum Progress Reviews tracked in-year retention rates to implement intervention strategies enabling students to continue their course of study and transition effectively:

- Early Withdrawals (EW) in Further Education Full Time (FEFT) decreased from 9.6% in 2022/23 to 7.03% in 2023/24;
- Early Withdrawal (EW) in Higher Education Full Time (HEFT) decreased from 6.6% in 22/23 to 2.7% in 23/24;
- Further Withdrawals (FW) in FE FT have increased to 16.4% from 12.34% in 22/23;
- Further Withdrawals in Higher Education Full Time (HEFT) increased to 15.2% from 11.4% the previous year.

Action planning continues into session 2024/25 by curriculum teams to understand the reasons behind the withdrawals, support the students to remain on their chosen course of study and to complete their courses successfully. Students who have behavioural challenges, or specific support needs, are encouraged and supported to stay on their programme through a Fitness to Study policy. The cost-of-living crisis and mental health issues remain prominent in overall analysis. However, overall retention remains high at 87% however this is a decrease of 2% on the previous year 2022 – 2023.

Table 5: Enrolments, Retention, Early and Further Withdrawals 2023/2024:

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
FE FT	1,153	81	7.03	189	16.4	77
HE FT	659	18	2.7	100	15.2	82.1
FE PT	2,467	76	3.1	88	3.6	93.4
HE PT	321	10	3.1	16	5	92
Overall	4,600	185	4%	393	9	87%

The College continued its robust approach to curriculum planning in 2023/24 to ensure a pipeline of skilled students progress into the communities we serve and into the wider world of work. Curriculum Progress Reviews have concentrated on the appropriateness of the curriculum offer in response to a dynamically changing world and further skills development including skills mapping to the careers of the 21st century. Further detailed evaluation on the Learning and Quality elements can be found in the SEAP.

Finally, 2023 saw our firm commitment to tackling Gender Based Violence (GBV) be achieved and recognised in our being awarded Emily Test Status; one of the first colleges in Scotland to have done so.

Priority 03: Coherent Learning Provision

Partnerships and collaborative commitments have been met and grown over the 2023 to 2024 session with a range of public and private sector stakeholders including the local authority and industry partners. High quality educational experiences have been honed further to ensure suitable skills are being developed to meet all needs.

As a fundamental aspect of our college operational effectiveness, we have invested heavily in our data and systems to ensure live and accurate data, through the PowerBI system. In 2023 it has been developed further and honed to give statistical information and year on year trend analysis to enhance what is required in ensuring a coherent learning provision. Through this, data on improvement gaps have been more readily available for scrutiny and actioning by all teams. 2023 highlighted a specific need for work on this in relation to the Inclusive Learning Curriculum Area to frame the data sets to support our most vulnerable students. Work on this, and work required on further staff training of this system, will take place in the next academic session 2024.

The College relationship with South Lanarkshire Council has grown and we are jointly proud of the valuable work with Developing the Young Workforce (DYW). The partnership working ensured that the College's Senior Phase offer took account of labour market trends and provided clear progression pathways for our young people. The College offer is divided into four pathway options to Senior Phase pupils from across the Local Authority, delivered either in college or in a school hub. Overall retention for academic session 2023/24 was 87%, which

is 9% down on the previous year. Achievement levels were 86% which is 5% better than the previous year. The required actions for improvement and enhancement are being taken forward.

The Health and Social Care Curriculum Team secured a new collaborative agreement with the University of Strathclyde in 2023. The Education & Social Services Degree (BA) responds to the Scottish Government's aspiration for different services to communicate more effectively and to work in a more integrated way to meet the service-user needs of children, young people, and adults. This provides a new learner pathway for South Lanarkshire College students onto degree level study. Collaborations and immersive partnership working, particularly with employers and managing agents undertaken continues to grow, including across New Lanark Heritage Centre, Police Scotland, NHS Scotland, CITB and SNIPEF, to enable a better-quality, fit-for-purpose experiences in developing skillsets for the 21st century and beyond. The relevant skillset enables smoother, more effective and successful transitions into employment.

The College delivered The Rural Academy programme as part of South Lanarkshire Council's ESF employability pipeline for coherent provision. The programme had previously delivered a blend of accredited and non-accredited learning and teaching with one-to-one employability support and guidance tying into the Scottish Government's No-one Left Behind agenda. It provided a focus on key priority groups to enhance employability skills linking to our local Routes to Work South (Gateway to Employment and Making it Work) and by the Local Authority (Aspire Works, Supported Employment). Improvements to the delivery model to ensure a lack of duplication in our community upskilling are successfully being taken forward in session 2024/25 and under the jointly agreed new title of The Employability Academy.

Priority 04: Work Based Learning and Skills

The College's commitment to retraining and upskilling Lanarkshire's existing workforce saw enhanced success across multiple programmes in 2023 and our partnerships with local authorities, managing agents and external bodies, to deliver successfully on this agenda, has successfully materialised also.

In addition, vocationally based courses incorporating Modern Apprenticeships (MAs) saw continued demand. College apprenticeship provision has grown over the past few academic years, with the contract with Skills Development Scotland (SDS) peaking at 110 new apprenticeship starts, worth £627k (an increase of £124k on the previous academic year). There is a total of 290 apprentices at the peak of the contract responding to employer demand and economic growth. However, it is to be noted that 2023 new starts equated to 120 candidates, however the 2024 shrinkage to 110 is due to SDS cuts to every provider's allocation by roughly 10%. The Hairdressing framework experienced high levels of early leavers historically but 2023 saw the implementation of an onboarding period which had significant positive impact on increasing the achievement rates. While this may not be practical in certain vocational areas it is still being looked at for 2024.

Collaborations and immersive partnership working, particularly with employers and managing agents undertaken continues to grow, including across New Lanark Heritage Centre, Police Scotland, NHS Scotland, CITB and SNIPEF, to enable a better-quality, fit-for-purpose experiences in developing skillsets for the 21st century and beyond. The relevant skillset enabled smoother, more effective and successful transitions into employment. The Health and Social Care Curriculum Team secured a new collaborative agreement with the University of Strathclyde in 2023. The Education & Social Services Degree (BA) responds to the Scottish Government's aspiration for different services to communicate more effectively and to work in

a more integrated way to meet the service-user needs of children, young people, and adults. This provides a new upskilling and reskilling learner pathway for South Lanarkshire College students and those in employment onto degree level study.

Priority 05: Net Zero and Environmental Sustainability

The College, as a member of the Environmental Association of Universities and Colleges (EAUC) and a signatory of the “Race to Zero” pledge, is committed to addressing climate change and reducing carbon emissions, with the goal of achieving net zero by 2040. In November 2023, the College reported a consistent year-on-year reduction in carbon emissions, decreasing from a baseline of 3,306 tCO₂e in 2009-2010 to the current figure of 904.03 tCO₂e.

This progress has been driven by the College Climate Change Action Team (CCAT), which developed a Climate Change Emergency Action Plan (CCEAP). The plan incorporates the five key elements of the UK FE Colleges Roadmap to assess the College's current position and implement a proactive strategy. This strategy involves close collaboration with curriculum areas, departments, and local employers to achieve net zero. In 2023-2024, 19 of the 24 identified actions (79%) were completed. Actions not completed relate to achieving carbon literacy organisation status and installing a business management system to enable live streaming of energy use and data collection.

During 2023-2024, the College partnered with the Energy Skills Partnership and Energy Savings Trust to utilise a mobile training facility. This initiative delivered Air Source Heat Pump courses to rural communities and current students, resulting in an increase in the number of qualified heat pump installers. The College also continues to strengthen partnerships with local suppliers to recycle materials for use as teaching resources. Local employers and other stakeholders are regularly invited to explore the College's sustainable facilities, which promote awareness of sustainable practices and provide CPD opportunities.

At the 2023 College Development Networks Awards, the College proudly received the Sustainability Action Award for its "College Way Market" initiative. This project provides students with access to donated clothing, reducing environmental impact while offering valuable work experience. Additionally, it supports students with limited income, reflecting the College's commitment to sustainability and social responsibility.

Self-Evaluation for AY 2023-24

On behalf of South Lanarkshire College: Stella McManus

Signed:

Print name: Stella McManus

Position: Principal and CEO

Date: 10 January 2024

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SOUTH LANARKSHIRE COLLEGE CASE STUDY: WIDENING ACCESS IN HEALTH AND SOCIAL CARE

INTRODUCTION

2023-2024 proved to be a successful year for South Lanarkshire College's Health and Social Care provision, supported through an enhanced curriculum designed to address the skills-gap in this key Scottish Government sector.

The Regional Skills Assessment for Lanarkshire continues to report an increase in *Human Health and Social Work Activities* over the mid-term (2024-2027), with a projected requirement for 5,200 posts. The refreshed curriculum design prepares our students with the skills needed to gain employment in this vital sector, as well as upskilling existing employees; improving their socio-economic agility.

HEALTH AND SOCIAL CARE PROVISION

OVERVIEW

There are circa 350 students in the Health and Social Care curriculum area; which offers courses from Scottish Credit and Qualification Framework (SCQF) Level 5 through to SCQF Level 10. Students on these courses achieve well, and the unconfirmed performance indicators for 2023-2024 demonstrate achievement across both Further Education and Higher Education provision as significantly above average, with the largest majority of students in Part-Time Further Education courses obtaining a 95% pass rate. Courses offered include:

- National Certificates in Health;
- Scottish Widening Access Provision (SWAP) in Social Work;
- SWAP in Nursing;
- Higher National Certificates in Healthcare Practice and Social Services; and
- A new Diploma in Education and Social Services, introduced in August 2023, with progressing onto the BA in Social Work, at Strathclyde University.

The Health and Social Care Team work with various stakeholders to ensure delivery meets the requirements of industry. These include NHS Lanarkshire, the University of the West of Scotland (UWS), Glasgow Caledonian University (GCU), Strathclyde University, third sector Organisations and South Lanarkshire Council. In addition, the Team collaborate with The Care Academy steering groups, the Child Poverty Action Team, the Health Network etc.

All lecturing staff are professionally registered with the relevant regulatory bodies, for example, the Nursing and Midwifery Council, the Scottish Social Services Council (SSSC) and the Health and Care Professions Council and undertake regular industry training opportunities, which ensures staff are relevant and up to date with current practice.

Health and Social Care Skills Gaps

The Nursing and Midwifery staff group is the largest in NHS Scotland, and accounts for 42% of their workforce. There are continued challenges regarding recruitment and retention with approximately 6,200 current vacancies. Recent reports suggest a 43% increase in Allied Health Professional vacancies with another circa 1,500 vacancies 2023-2024.

These statistics, together with the NHS Recovery Plan, the National Work Force Strategy for Health and Social Care, and Lanarkshire Health and Social Partnership highlight the continued demand for courses which respond to the health and social care crisis. The College has ensured that courses delivered have strong progression routes to serve industry requirements. An example of the how the College supports, and benefits, the Health and Social Care Sector is given below.

Professional Development Award (PDA) in Acute and Community Care (AAC) Practice

NHS Lanarkshire is currently developing their Band Four Clinical Support Worker role. This will result in increased skills and responsibilities to address and support current pressures in the NHS. To practice at this level, staff are required to achieve an SCQF Level 8 qualification and are supported to do so. A Higher National Diploma (HND) is under development, it is anticipated this will provide a progression route with direct articulation to third-year of the associated degree programme, thus servicing the workforce pipeline.

To optimise opportunities in the interim, it was agreed to introduce the PDA: ACC, at SCQF Level 8; this provides a stepping stone towards the HND Health Care Practice (HCP). This is an exciting professional development opportunity for experienced staff to increase progression opportunities within the NHS. Challenges related to the cost-of-living crises can inhibit individual's opportunities to access continuing education. This model offers the opportunity to "earn while they learn", whilst the NHS still have the benefit of their valuable skills and experience.

The Health Care Support Workers, studying in 2024, were all practitioners in acute or community settings, 84.2% of which achieved successfully. All students that completed the programme succeeded. Within this first cohort of the PDA: AAC there was a total of 320 years of combined experience working in the NHS across a variety of specialties, which has now been further enhanced. The students were highly motivated and happy to share their practical experiences and demonstrated their capacity to relate practice to theory. Whilst undertaking the PDA: ACC students are registered as Trainee Practitioners and on completion promoted to Band Four. Our delivery has supported the direct promotion of 16 practitioners in this vital sector. In continued partnership with NHS Lanarkshire, the College is delivering this programme to a further cohort of 9 students, who commenced in August 2024, and we have committed to supporting activity in 2025-2026.

The NHS partnership continues to grow, with increased interest and applications for Modern Apprenticeships (MAs) in Social Services and Healthcare, at SCQF Level 7. This day-release partnership programme has attracted 18 applicants this year, which is a 50% increase in demand from the previous session. All of the applicants are now actively studying towards their MAs and express a desire to work towards the SCQF Level 8 qualifications required to achieve a Band 4 post. Our College, the students and our NHS partners hope that this model provides a sustainable pathway for NHS practitioners to thrive and develop a passion for life-long-learning and professional development.

SOUTH LANARKSHIRE COLLEGE CASE STUDY: SUSTAINABLE ENTERPRISE – COLLEGE WAY MARKET

INTRODUCTION

College Way Market is a sustainable enterprise project originally set up as a monthly Clothes pop up shop by students in our Inclusive Learning department. The initiative provides a platform for employability education, hands-on life skills development and the cultivation of essential meta-skills. College Way Market equips students with practical, transferable experiences that prepare them for future employment opportunities while promoting sustainability and community engagement.

OVERVIEW

The project was planned and is run by our Skills for Employment and Skills for Life and Work students. Our objective is to give students attending supported courses the opportunity to gain valuable work experience in a retail-like environment. Students gain employability skills such as customer service, teamwork and stock management while building confidence as they manage College Way Market. Students also develop critical meta-skills such as problem solving, communication, adaptability and self-management as they prioritise tasks, navigate challenges and interact with peers and customers.

Clothing donations are sorted, sized, cleaned and then displayed in our now permanent 'boutique-style' shop situated at the College entrance, where students and staff can help themselves and update their wardrobes for free while reducing the effects of fast fashion and high street shopping.

We request clothing donations from staff and students to avoid unused clothes going to landfill and provide access to casual clothes students can wear to College and smart workwear they can wear to attend job interviews, reducing barriers to employment for those who cannot afford to invest in professional clothing. The venture is supporting students in a cost of living crisis, addressing sustainability priorities as well as equipping students with vital enabling employability skills.

IMPACT

Learners

Students attending supported courses follow a progressive learning pathway which gradually builds their independence, confidence and employability skills. College Way Market provides the platform to support the essential learning to scaffold the students' route to employment.

National 2 Skills for Independence students undertake a volunteering award. The skills gained are built upon as they progress to National 3 Skills for Life and Work where students undertake work placement units working in College Way Market and different areas within the College environment. These courses provide learners with the foundations and essential skills required for National 4 Skills for Employment where the students take full responsibility for managing College Way Market before undertaking work placements with external stakeholders.

Learners in all stages are supported to develop transferrable skills relevant to their learning, lives, the wider world and future employment that can immediately be put into practice. For many of the learners, confidence building is central to provision. Recognising and

developing meta-skills helps build confidence and transferable skills and contributes to learner success and achievement. Working as part of a team managing College Way Market supports this.

A number of students who have undertaken National 4 Skills for Employment have transitioned to mainstream courses in South Lanarkshire College and other FE providers, to Project Search, and into paid employment with their external work placement providers. In 2023-24, 90% of the students successfully achieved their award, and early indicators are that this level of success will be sustained in 2024-25.

Staff

An increasing emphasis on meta-skills delivery has given staff on supported courses cause to re-evaluate and enhance their practice and provided a further tool to adapt the curriculum to meet the needs of both learners and stakeholders.

Stakeholders

Work placement provider partners have reported learners who are more sector relevant, flexible and adaptable. Stakeholders have reported recognition of the students' skillset which is directly transferable to their organisation.

SUPPORTING NATIONAL AND LOCAL STRATEGIC PRIORITIES

This highly successful project supports both national and local strategic priorities. Withers (2023) recognises that meta-skills should be the product of a good learning system rather than learning which is separate to higher or further education. We have successfully integrated and signposted meta-skills within our supported courses programmes.

SDS (2021) sets down that it is imperative for society that we have an understanding of meta-skills and that these skills are essential to excel, particularly in an environment of change. Our students have not only been certified to evidence their meta-skills profiles, they have developed a clear understanding of the skills they offer and feel comfortable in promoting their capacities.

This project is an excellent example of SLC's strategic priorities in action:

- Successful Students;
- Highest Quality Education and Support; and
- Sustainable Behaviours.

Evidencing how well we meet the requirements of the "*How Good Is Our College?*" framework and the Curriculum for Excellence, whilst embracing the key themes of the Adult Learning Strategy 2022 to 2027, Skills Development Scotland's "Skills 4.0" 2018 report – and preparing our students for the world of work.

LEARNING AND TEACHING AND STUDENT EXPERIENCE (LTSE) COMMITTEE

DATE:	January 2025
TITLE OF REPORT:	We Promise to Care Corporate Parenting Plan 2024-28, Action Plan and Supporting Care Experienced Students Infographic
REFERENCE	Agenda Item 10
AUTHOR AND CONTACT DETAILS	Rose Harkness, Head of Student Services rose.harkness@slc.ac.uk
PURPOSE:	To provide Members with the We Promise to Care Corporate Parenting Plan for the period 2024 to 2028.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • Note the updated We Promise to Care Corporate Parenting Plan, Action Plan and Supporting Care Experienced Students Infographic. • Note the updated action plan which identifies areas for development and key actions to help improve retention and attainment.
RISKS	<ul style="list-style-type: none"> • The College does not comply with legislation and national guidelines. • Care Experienced students' attainment levels do not improve. • Care Experienced students are not effectively supported in their learner journey.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • Replacement Corporate Parenting Plan 2024-28 • Action Plan • Supporting Care Experienced Students Infographic.

1. INTRODUCTION

- 1.1 This paper provides an update on the replacement We Promise to Care Corporate Parenting Plan, Action Plan and Supporting Care Experienced Students Infographic. This updated plan will cover the period from AY 2024-25 to 2028-29. The College is committed to providing a safe, supportive learning environment for all and it remains our ambition for there to be no difference in the outcomes of care experienced students compared to their peers.
- 1.2 It acknowledges those who are care experienced often have poorer life experiences and may struggle to engage with education and attain qualifications. The College recognises this and aims to better understand the lived experience of care experienced students and the barriers that prevent them from having a successful student journey.

2. LEGISLATION AND CORPORATE PARENTING

- 2.1 The College is identified as a Corporate Parent in the Children and Young People (Scotland) Act 2014.
- 2.2 The legislative duties that apply as a Corporate Parent are outlined in Section 58 of the Act. Our responsibilities as detailed in the section are outlined in Figure 2, Our responsibilities.
- 2.3 As part of our duties, the College must produce and publish a Corporate Parenting Plan.

3. WE PROMISE TO CARE

- 3.1 Following the Independent Care Review in 2016, the findings set out recommended changes to how care experienced children and young people were being supported. These changes were reflected through the thoughts and views of over 5,500 individuals and organisations which culminated in publishing The Promise, Scotland (24-30 Plan).
- 3.2 The Promise Scotland has five foundations (Voice, Family, Care, People and Scaffolding). It provides a route map for Scotland to Keep the Promise by 2030 i.e. making sure we do everything we possibly can to enable our most vulnerable children and young people to feel loved and get the childhood and life they deserve.
- 3.3 The College is fully supportive of the recommendations and aims outlined in The Promise 24-30 Plan and makes our own firm commitment to Promise to Care for our care experienced students.
- 3.4 This updated Corporate Parenting Plan, Action Plan and Supporting Care Experienced Students Infographic outlines how we plan to achieve our Promise to Care commitment.

4. AREAS FOR DEVELOPMENT TO IMPROVE ATTAINMENT

- 4.1 As demonstrated in Figure 1, Scottish Funding Council (SFC) published college PI data for enrolments over 160 hours showing the attainment levels for care experienced students over the past four years have not improved in line with overall college attainment.
- 4.2 The College recognises that whilst considerable progress has been made to provide a holistic support framework and a positive student experience, retention and attainment levels for care experienced students remain disappointing in comparison to their peers.
- 4.3 The table also highlights the high percentage of care experienced students who have partial success. It is important to note that performance indicators do not always

provide the wider picture as given the considerable barriers and lived experience of this vulnerable group this could be considered a positive for many our care experienced students.

4.4 The Action Plan outlines a number of identified areas where improvements can be made to help improve retention and attainments levels.

5. RISK

5.1 That the College does not meet its legislative statutory duties.

5.2 That the College does not meet its attainment targets due to increased early/further withdrawals due to personal stability, safeguarding and mental health and wellbeing.

6. EQUALITIES

6.1 The College acknowledges that students who are care experienced and who also have a protected characteristic are at greater risk of early/further withdrawal and may not successfully complete their course.

6.2 The College acknowledges that students who are care experienced and who also have a protected characteristic are at greater risk of having a serious mental health and wellbeing concern.

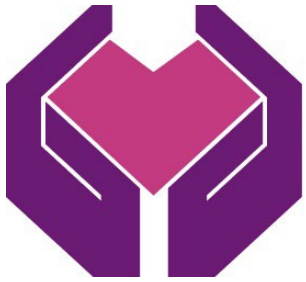
6.3 Having a long-term mental health condition is recognised under equality legislation (Equality Act 2010) and the College has a duty to make reasonable adjustments to help support learners.

7. RECOMMENDATIONS

7.1 Members are recommended to:

- note the contents of this paper; and
- note the replacement We Promise to Care Corporate Parenting Plan 2024 28, Action Plan and Supporting Care Experienced Infographic.

Corporate Parenting Plan 2024 – 28



**We promise
to care**

Document Information

Procedure Published/Created:	Corporate Parenting Plan 2016, 2017-2020, 2020-23.
Reviewed Date:	January 2025
Owner:	Student Services
Approved by:	SLT
Equality Impact Assessment:	January 2025
Next Review Date:	January 2026

Version History

Version Number	Date	Author	Rationale
1.0	January 2025	Rose Harkness (Head of Student Services)	Replacement Plan 2024-25 to 28-29

Quick Links

We are inclusive and diverse, and this is one of our values.

We are committed to the FREDIE principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement.



To find out more about FREDIE click [HERE](#)

To find out more about our Vision, Mission and Values click [HERE](#)



Need help with accessibility? Click [HERE](#) to view our accessibility pages.

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1. Introduction

South Lanarkshire College (SLC) is passionate about making sure care experienced students have the best possible chance at achieving their qualification and that they receive the care, nurture, and support to help them do this. The College is proud to put students at the centre of everything it does. It will continually strive to ensure care experienced students receive a warm and engaging learning experience delivered in a caring and respectful environment.

The refreshed corporate parenting plan sets out the vision and direction to support care experienced students and outlines new commitments for the period 2024-28. It describes what it hopes to deliver over the next four years to ensure care experienced students can achieve their full potential and have the opportunities they need to thrive and succeed in life.

The College is committed to fulfilling our legislative duty outlined in the [Children and Young People \(Scotland\) Act 2014](#)¹ and fully support the vision of Scotland's [The Promise](#)². This commits to ensuring care experienced children and young people grow up loved, safe and respected so that they realise their maximum potential. In this, we firmly believe that anyone who is care experienced in Scotland should have the same equal access to opportunities to achieve and succeed. This corporate parenting plan also takes account of the [Scottish Funding Council's \(SFC\) National Ambition](#)³ that there should be no difference in the outcomes for care experienced students comparative to their peers by 2030.

To help support this, the College works closely with the Student Association and student community seeking to ensure care experienced students have a strong voice in helping shape all aspects of college life, and that no barriers to entitlement or success exist.

The College will continue to partner with care experienced students, and other corporate parents, to ensure that the commitments outlined in this updated plan deliver improved outcomes to make a sustainable and positive difference to the lives of care experienced students.

¹ Statutory Legislation on Part 9 (Corporate Parenting) of the Children and young People (Scotland) Act 2014 (<https://www.legislation.gov.uk/asp/2014/8/contents>)

² The Promise (<https://thepromise.scot/what-is-the-promise/>)

³ SFC National Ambition for Care Experienced students (https://www.sfc.ac.uk/wp-content/uploads/uploadedFiles/SFCCP012020_National_Ambition_for_Care_Experienced_Students.pdf)

2. Ambition and Vision

Our vision is to be Scotland’s leading college: delivering excellence.

We achieve this through three key strategic priorities:

1. Successful Students;
2. Highest Quality Education and Support; and
3. Sustainable Behaviours

College values:

- Inclusive and Diverse
- Passionate About Our Roles and Responsibilities
- Continually Improving
- High Achieving
- Reducing Our Environmental Impact
- Delivering Community and Social Value
- Committed to Health and Well Being
- Creative and Innovative
- A Listening Organisation

Our Corporate Parenting Plan is aligned to these three strategic priorities and reflects the College values.

It is our ambition: -

- ***For there to be no difference in the outcomes of care experienced students compared to their peers.***
- ***Recognise and understand lived experiences to improve our culture of compassion and care.***
- ***To establish success throughout the student journey.***

The current corporate parenting plan builds on the progress made throughout the reporting period 2016, 2017-2020 and 2020-23. As with previous plans, the current plan has been developed in collaboration with internal and external stakeholders and in consultation with care experienced students.

Figure 1: Scottish Funding Council (SFC) published college PI data for enrolments over 160 hours.

Academic Year	Students enrolled who indicated they were Care Experienced	Attainment/ Completed successfully (Care Experienced students)	Attainment/ Partial success (Care Experienced students)	Attainment/ Completed successfully (All students)	Scottish Average (Care Experienced students)
2019-20	177	61%	18.1%	76.2%	59.6%
2020-21	152	61.2%	19.7%	73.6%	56.5%
2021-22	173	51.4%	23.7%	67.6%	52.5%
2022-23	145	51.7%	28.3%	73.4%	55.4%

The table above outline the attainment levels for care experienced students over the past four years. Although, the pandemic had a negative impact on attainment levels in the AY2021-22 (as shown), care experienced attainment levels have not improved in line with college overall attainment, particularly FE level programmes.

The College recognises that whilst considerable progress has been made to provide a holistic support framework and a positive student experience, retention and attainment levels for care experienced students remain disappointing in comparison to their peers.

Therefore, improving retention and attainment for care experienced students will be a key focus of our corporate parenting plan for 2024-28.

3. Key Facts

Care experienced children and young people are those who are or have been looked after by their local authority due to concerns about their wellbeing or protection, including parents being unable to provide appropriate care. There were an estimated 12,596 children and young people who were looked after in Scotland in the year up to 31st July 2022.

Young people in care live in many different placement types or care settings. The 2022 figures show:

- Looked after at home (living with birth parents but with social work involvement under a supervision order): 21%.
- Kinship care (with friends or relatives): 34%.
- Foster care (living with another family): 33%.
- Residential care (living in a children's unit/house/secure): 10%.
- With prospective adopters: 1%.⁴

Care experienced people often have poorer life experiences in comparison to their peers. They may struggle to engage with education and attain qualifications, which would allow them to progress to meaningful employment or further study.

- 31.7% of care experienced young people left school in S4 or earlier compared with 12.4% of all school leavers.
- 78.3% of care experienced young people have one or more qualifications at National 4 (SCQF level 4), compared with 96.4% of all pupils.
- 46.1% of care experienced young people have one or more qualifications at National 5 (SCQF level 5), compared with 86.4% of all pupils.
- 15.9% of school leavers who were care experienced left school in 2021-2022 with a Higher (SQCF 6) level qualification, compared with 61.3% of their peers.⁵

Educational attainment is strongly linked to health and economic outcomes, such that, the disadvantage faced by care experienced young people in receiving a disrupted education can profoundly shape their adult lives.

⁴ Children's Social Work Statistics Scotland: 2021 to 2022 (<https://www.gov.scot/publications/childrens-social-work-statistics-scotland-2021-22/pages/>)

⁵ Education Outcomes for Looked After Children 2021/22 (<https://www.gov.scot/publications/education-outcomes-for-looked-after-children-2021-22/pages/headline-findings/>)

4. Legislation and Corporate Parenting

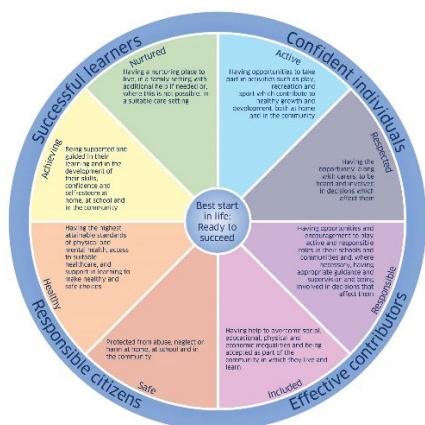
Corporate parenting duties are legislative duties that support care experienced children and young people up until the age of 26. As part of our duties as a corporate parent the College must produce and publish a corporate parenting plan. This plan details how we are going to meet our responsibilities.

Figure 2. Our responsibilities, Children and Young People (Scotland) Act 2014



The legislation sits firmly within the Scottish Government’s **GIRFEC** (Getting it Right for Every Child) Framework. It outlines the duties which should be undertaken by Scotland’s corporate parents who are expected to uphold the rights and safeguard the wellbeing of a looked after child or care leaver and, through which physical, emotional, spiritual, social and educational development is promoted.⁶

Figure 3: Shanarri Wheel, Scottish Government, GIRFEC,



The term wellbeing within the Act is defined using eight **SHANARRI** indicators of being Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.⁷

⁶ Getting It Right For Every Child (<https://www.gov.scot/publications/getting-right-child-girfec-policy-statement/documents/>)

⁷ Shanarri Indicators (<https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>)

5. We Promise to Care



Following the [Independent Care Review](#)⁸ in 2016, the findings and recommendations from which were published in 2020, seven reports were produced which included a report for children and young people. These set out its recommended changes (The Promise, 2020); plans to implement these changes (The Plan); the investment required to support this (The Money and Follow the Money); and how the legislative framework must change to achieve this (The Rules).

[The Promise](#) has five foundations (Voice, Family, Care, People, Scaffolding) which reflects the thoughts and views of over 5,500 care experienced children, adults and families and the paid and unpaid workforce and outlines what Scotland must do to make sure its most vulnerable children feel loved and have the childhood they deserve. The Promise Scotland supports people and organisations across Scotland to keep the promise.

SLC is fully supportive of the recommendations and the aims outlined in the updated [Plan 24-30](#), Scotland's route map to #KeepThePromise by 2030.

The College makes our own firm commitment to ***promise to care*** for our care experienced students. This includes working closely with other corporate parents and agencies to ensure the approach we take to support care experienced students is holistic, person-centred and understands the effects of trauma. In this, the College will demonstrate the crucial role it can play in listening, valuing and upholding the rights to improve the life chances of all of Scotland's care experienced people.



⁸ Independent Care Review, 2016 (<https://www.carereview.scot/>)

6. Intersectionality and promoting Equality, Diversity and Inclusion

The College recognises that if you identify as care experienced there may be those that require extra consideration and support. This could be individuals who are coming directly from Local Authority care provision, from ethnic backgrounds, identify as LGBTQIA+, have a disability or a pre-existing mental health or physical health issue.

Intersectionality issues further highlight that whilst clear identification of student groups can be mechanisms for aligning support, every student has individual needs and different ways in which these can be met.

At SLC we recognise this and know that many of our care experienced students face multiple barriers and challenges that need to be specifically addressed. Barriers such as personal stability, financial and housing issues, caring responsibilities, disability or learning support needs, emotional resilience or poor health and wellbeing can prevent them from accessing college or from successfully completing their qualification.

7. Identified Partners

Internal key staff and support services:

- Designated named staff contacts for care experienced students
- Admissions team
- Academic Leads and curriculum teams
- Student Funding team
- Guidance and Counselling
- Student Records and IT support teams
- Student Association Officers
- Inclusive Learning team to support disability and deliver on learning support
- Library Services team

Whilst there are key people and services needed at different stages of the student journey a whole institution approach is required for the overall success of this plan.

Connected policies and strategies

- Student Charter / Student Code of Conduct
- Student Carers Policy and Carer Support Plan
- Student Mental Health Strategy
- Think Positive Student Mental Health Agreement (SMHA)
- Safeguarding Policy
- Strategic Framework 2020-25
- Access and Inclusion Strategy
- Equality Policy

External agencies and organisations:

- CEECEF (Care Experience, Estranged & Carers Forums)
- CELCIS (Centre for Excellence for Looked After Children)
- Local Authorities (Housing, Schools, Social Work, Throughcare Workers etc)
- NHS Health and Social Care Partnerships
- SAAS (Student Awards Agency Scotland)
- SDS (Skills Development Scotland)
- SFC (Scottish Funding Council)
- SQA (Scottish Qualifications Authority)
- The Hub for Success
- Universities
- Who Cares? Scotland

8. Implementation and Action Plan

1

Be alert to matters which may adversely affect wellbeing

Current Activity

- Named staff contact who provides holistic, individualised 1:1 support.
- Mandatory staff training to improve understanding of legislative responsibilities.
- Attendance at conferences and sector forums.
- We identify care experienced students at application stage, interview checklist, enrolment and funding applications.
- Improved definition of care experienced and clear explanation of why we ask this.
- Funding applications are fast tracked for care experienced students.
- Regular communications sent to care experienced students.
- Designated webpage and services/support widely promoted through leaflets/posters, digital screens and on social media platforms.
- Care experienced notification on the class register which allow tutors to identify and support students.
- Notification button on the Student Portal which allow students to alert us that they are care experienced at any point during the course.

Point	Aim	Actions	Lead	Target date
1.1	Raise awareness of the College role as a corporate parent across college.	Continue to promote the College corporate parenting plan through meetings with staff teams and staff mandatory training.	Head of Student Services/HR	Continuous and ongoing.
1.2	Explore ways through IT solutions to support retention and attainment for care experienced students.	Development of new Power Bi Reports to allow for improved tracking in-year for care experienced student progress.	Head of Student Services/CM Quality/Head of MIS	March 2025.
1.3	Improved retention and attainment for care experienced students.	Identify care experienced students who are considered to be at risk of withdrawal through retention meetings and work collaboratively to ensure appropriate support is in place.	Guidance and Support staff (Named staff contacts)/Curriculum Managers/Course Tutors/Inclusive Learning teams.	December 2024. Then ongoing and continuous.
1.4	Be alert to developments in the sector.	Continued membership at local and national groups aimed at sharing good practice. Continue to seek guidance and advice from relevant organisations, such as Who Cares? Scotland and CELCIS. Attendance at conferences and forums and actively participate in discussions and decision making.	Guidance and Support staff /Head/Depute Head of Student Services/Curriculum teams.	Continuous and ongoing.
1.5	Increase care experienced student engagement with support services.	Develop a communication plan targeted at care experienced students highlighting internal support services. Engage care experienced students in student-led activities promoting health and wellbeing support services.	Guidance and Support staff/Student Association.	May 2025. Then reviewed and updated on an annual basis.

2

Assess the needs for the services and support we provide

Current Activity

- Named staff contact will meet to assess needs and discuss additional support requirements.
- The Inclusive Learning team assess learning needs and provide any required additional learning support through personal support plans, core skills workshops and additional learning tools/aids.
- Following assessment referral to internal/external specialist support services such as counselling, mindfulness and yoga sessions, NHS Services, Health and Social Care Partnerships, etc.
- Immediate access to financial support through the Discretionary Crisis Support Fund.
- Support provided to complete funding and enrolment applications, as well as external applications such as travel and Young Scot cards.

Point	Aim	Actions	Lead	Target date
2.1	Support needs are identified and appropriate support is in place at an early stage to help improve retention and attainment.	Continue to strengthen links with schools/social work/throughcare/foster and kinship care teams to improve transition support for care experienced students. Named staff contacts to contact all care experienced students during the pre-enrolment stage (summer period) to support a successful transition to college. This will include tour of the campus, help and support with enrolment/funding applications/accessing Support for Learning teams and any advocacy support required.	Guidance and Support staff.	June 2025. Then continuous and ongoing.
2.2	Ensure that internal referral procedures are clear to all staff involved in supporting care experienced students to allow for early responsive support to be put in place.	Creation of a care experienced supported pathways document for curriculum teams.	Guidance and Support staff.	February 2025. Then reviewed and updated on an annual basis.

3

Promote the interests

Current Activity

- Named staff contact provides guidance and support from pre-application stage through to post-graduation.
- Student Association (SA) participation and promoting the wellbeing of care experienced students.
- Care experienced video produced by named staff contact as part of the learner induction process.
- Care experienced support information in the Student Handbook.
- Student President is member of the Safeguarding Network, which oversees corporate parenting responsibility.
- Partnership with care experienced champion groups Who Cares? Scotland and Centre for Excellence for Looked after Children (CELCIS)
- Strong links with Social Work, Throughcare Workers, Skills Development Scotland (SDS) and other agencies.
- Support sessions through the SA such as Coffee, Cake and Chat.
- Promotion of national events such as Care Experienced Week and Care Day.

Point	Aim	Actions	Lead	Target date
3.1	Continue to work with the Student Association to deliver	Organise annual college wide events celebrating Care Experienced Week and Care Day.	Head/Depute Head of Student	June 2025.

	engaging events and activities aimed at supporting and promoting the interests of care experienced students across the College.	Student Association to deliver coffee, cake and chat and pizza and a soft drink informal support sessions for care experienced students.	Services/Curriculum teams/Guidance and Support staff/Student Association.	Then reviewed and delivered on an annual basis.
3.2	The College is a place where they celebrate progress and achievement of care experienced students.	Celebrate the success of care experienced students through an end of year celebration event for both FE/HE level courses.	Head/Depute of Student Student Services/Guidance and Support Staff/Curriculum Managers.	June 2025. Then reviewed and delivered on an annual basis.

4

Provide opportunities to participation in activities promoting wellbeing

Current Activities

- The College organise a wider range of events and activities through the academic year to promote opportunities for wellbeing such as Freshers', Mental Health Awareness, UCAS HE, LGBT History Month and Purple Friday.
- Employability skills training through college careers advisor (SDS) and support to access employment/training opportunities.
- Graduation package which include the cost of gown hire.
- UCAS fees are paid for care experienced students progressing to university.

Point	Aim	Actions	Lead	Target date
4.1	Support the wellbeing of care experienced students exiting the College.	Increase number of care experienced students engaging with college careers advisor (SDS) for exit support to deliver a positive destination.	Guidance and Support staff.	June 2025.
4.2	Improve care experienced students understanding of how to manage personal finances and how to budget more effectively.	Money advice workshops delivered to care experienced students.	Guidance and Support staff.	June 2025. Then reviewed and delivered on an ongoing basis.

5

Take action to help access opportunities and support and use services

Current Activity

- Dedicated webpage for care experienced students.
- Corporate parenting forms part of the monitoring/review remit of the College's Safeguarding Network.
- 1:1 individualised support from named staff contact including advocacy.
- Communication of support and events within the College and in the wider community.
- Information in the Student Handbook.
- Access to the Inclusive Learning team.
- Financial assessment to ensure students are receiving the optimum financial support package.
- Access to mental health and wellbeing support .

Point	Aim	Actions	Lead	Target date
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5.1	Improve the monitoring of care experienced students in year to improve retention and attainment.	Named staff contact to meet care experienced students on a 6-weekly basis. This will help identify students who are struggling and who may require additional support to help keep them on track. Retention meetings to be arranged with Curriculum Managers. This will provide opportunities to discuss college processes or issues that are arising in how we support care experienced students such as attendance, assessment, learning support requirements, personal and family issues.	Guidance and Support staff/Curriculum Managers and Curriculum teams/Inclusive Learning teams.	March 2025. Then continuous and ongoing.
5.2	Ensure that care experienced students are aware of local, regional and national support.	Continue to liaise with external partners and organisations in each local authority to identify opportunities and services, and support care experienced students to access these opportunities.	Guidance and Support staff/Student Association/Marketing and Communication team.	June 2025. Continuous and ongoing.

6

To continually review, evaluate and improve

Current Activity

- Listen to students through both formal and informal mechanism such as ICQ, Tellus@SLC, Workshops, Report and Support, etc.
- Work in close partnership with care experienced students and the Student Association to co-design future service provision.
- Collaborate with other corporate parents and champion groups.

Point	Aim	Actions	Lead	Target date
6.1	Improve retention and attainment rates for care experienced students.	Continue to monitor progress and KPI's for care experienced students against the targets set out in the SFC's National Ambition for Care Experienced students.	VP Learning & Teaching and the Student Experience/ Head of Student Services/CM Quality.	Continuous and ongoing.
6.2	Provide opportunities for partner agencies to work collaboratively with the College to support individual care experienced students or a group of students.	Provide opportunities to work with individuals using internal/external networks.	Head/Depute of Student Services/Guidance and Support staff.	June 2025. Then continuous and ongoing.
6.3	Systematically gather feedback from care experience students to better understand lived experiences and the barriers to learning.	Create a process using Microsoft Forms for enrolled care experienced students to complete in order to understand the barriers that student experience and the drivers that impact a positive outcome.	Head/Depute of Student Services/Guidance and Support staff/CM Quality.	June 2025. Then reviewed and delivered on an annual basis.

7

Prepare, publish and keep plan under review

Current Activity

Corporate parenting duties and responsibilities are within the remit of the College Safeguarding Network. This group has cross-college representation with both staff and student membership. This includes both the named staff contacts for care experienced students and the SA Student President. The group also consists of representatives at senior level who have decision-making capacity. By having this form part of the work of the Safeguarding Network, this visible commitment conveys a strong message that the welfare and outcomes for care experienced

students will be taken seriously and will be continually monitored. Progress of the Action Plan will be reviewed by this Group and reported to the Senior Leadership Team.

Point	Aim	Actions	Lead	Target date
7.1	Students, staff and the wider community are aware of the support available to care experienced students.	Publish the corporate parenting plan on the website and throughout the local/regional/national networks.	Head of Student Services/Marketing and Communications Manager.	March 2025.
7.2	The corporate parenting plan is easy accessible to students and the wider community.	Create an updated corporate parenting infographic that outlines the key delivery of care experience provision and activity at the College. This should be published on the website and widely circulated across internal/external networks and through the Student News4U/staff newsletter.	Head of Student Services/Graphic and Digital Lead.	March 2025.

8

Collaborate with other corporate parents and agencies

Current Activity

The College works in close partnership with a wide range of corporate parents including the Scottish Funding Council (SFC), Student Awards Agency Scotland (SAAS), Scottish Qualifications Authority (SQA), South Lanarkshire Council and other local authorities, SDS, schools, colleges and universities.

Point	Aim	Actions	Lead	Target date
8.1	Find opportunities to share best practice and improve support for care experienced students.	Continue to participate fully in external networks including CDN's Access and Inclusion/Safeguarding Networks and the Care Experienced, Estranged and Carers West of Scotland Forum.	Guidance and Support staff.	Continuous and ongoing.
8.2	Monitor and report retention and attainment indicators to ensure PI's for this group are on track.	Report to SLT on college performance. Benchmark college performance with national average.	Head of Student Services.	Annually.
8.3	Engage with care experienced students to review this action plan.	Engage with care experienced students in focus groups to review operational actions connected to this action plan.	Head of Student Services.	June 2025.

9. References and Sources

Children and Young People (Scotland) Act 2014

GIRFEC

SHANARRI

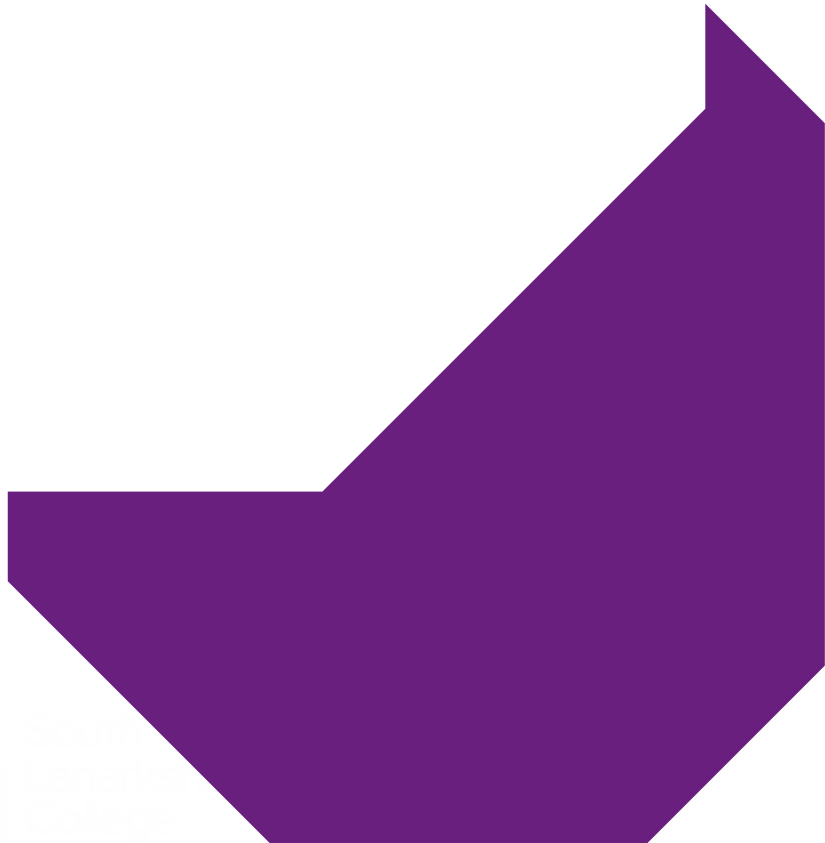
Scottish Funding Council's (SFC) National Ambition for Care Experienced students 2020

SFC College Performance Indicators

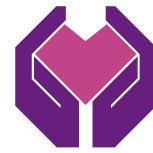
Independent Care Review 2016-2020

The Promise 2020

The Promise Plan 24-30



SUPPORTING CARE EXPERIENCED STUDENTS



We promise to care

Supporting your student journey



Support

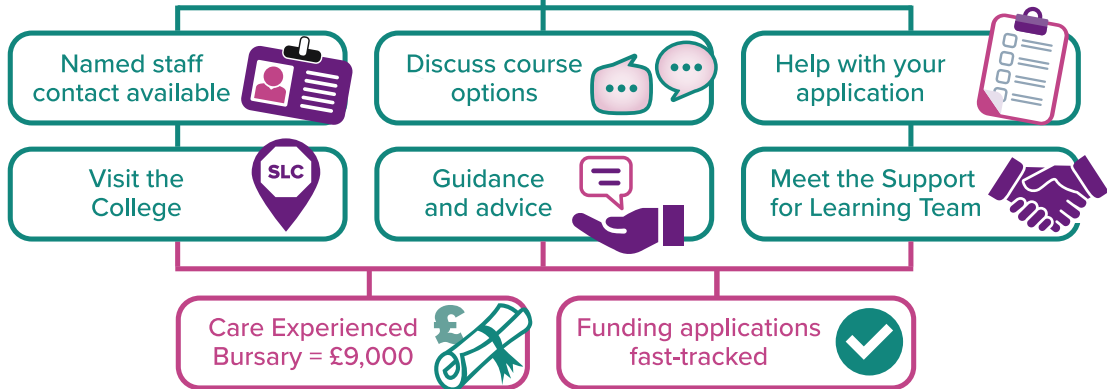


Funding



Partnerships

BEFORE STARTING COLLEGE



DURING COLLEGE



AFTER COLLEGE



LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	3 February 2025
TITLE OF REPORT	Hybrid Working Procedure
REFERENCE	Agenda item 11
AUTHOR AND CONTACT DETAILS	Angela Pignatelli, Vice Principal Learning Teaching and the Student Experience. apignatelli@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the Hybrid Working Procedure and outline the approach to working in a hybrid manner.
KEY RECOMMENDATIONS/ DECISIONS:	Members are requested to <ul style="list-style-type: none"> • recommend the Hybrid Working Procedure for approval to the Board of Management.
RISK	<ul style="list-style-type: none"> • That some staff do not prioritise the needs of the business first in the roll out of hybrid working; • That some managers do not operate in the spirit of trust and innovative thinking in the roll out of hybrid working;
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<p>This report sets out:</p> <ul style="list-style-type: none"> • the aims of the procedure and the definition of Hybrid Working; • guidelines for staff are provided in managing Hybrid Working; • a consistent approach to enable equity and parity in treatment and opportunity; • the benefits in productivity, wellbeing and culture in the adoption of Hybrid Working; • the areas to avoid in ensuring business operations and the quality of the student experience are not adversely affected.

1. INTRODUCTION

1.1. This paper provides an overview of the College's Hybrid Working Procedure and outlines the College's approach to managing Hybrid Working arrangements.

2 PROCEDURE AND APPROACH

2.1 The aims of the Procedure are to:

- to deal fairly, honestly, consistently, and appropriately with all staff in the roll out of Hybrid Working;
- to provide a high-quality service, which is focussed on productivity and outputs, whilst implementing Hybrid Working arrangements for the benefit of the College, the staff and the students;
- to ensure that SLC's effectiveness, rather than being compromised by Hybrid Working arrangements, grows and explores innovative solutions and digital technologies to produce enhanced experiences for all;
- to encourage creative, innovative and digital thinking in how the College operates and see through refreshed eyes;
- to provide a safe working environment for staff, where they are able to thrive and operate in a manner which enables productivity and wellbeing in a modern-day workplace which prioritises employee wellbeing and demonstrating mutual respect and trust.

3 EQUALITIES

3.1 There are no new matters for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report.

4 RISK AND ASSURANCE

4.1 That some staff do not prioritise the needs of the business first in the roll out of hybrid working; and

4.2 That some managers do not operate in the spirit of trust and innovative thinking in the roll out of hybrid working.

5 RECOMMENDATIONS

5.1 Members are requested to:

- recommend the Hybrid Working Procedure for approval to the Board of Management.



South
Lanarkshire
College

East Kilbride

HYBRID WORKING PROCEDURE

October 2024

Version Number: 1.0

Document Information

Procedure Published/Created:	October 2024
Reviewed Date:	
Owner:	Vice Principal Learning, Teaching and Student Experience
Approved by:	(SLT)
Equality Impact Assessment:	
Next Review Date:	

Version History

Version Number	Date	Author	Rationale
1.0	October 2024	Vice Principal Learning, Teaching and Student Experience	Modernisation of working practices

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1.0 Purpose

South Lanarkshire College recognises the value of hybrid working for staff, students and the institution, where possible, in certain roles. By allowing flexible working arrangements in suitable roles, hybrid working has become a key part of modern working practices, promoting work-life balance, flexibility, autonomy and employee choice, all while ensuring the needs of the organisation remain the priority.

Hybrid working enables the College to:

- retain and attract high-performing talent;
- foster a mature and adaptable approach to business operations and decision-making;
- cultivate a culture of trust and collaboration;
- shift the focus towards output and productivity rather than mere presence in the workplace;
- enhance staff well-being while fulfilling core business objectives and aligning to the College vision;
- develop staff and students' digital skills, better preparing students for further studies and future employment; and
- support the College's sustainability goals by reducing unnecessary travel, thereby lowering carbon emissions.

Furthermore, hybrid working empowers staff to take ownership of their workload, moving away from hierarchical approaches and a co-dependent structure. It promotes an empowered and collaborative environment that enhances team success and optimises overall business outcomes in ways that best suit all parties involved.

2.0 General Principles

This procedure outlines an informal arrangement requested by the staff member, on how and where their regular hours are completed. Unlike formal flexible working requests which may lead to changes in an employee's terms and conditions, hybrid working does not alter contractual hours – only the location from the work is performed. For formal flexible working requests, staff should speak to their line manager.

This procedure sets parameters and guidelines to promote fairness and equality, as far as possible, in the decision-making process as to determining where an employee can work. It is open to all staff with a suitable role, regardless of their length of service.

Academic staff should bear in mind the National Working Practices Agreement in relation to their time out of college [National Working Practices Agreement for lecturers](#)

3.0 Recommendations for Hybrid working

The following guidelines set the parameters around Hybrid working to ensure that business needs are met, staff well-being is supported and a consistent of approach is maintained across all areas. This consistency helps foster a culture of fairness and collaboration.

3.1 Term time: if your job role is suitable for hybrid working, the maximum number of days spent working off campus should be limited to one or two days per week during term time. Note this may not be every week. This restriction ensures that business needs are met, particularly when teaching staff and students are on campus. This may become more flexible out with term time if teaching staff and students are no longer on campus;

3.2 Out with term time: should your job role be suitable for hybrid working, further flexibility may be given out with term time if teaching staff and students are no longer on campus, or if other work such as audits do not require an on campus presence. If further flexibility is given then staff are required to maintain regular contact with colleagues on campus, as required by the business need, during holiday times;

3.3 For line managers: The College encourages managers to adopt a fresh approach, challenging preconceived notions about existing practice. Managers should not default to past routines but embrace a more modern workplace mindset. It is important to ensure that all staff, whether working remotely or on-site, have equal access to support, opportunities, and communication. No staff member should be disadvantaged or treated unfairly based on where they work, as this could lead to demoralisation or loss of talent.

3.4 For staff: Staff are encouraged to take ownership of their responsibilities, working independently, honestly and purposefully to achieve outputs and reducing over-reliance on line managers:

- **Old perception position:** Curriculum/Operational Managers/departmental leads must be on campus every day with their teams.
- **Updated Position and Use of Technology:** Staff are expected to use a phone or MS Teams as much as in-person visits for communication. Teams are encouraged to work collaboratively, supporting one another. If any issues arise beyond what can be resolved via phone or technology, other managers and colleagues are available on campus.

3.5 Team Meetings and one-to-ones: While MS Teams and other communication technologies have improved significantly, making virtual communication more accessible, in-person team meetings should remain the primary mode of interaction. Regular team meetings, as well as weekly or fortnightly one-to-ones, should primarily take place in person to promote authentic communication, build rapport, and strengthen the team dynamic. These face-to-face interactions help reinforce a positive team culture and organisational connection.

3.6 For teaching staff and teaching sessions: Lecturing staff should not confuse teaching online with true blended learning and digital artistry. All teaching staff are

encouraged to embrace digital technologies in learning, teaching and assessment practices. Please continue to develop, and further introduce elements of, online working with classes only once confident in demonstrating a level of digitally enabled lesson planning with which students are all able to engage. This will help students:

- develop essential digital skills for employment;
- manage responsibilities such as childcare, caregiving, or jobs more effectively, enabling continuous access to learning even in challenging situations.

To support this, teaching staff may need to upskill and invest in their digital development, which the College strongly encourages and supports. A digitally enabled curriculum allows students to continue progressing in their studies regardless of life challenges.

Specific recommendations for teaching sessions: Encouraging a positive class dynamic, fostering class bonding, and nurturing a strong class culture are essential to student retention and success. These aspects must never be compromised in the College's approach to learning and teaching. Given the diverse student demographics, face-to-face interactions, confidence building, and on-campus delivery are critical, particularly for new students and those in Further Education (FE) programs.

Support for FE Students: FE classes often lack the digital skills, confidence, and sometimes the maturity to fully engage and succeed in online learning environments. While developing digital literacy and independent learning skills throughout the year is important, online learning should not be the default until staff can deliver true blended learning experiences that match or surpass the quality of on-campus sessions. For these students, face-to-face reassurance and hands-on teaching are vital for their success and growth.

Higher Education (HE) Students: Higher Education (HE) students, on the other hand, should be encouraged to enhance their digital skills and adapt to blended learning approaches. This preparation is key for their progression to further study or employment. Staff should fully embrace the integration of digital tools into their teaching for HE students, as it is essential to equip them for the demands of the modern workplace.

Overall, while digital learning has its place, the College should prioritise on-campus delivery, especially for FE students, until the quality of online engagement can be assured. For HE students, the development of digital skills should be actively encouraged to help them succeed in their future academic or professional endeavours.

For Support Staff: The focus on the student experience remains paramount. Where work can be done flexibly, with no negative impact to students or the workload of the team, the ability for the staff member to work productively in a hybrid manner should be accommodated. This may require staff digital upskilling and enhanced development which the College encourages of all staff.

3.7 For all: Hybrid working requires a blend of digital skills and, for many, a shift in mindset. To successfully embrace this model, the College encourages all staff to:

Engage in Digital CPD (Continuing Professional Development): Take advantage of opportunities to learn more efficient and effective ways of working with digital tools.

Stay Connected: Remember that even if a colleague is not physically on campus, they are still fully accessible via phone or Teams for communication and collaboration.

Adopt a Fresh Perspective: Consider new ways of working that leverage digital technologies and increased flexibility to benefit both staff and students.

Evaluate and Adapt: Continuously assess whether hybrid working is effective. Be mindful of any negative impacts or unintended consequences and adjust as necessary. Share best practices with colleagues to improve the overall approach.

By fostering a culture of continuous learning, flexibility, and open communication, staff can maximise the benefits of hybrid working while maintaining a high standard of performance and collaboration.

4.0 How do I request Hybrid Working?

If you wish to request a hybrid working arrangement you should submit a request to your line manager in writing via email. In your request, please include the following:

- The working arrangement which best suits your needs and the needs of the business;
- How any potential effects of your hybrid working may be managed or mitigated;
- Any anticipated impacts on your team, colleagues, or students, and how these can be addressed; and
- Confirmation that you have a suitable working environment outside the College using the [Risk Assessment Form](#)

The line manager will then meet the member of staff as soon as possible, but certainly within two working weeks of the submission to discuss the request including the risk assessment information to discuss how the new working practices may be accommodated. Alternative solutions should be explored if the request cannot be fully accommodated.

5.0 As a line manager, what factors enable me to make a decision?

Each line manager is responsible for determining how hybrid working arrangements can work for their team. When assessing a request for hybrid working consideration of the following is required:

- **The Role and Nature of Tasks:** Assess whether the job role and tasks can be performed effectively in a hybrid model.
- **Customer/Stakeholder Needs:** Evaluate how the role supports students, customers or stakeholders and whether these needs can still be met remotely.
- **Face-to-Face Collaboration:** Determine if the role requires regular in-person interaction for effective team collaboration or customer support.

Requests may be refused based on the following:

- detrimental impact on other team members;

- detrimental impact on the quality of work;
- detrimental impact on individual or team performance;
- detrimental effect on ability to meet customer needs;
- changes in operational or business needs; and
- risk assessment information highlighting unsuitability for hybrid working.

After reviewing the request, the decision must be confirmed in writing via email within one working week after the meeting. If the request is refused, staff members have the right to appeal in writing to the line manager, addressed to the Head of Service or Associate Principal.

Please note:

- **Hybrid Working and Caring Responsibilities:** Hybrid working is not intended as a substitute for childcare or other caring responsibilities. Staff must make suitable arrangements during working hours, though hybrid working may offer flexibility in managing these responsibilities.
- **Return to Campus:** Hybrid working is not a contractual change. If required, staff may be asked to return to campus, with line managers providing advance notice to allow time for suitable arrangements to be made.

6.0 Changes to Arrangements

The College reserves the right to modify or terminate hybrid working arrangements if there are changes in business operations, shifts in business needs, performance concerns, or if an employee's role changes to a degree that makes hybrid working unsuitable. In such cases, appropriate notice will be provided to the affected employee regarding any changes to their working arrangement.

7.0 Health and Wellbeing

All staff engaged in a hybrid working model should feel supported in their health and wellbeing. The attached request form and risk assessment will help identify necessary items for remote working, including any required hardware (such as monitors, keyboards, mice, headphones, or desk chairs) needed for a safe home working environment. Please note that all provided equipment remains the property of the College and must be updated at least once a year and returned upon request.

While the risk assessments will address practices and equipment necessary for safe remote work, it is crucial to continuously evaluate wellbeing issues.

It is important that all staff aligns to the goals of the Employee Engagement Framework to foster a supportive and healthy work environment



The theme of ‘Motivating Work’ is especially important if the College is to enable autonomous working in a forward-thinking environment whilst maintaining a sense of community. The College is committed to ensuring that all staff feel integrated into team cohesion and connected to the broader College network. To achieve this, it is essential to regularly evaluate how remote working is functioning

The College recognises the risk of isolation that can arise in some hybrid working scenarios and a duty of care amongst team members is encouraged to monitor and support each other.

It’s important to reiterate that staff working hours are outlined in employment contracts and remain unchanged by hybrid working arrangements. Evidence suggests that employees often find themselves working longer hours when remote. Therefore, all staff are encouraged to be mindful of their work-life balance and to take regular breaks to support their health and wellbeing:

- **Lunch Breaks:** Ensure you take time off for lunch each day, preferably away from a computer screen.
- **Daily Breaks:** Take at least a 20-minute break each working day if your work hours exceed 6 hours.

Please report any adverse health and wellbeing issues to your line manager and Health and Safety. Staff wellbeing is a priority, and the College is here to support you.

8.0 Guiding Interaction Pledges for all:

- To always act with integrity, honesty and transparency;
- To respect and trust my colleagues, reaching out and support my colleagues when needed;
- To manage my time when in and off campus effectively being accountable and expecting to be held accountable;

- To be consciously inclusive when holding meetings and communicating;
- To be more intentional about relationship building, making time to learn and help others to learn through being a role model.

9.0 Summary Overview

Proactively embracing and enabling hybrid working should lead to the following outcomes:

Empowerment of Staff: Facilitate an environment where staff can thrive in ways that suit their individual needs and preferences.

Resource Protection: Safeguard the valuable resources of our staff, including their time and energy.

Environmental Accountability: Take genuine steps to assess and mitigate the environmental impact of our activities.

Diverse Talent Acquisition: Create opportunities to attract and retain a diverse workforce, fostering an inclusive working environment that positions the College as an employer of choice.

Future-Focused Workforce: Develop a digitally skilled workforce that champions a digitally enabled mindset, serving as role models for the students we educate.

By focusing on these key areas, the College can enhance its operational effectiveness and support the well-being of its staff and students alike.

ANNEX A

Request for Hybrid Working

Staff member name:	
Role:	
Number of days requested:	
Please state here: <ul style="list-style-type: none">• the working arrangement which best suits your needs and the needs of the business;• how your request can be accommodated;• if your team/colleagues will be affected.	
Please state here any reasonable adjustments which are required to enable working remotely:	

Declaration:

I confirm that I have completed the attached risk assessment form and will adhere to the working practices and “Guiding Interaction Pledges” when working remotely. In addition, I confirm that I have read and understood the “Location and Data” operating practices required in relation to data, security and confidentiality when working remotely. I understand that this will be reviewed throughout the year.

Signed: _____

Date: _____

For the line manager:

The above request has been: **approved / refused** (delete as appropriate)

Signed: _____

Date: _____

If the request is refused, the line manager should confirm here the basis of the refusal on the basis any of the following:

- detrimental impact on other team members;
- detrimental impact on quality;
- detrimental impact on performance;
- detrimental effect on ability to meet customer needs;
- changes in operational needs;
- the risk assessment information highlights issues unsuitable for hybrid working.

The line manager should email this completed form to the member of staff within 1 working week after the discussion meeting. Any appeals should be made in writing to the line manager for the attention of the Head of Service/ Associate Principal of the area.

**ANNEX B
RISK ASSESSMENT: Hybrid Working**

Name:	[employee name]	Contact number:	[use own number if required & agreed]
Employee number:		Email address:	[use own email if required & agreed]
Job role:		Department / location:	
Manager completing assessment:	[risk assessor]	Assessment date:	
Any health / wellbeing issues:			

Activity / Hazard	Perceived Nature of Risk – homeworking / maternity (delete as appropriate)	Generic Control Measures	Residual Risk – [low - medium - high]	Comments / additional controls

Display Screen Equipment	Keyboard, screen / monitor and chair should have adequate adjustment to enable comfortable working position. Screen should be legible. and free of glare or flicker. Mouse / input device should be suitable. Furniture [desk or table] should have sufficient area and enable comfortable sitting position. Software should be suitable for task.		[n/a or Low / Medium / High]	[Monitor and complete or review DSE assessment if conditions change.]
Slips, Trips & Falls	[homeworking] Work area should be free from slip and trips.	Maintain high standards of housekeeping in work area. [maternity] Individual may have difficulty negotiating stairs during later stages of pregnancy	[n/a or Low / Medium / High]	
Lifting and Carrying Loads	[homeworking] Manual handling tasks should be limited to lifting IT equipment.	[maternity] Reduce amount of physical work associated with task. Physical tasks become more difficult to achieve as pregnancy progresses Carrying heavy loads to be avoided	[n/a or Low / Medium / High]	
Welfare	[homeworking] Easy access to toilet.	[maternity] Provision of easy access to toilet facilities and more frequent breaks from work activity Consideration should be given to providing access to quiet area where the individual can rest as necessary	[n/a or Low / Medium / High]	[maternity] Agree provision of suitable rest facility as necessary
Fatigue	Fatigue from prolonged standing or physical activity	Avoid long periods of time standing. Task modified to provide seating or more frequent rest periods. Aspects of the work may need to be modified as physical capability will be reduced as a result of pregnancy	[n/a or Low / Medium / High]	
Work Related Stress		Monitoring and reduction of risks in relation to work demands, relationships with colleagues /	[n/a or Low / Medium / High]	

		manager and requirements of the role.		
Temperature / Humidity		Temperature of the working environment to be suitably controlled. Individual may require access to fresh air for periods during the working day. Individual to have ready access to fresh drinking water	[n/a or Low / Medium / High]	[Provision of equipment to provide local heating / cooling as necessary]
Out of Hours Working		Allowance made for tiredness and nausea at early stages of pregnancy. Consult with occupational health and individual on modification to working hours / avoidance of night work	[n/a or Low / Medium / High]	
Personal Safety	Risk of workplace violence?	If there is a perceived risk of violence or threat of violence / abuse consideration needs to be given to modifying the role to reduce the risk to the individual and or make provision for staff to be available should support be required	[n/a or Low / Medium / High]	
Access / Egress		Seek to modify the individuals work task to avoid walking significant distances or traversing flights of steps.	[n/a or Low / Medium / High]	[PEEP assessment should be completed with health and safety team]
Working at Height		Modify task to avoid aspects of working at height	[n/a or Low / Medium / High]	
Travel Health		[UK Travel] [International Travel]	[n/a or Low / Medium / High]	

Biological	Exposure to biological hazards including bacteria, viruses, moulds, fungi, genetic material etc.?	New or Expectant mother must not be exposed to biological agents. Consider alternative tasks to working environment where exposure is recognized	[n/a or Low / Medium / High]	
Chemical	Exposure to chemicals; dust, fumes, gas vapour, mist, liquids solids, fibres?	New or Expectant mother must not be exposed to some chemical agents. Consider alternative tasks to working environment where exposure is recognized.	[n/a or Low / Medium / High]	

Action to be taken to further reduce risk	Person responsible for completing action	Target completion		Action closure	
		Date	Priority	Signature	Date
			[n/a / High / Medium / Low]		
			[n/a / High / Medium / Low]		

	Date	Employee Signature	Manager signature
Initial risk assessment completed:			
Proposed date for next assessment:			



South
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CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	03 February 2025
TITLE OF REPORT	Developing the Young Workforce
REFERENCE	Agenda Item 12
AUTHOR AND CONTACT DETAILS	Myra Sisi, Associate Principal of Curriculum Myra.Sisi@slc.ac.uk
PURPOSE:	To provide the Committee members with an update on senior phase and school activity.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none"> • note the updates on recruitment and retention for all senior phase activity delivered in 2024/25
RISK	<ul style="list-style-type: none"> • That the engagement for GradU8 and Winter and Summer Leaver programmes decreases leading to low achievement and a drop in students progressing. • That poor retention and achievement could negatively impact the College's overall target.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • GradU8 retention across all programmes for 24/25. • Foundation Apprenticeship (FA) provision has sustained growth with 6 frameworks being offered across 14 cohorts. • This academic session all FA courses are within the Consortium Agreement with the Local Authority and will deliver a baseline income of £233k. There will be no credit bearing FAs in academic session 2024/25. • No new senior phase independent options (Pathway 2) being offered in this academic session. • The College continues to engage with schools to showcase SLC as a viable next step in their education and attends a range of school events where possible. • The College will continue to engage with our DYW regions stakeholders.

1. INTRODUCTION

1.1. The College continues to work closely with South Lanarkshire Council to ensure our Senior Phase offer takes account of labour market trends and that courses provide clear progression pathways for our young people. The College offer is divided into four pathway options to Senior Phase pupils from across the Local Authority, delivered either in college or in a school hub. This paper outlines the activity taking place in these four pathway options.

2 PATHWAY ONE: SENIOR PHASE GRADU8 PROGRAMME

2.1 Table 1: GradU8 Programme retention, achievement and planned enrolments

2022/23				2023/24				2024/25			
GradU8	Enro l	Ret	Ach	GradU8	Enro l	Ret	Ach	GradU8	Plan Enro l	Enro l	Ret
Beauty	27	100 %	82 %	Beauty	17	94%	94%	Beauty	16	13	100 %
					15	100 %	100 %		16	17	100 %
Early Years & Childcare	35	86%	86 %	Early Years & Childcare	12	100 %	100 %	EECC	16	18	100 %
					18	78%	78%		16	12	100 %
Hair & Barbering	36	92%	92 %	Hair & Barbering	15	100 %	100 %	Hair	16	17	100 %
					16	100 %	100 %		16	11	100 %
Health & Social Care	26	100 %	81 %	Health & Social Care	13	100 %	81%	HSC	16	17	100 %
					14	100 %	100 %		16	6	100 %
Make-Up	24	91%	86 %	Make-Up	12	58%	0%	Make-Up	16	13	100 %
					15	100 %	80%	-	16	16	100 %
NA				NA				Horticul ture	16	13	92%
Uniform ES	44	93%	75 %	Uniform ES	11	55%	55%	U&ES	16	11	81%
					18	83%	83%		16	15	100 %
					13	100 %	100 %		-	-	-
Digital Media				Digital Media	9	78%	78%	Digital Media	16	8	100 %
					7	100 %	100 %	-	16	13	100 %
Hospitality	16	100 %	69 %	Hospitality	4	0%	0%	Hosp	14	11	100 %
					13	69%	69%		14	12	100 %
Constructio n	27	100 %	85 %	Constructio n	16	100 %	100 %	Cons	14	15	100 %
					12	100 %	100 %		14	11	100 %
Total	211	95 %	82 %	Total	252	85%	79%	Total	296	249	98%

- 2.2 In the GradU8 pathway programmes 296 enrolments were planned across 19 cohorts for academic session 2024/25. 249 enrolments have been achieved; this is down slightly on the previous year by 3. Overall retention to date is 98% this is a 13% improvement on last year.
- 2.3 In addition, only one new subject has been introduced this session: Horticulture, with 13 enrolments realised. Retention is currently sitting at 92%.

3 PATHWAY TWO: SENIOR PHASE INDEPENDENT OPTIONS

- 3.1 This academic session there are no senior phase independent options being offered. However, the College has committed to supporting one group of 17 pupils from St Ninians High School to complete the second year of the NPA Playworker course, with current retention sitting at 100%. Moving forward this pathway option will remain open to South Lanarkshire Council pupils only.

4 PATHWAY THREE: SENIOR PHASE WINTER AND SUMMER LEAVER PROGRAMMES

- 4.1 The Winter and Summer leaver programmes in Construction and Creative Hair and Beauty are open to pupils across South Lanarkshire who are intending to leave school either in December 2024 or June 2025. The course delivery model for both programmes is three full days in college.
- 4.2 These programmes provide progression pathways to January and August programmes and all progressing pupils will receive a guaranteed interview to a college course.
- 4.3 *Table 2: Winter Leavers Programme recruitment and retention*

Course	2022/23			2023/2024			2024/2025			
	Enrol	Ret	Achieved	Enrolled	Ret	Achieved	Plan	enrol	Ret	Achieve
Creative	NA	NA	NA	12	12	(4) 33%	15	17	76%	76%
Cons	13	13	(9) 69%	12	12	(2)16%	15	15	100%	100%
Total	13	13	69%	24	24	49%	30	22	88%	88%

- 4.4 Both winter leavers programmes have recruited a total of 22 pupils out of a planned number of 30 this session this is down slightly on the previous year. Overall retention and achievement is sitting at 88%. A total of 10 pupils (7 pupils from Creative Hair and Beauty and 3 from Construction) have now progressed to a full time January course.

5 PATHWAY FOUR SENIOR PHASE FOUNDATION APPRENTICESHIPS (FA)

- 5.1 This academic session all courses are within the Consortium Agreement with the Local Authority and will deliver a baseline income of £233k. There will be no credit baring FA's for this academic session 2024/25.
- 5.2 The College continues to maintain its strong links with South Lanarkshire Council and local employers to provide work experience for students.

5.3 Table 4: Foundation Apprenticeship enrolment and retention for 2024/25

	2022/23		2023/24			2024/25					
Foundation Apprenticeships	Enr	Ach	FAs	En	Ret	Ach	FAs	Enr	Ret	Ach	
Accounting											
	NA	NA	Accounting 2 year	14	64%	29%	Accounting return	6	100%	-	
Business Skills											
Business Skills 1 year programme	13	100%	Business Skills 1 year programme	5	80% (4)	80%	Business Skills 1 year programme	6	100%	-	
Business Skills 2-year programme	NA	NA	Business Skills 2-year programme	7	71% (5)	57% (4)	Business Skills 2-year programme	NA	NA		
Business Skills Returners	3	100%	Business Skills Returners	NA			Business Skills Returners	4	100%	-	
Creative and Digital Media											
							CDM 1yr	10	100%	-	
Creative & Digital Media 2-year programme	17	94%	Creative & Digital Media 2-year programme	19	(17) 89%	89%	Creative & Digital Media 2-year programme	15	100%		
	10	100%	CDM returners	12	(11) 92%	92%	CDM return	18	94%	-	
Children and Young People											
Children & Young People 1 year programme in college	13	69%	Children & Young People 1 year	18	16 89%	78%	Children & Young People 1 year	10	100%	-	
CYP 1 Year	NA	NA	NA		NA	NA	NA	NA	NA		
Children & Young People 2-year hub	14	64%	Children & Young People 2yr	18	18 100%	100%	CYP 2-year programme	14	100%	-	
CYP 2 year	13	76%	CYP 2-year programme	12	10 83%	83%	CYP 2-year programme	13	92%	-	
CYP 2 year	NA	NA									
Children & Young People Returners	13	84%	Children & Young People Returners	15	10 67%	67%	Children & Young People Returners	19	95%	-	
CYP Returners	12	100%	CYP returners		NA	NA	NA	NA	NA		
Healthcare											
Healthcare 1 year programme in college	12	83%	HealthCare 1 year programme in college	13	100%	100%	HealthCare 1 year programme in college	10	100%	-	
HealthCare 2-year programme in hubs	16	81%	HealthCare 2-year programme in hub	12	100%	75%	HealthCare 2-year programme	16	100%	-	
				11	(10) 91%	81%		-			
HealthCare Returners	10	100%	HealthCare Returners	8	100%	100%	HealthCare Returners	13	100%	-	

	2022/23			2023/24			2024/25			
IT Software 2 year										
			IT Software	13	11 85%	85%	IT Software returners	9	100%	-
Total	146	87%	Total	177	86%	82%	Total	163	98%	-

5.4 Enrolment numbers for this academic session are down on the previous year by 14 with retention currently at 98% which is 12% better than last year.

5.5 This year the College will deliver a total of six Foundation Apprenticeship frameworks across fourteen class groups: Accountancy (returners), Business Skills (one-year and two-year options), Social Services and Healthcare (one year and two-year options), Social Services Children and Young People (one year and two-year options), Creative and Digital (one year and two-year options) and Information Technology Software (returners group only).

6 SCHOOL EVENTS 2024-25

6.1 The College will continue to work closely with all schools on the above programmes to ensure strong performance and to showcase SLC as a viable next step in their education and will also liaise with schools regarding any further requests for information events.

6.2 *Table 8: School Event Schedule 2024-25*

Date	Time	Type of Event	Location	Audience	Expected numbers
7 January 2025	6:30-8:30pm	Pathway event	Strathaven Academy	S3-S6	TBC
16 January 2025	6:30-8:30pm	Careers event	Cathkin High School	S3-S6	TBC
6 February 2025	4:00-6:00 pm	Careers event	Taylor High School	S3-S6	100
12 March 2025	4:00 6:00pm	Pathway Evening	Hamilton College	S4-S6	TBC

7 RISK

7.1 That the engagement for GradU8, Winter and Summer Leaver programmes decreases leading to low achievement and a drop in students progressing.

7.2 That further withdrawals could negatively impact the College's target.

8 EQUALITIES

8.1 There are no new matters for people with protected characteristics or from areas of deprivation which arise from consideration of the report.

9 RECOMMENDATIONS

9.1 Members are recommended to:

- Note the contents of this report which updates on the recruitment and retention for all senior phase activity delivered at the College in 2024/2025.

LEARNING, TEACHING AND STUDENT EXPERIENCE (LTSE) COMMITTEE

DATE:	20 January 2025
TITLE OF REPORT:	Marketing and Communications update
REFERENCE:	Agenda Item 13
AUTHOR AND CONTACT DETAILS	Marie King, Marketing and Communications Manager Marie.King@slc.ac.uk Rose Harkness, Head of Student Services Rose.Harkness@slc.ac.uk
PURPOSE:	To provide the Board with a summary of marketing, communications and student recruitment activities that have taken place over the past few months.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: <ul style="list-style-type: none"> • The success of the November 24 (Class of 2024) Graduation Ceremony. • The success of the November 24 Open Evening and the College Local Innovation Centres (CLIC) Business Networking Events. • Marketing support for Commercial (FCR). • Social Media Policy.
RISKS	<ul style="list-style-type: none"> • That there is negative press arising from the outcome of the Employment Tribunal. • That there is negative press arising from the current VSS and Consultation. • There are challenges in meeting key targets due to current staffing resource.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students. • The Highest Quality Education and Support. • Sustainable Behaviours.
SUMMARY OF REPORT:	This paper includes: <ul style="list-style-type: none"> • College Event Information. • Application stats for January 25 (Winter Start) courses. • Planning and launch for August 25/26 Recruitment Campaign. • Social Media Summary. • Awards.

1. INTRODUCTION

- 1.1 This report provides an overview of Marketing, Communications and Recruitment activity from mid-October 2024 to mid-January 2025. During this period the January 2025 (Winter Start) recruitment campaign has been a key focus.
- 1.2 There have been a range of activities, events, campaigns, and projects taken place during this period, which are highlighted below.

2 REPORT HIGHLIGHTS (THE PAST 3 MONTHS)

- 2.1 Highlights over the past three months include:
 - 2.1..1 78 attendees at the Open Evening on 26 November 2024.
 - 2.1..2 Successful Business Networking Events on 21 November and 9 December 2024 for the College as the (CLIC) Centre for Sustainable Development; and
 - 2.1..3 Ongoing promotion of January 2025 (Winter Start) courses.

3 ANALYSIS OF RECRUITMENT AND JAN 2025 (WINTER START) APPLICATIONS

- 3.1 To date (20.1.25), the College has received a total of 954 applications for January 2025 courses. These applications are divided into full-time and part-time programs, with 738 for full-time courses and 216 for part-time courses.
- 3.2 Recruitment remains to be a top priority for the Marketing and Communications team to mitigate any potential shortfall in meeting recruitment targets in the coming months. We continue to update the website as necessary to improve the user journey, while implementing targeted campaigns, to drive enquiries and applications across the suite of courses available.
- 3.3 Facebook paid advertisements are continuously updated to promote any courses requiring an application boost. Paid promotion was also attributed to events such as the last Open Evening held on 26 November and course areas including Creative Make-up, SWAP Nursing and Nail Technician course.

4 EVENTS

- 4.1 Since the last Committee Report in October 2024 there have been a variety of events, including our fantastic Graduation, Class of 2024 Ceremony on Tuesday 12 November 2024, and College Local Innovation Centres (CLIC) Business Networking Events on Thursday 21 November and Monday 9 December 2024.
 - 4.1..1 Winter start course Open Evening on 26 November (78 attendees) and their families who came to explore opportunities at South Lanarkshire College, tour the campus, and engage in conversations with our staff and students. **Future planned events include:**

4.2 Table 1

EVENT DATE	TARGET MARKET	PURPOSE
21 January 2025 January Start Completion & 25/26 Course Launch Open Evening	School leavers, influencers, those looking to upskill, retrain and friends and family.	To showcase the campus and facilities and promote the launch of courses starting in 25/26.
23 January 2025 College Local Innovation Centres (CLIC) Business Networking Event & Lunch	Local businesses, organisations and stakeholders.	Fourth Business Networking Event: Supply Chain Collaboration, Building a Sustainable Future Together
4 February 2025 College Local Innovation Centres (CLIC) Marketing & Business Networking Event	Local businesses, organisations and stakeholders.	Fifth Business Networking Event, working with How To Marketing
20 February 2025 College Local Innovation Centres (CLIC) Business Networking Event	Local businesses, organisations and stakeholders.	Sixth Business Networking Event: Sustainability in the Supply Chain Workshop
3 to 7 March 2025 Scottish Apprenticeship Week DYW event TBC CLIC Business Breakfast TBC: Focus on Meta-skills	School leavers, influencers, those looking to upskill, retrain and community members – with a specific interest in Modern Apprenticeships	To showcase the campus and facilities and promote MAs starting in August 2025.
March 2025 (date TBC) – August starts Open Evening	School leavers, influencers, those looking to upskill, retrain and community members	To showcase the campus and facilities and promote courses starting in August 2025.
May 2025 (date TBC) – August starts Open Evening	School leavers, influencers, those looking to upskill, retrain and community members	To showcase the campus and facilities and promote courses starting in August 2025.

5 CAMPAIGN ACTIVITY

5.1 The following campaign plans have taken place to support recruitment and brand awareness:

5.1..1 Billboard advertising in East Kilbride.

5.1..2 Digital media campaigns with focus on social media targeting and website re-targeting.

5.1..3 Direct communications with SDS careers advisors, schools, DYW and JCP.

5.1..4 Open Evening (26 November).

5.1..5 Banners updated to spread College key message around campus and East Kilbride; and

5.1..6 The next campaign period will focus on the launch and promotion of August 2025 start courses.

6 CAMPAIGNS – COMMERCIAL (FCR) FOCUS

6.1 The Marketing and Communications team continue to work closely with the Curriculum Managers to promote the commercial courses via social channels. Going forward, there will be a focus on obtaining commercial specific photography and video.

7 DIGITAL AND WEBSITE IMPROVEMENTS

7.1 The Marketing & Communications team were advised Umbraco 8 (the platform the website uses) has reached its end of life and will no longer be supported, therefore the website is currently being upgraded to Umbraco 13. This will ensure the website meets GDPR and data protection regulations. The website will be updated during January and early February without any downtime for the College.

7.2 As part of a short project (September 2024 to March 2025), the Marketing and Communications team are working to fully utilise and optimise GA4 – getting it set up correctly so that accurate reporting can be used to inform future decisions around campaigns and/or help inform any changes required to the website.

7.3 Work continues internally to enhance meta (SEO) data on all pages on the website. This includes research, reporting and input of key words to ensure the website appears as high up the search rankings as possible.

8 BRAND ROLL OUT

8.1 The College has benefitted from the updating of key signage including the external flags, large outdoor sign, as well as the large Atrium banner and ATM vinyls. The roll out will continue, and plans are in place to cascade this for a variety of items. We have also secured free advertising space (for 8 banners) on the large Heras panel hoarding at East Kilbride train station while it close as part of the East Kilbride Enhancement electrification project.

9 GRADUATION

9.1 Following the end of EIS-FELA strike action and the entering of all results, the Class of 2024 Graduation went ahead as planned on Tuesday 12 November 2024. The celebration was a great success enjoyed by over 160 graduates, their friends and family as well as College staff and guests.

10 STAKEHOLDER ENGAGEMENT

10.1 The Stakeholder email was sent out in October 2024, followed by a Winter message in December. The next one is planned for Mar/Apr 2025.

11 STAFF COMMUNICATION

11.1 A fortnightly staff communication continues to be sent by the Marketing and Communications team to update staff on good news stories, events, and activities across the College. All staff can contribute to this newsletter.

12 IN THE PRESS

12.1 An ongoing priority for the Marketing and Communications team is to generate as many positive news stories and case studies as possible, to promote courses, relay the key brand messages and to continue to combat any negative press arising from ongoing potential industrial action.

12.2 There is potential for negative press in relation to the outcome of the Employment Tribunal (*decision expected in Feb 2025*) and, also, the current VSS and Consultation. The Marketing and Communications team will continue to undertake horizon scanning on any negative PR and report this through the appropriate channels.

12.3 Normal College business and highlighting positive news stories, case studies and other good news continues to be a focus to ensure that stakeholders know it is business as usual across the college during this period.

12.4 Future projects that help raise the profile of the College include the continued involvement as part of the (CLIC) Innovate UK College Consortium.

13 SOCIAL MEDIA

13.1 The new Social Media Policy was approved by the Board and is now available in the Policies and Procedures Library and has been circulated to all staff. The Marketing and Communications team are collating key information on all associated SLC channels, and meetings will be held to ensure best practice is being followed as regards tone of voice and producing quality content.

13.2 Since the last Committee report the following figures have been recorded across platforms:

13.2.1 **Facebook** – the Facebook page has had a reach (from posts, stories or ads) of over 142K. Content interactions is 2.4K and link clicks is 7K. We now have over 10.1k followers. **It's important to note that Facebook reach is 225% higher when running paid social over organic.**

13.2.2 **Instagram** – the Instagram account has had a reach of over 9.1K. The number of followers has increased by 115 taking the total to 2966.

13.2.3 **X (Twitter)** – has 3381 followers, a decrease of 24 from the last report). *The decrease could be due to accounts leaving the platform.*

13.2.4 **LinkedIn** – we have gained 167 new followers taking the total to 2725 and have achieved over 38k impressions.

13.2.5 **TikTok** – we currently have 385 followers and 733 likes.

13.3 Top performing organic posts include the pizza ovens are now fired up, the visit from MSP Neil Gray, Graduation photo album, the visit from the Hebridean Baker, Coinneach Macleod and the Christmas lunches.

Focused course and recruitment posts, such as the 26 November Open Evening, Computer Skills Evening Class, HND Business Management course and CECA Academy received great engagement.

13.4 A focus for continuing improvement across digital platforms remains a priority as a key promotional, awareness and conversion tool.

14 AWARDS

14.1 The College won Collaborative Partnership Award with the Energy Savings Trust as part of the Construction BE-ST – Accelerate to Zero Awards. This was announced on Thursday 7 November.

15 MARKET RESEARCH AND DATA ANALYSIS

15.1 Market research remains a priority for ensuring that our advertising, campaigns, promotion, and curriculum meet the needs of stakeholders.

15.2 Analysis of all campaigns continues to be undertaken to ensure effective return on investment (ROI) is achieved and improvements are made to enhance awareness, engagement, and conversion.

16 KEY PRIORITIES

16.1 Some key priorities over the next 3 months include:

16.2 Promotion of the College brand and courses to drive applications to places for August 2025 start courses.

16.3 Continued marketing support for Commercial (FCR) courses.

16.4 Enhance internal and external comms to get across good news stories to stakeholders.

16.5 Newsletter of College activity to be sent to stakeholders.

16.6 Ongoing improvement and development of the Keep Warm campaign for prospective students.

16.7 Refinement and understanding in need for printed materials (e.g., prospectus).

16.8 Better quality open evenings, which include tasters, to showcase the College curriculum offer.

16.9 Continued engagement with curriculum teams; and Digital improvements on SEO and analytics tracking.

17 RISK

- 17.1 That there is negative press due to the outcome of the Employment Tribunal.
- 17.2 That there is negative press from the current VSS and Consultation.
- 17.3 That the College does not achieve recruitment targets.
- 17.4 That there are challenges in meeting key targets due to current staffing resource.
- 17.5 That there are challenges owing to 4.7% funding cut in the sector.

18 EQUALITIES

- 18.1 There are no new matters for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report.

19 RECOMMENDATIONS

- 19.1 Members are recommended to note:
- 19.2 The success of the Open Evening, CLIC Business Networking Events and ongoing social media/digital strategies.
- 19.3 Social Media Policy.
- 19.4 The marketing activity noted in this paper.

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	3 February 2025
TITLE OF REPORT	Quarter 2 Report Complaints Handling Report
REFERENCE	Agenda Item 14
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the: complaints received by the College during Quarter 2 (1 November 2024 to 31 January 2025) and an update on the continuing governance of the complaints handling process.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: <ul style="list-style-type: none"> • the content of this report; • that all complaints are logged on the College complaints handling system; and • the College complies with Scottish Public Service Ombudsman (SPSO) governance.
RISK	<ul style="list-style-type: none"> • That the College does not deal with complaints within the time scales required by the SPSO resulting in a poor experience for our learners and stakeholders.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • All completed complaints were closed in full within the required SPSO timeframe. • At the time of writing one complaint is currently being investigated. • The number of complaints received decreased from ten to seven compared to Quarter 1 • The number of complaints received in Quarter 2 2024-2025 was the same as Quarter 2 2023-2024. • Three fewer complaints were received relating to course management compared to the same period in 2023-2024.

1. INTRODUCTION

1.1. This paper provides an overview of the complaints received during Quarter 2 2024/2025 (1 November 2024 to 31 January 2025) and the continuing governance of the complaints handling process and complaint trends

2 DISCUSSION

2.1 The College complies with the governance of the Scottish Public Service Ombudsman (SPSO), ensuring that all complains are recorded and closed within the required timescale. In addition to publishing the four mandatory Key Performance Indicators (KPIs) quarterly, the College also provides reports on complaint trends and any actions taken to improve service delivery.

2.2 The tables below report for Quarter 1:

- SPSO KPIs
- category and outcome of complaints with actions to improve; and
- complaint trends.

2.3 Table 1 Quarter 2 SPSO KPIs

KPI 1: The total number of complaints received and as a % of college population	KPI 2: The total number of complaints closed at each stage within the required timescale	KPI 3: The average time in working days for a full response to complaints at each stage	KPI 4: the outcome of each complaint and the % closed at each stage
7 (0.18%)	Stage 1 7 received 100% completed complaints were closed in full within the required timeframe Stage 2 No complaints received 1 currently being investigated	4 days	Stage 1 1 resolved 2 upheld 3 not upheld

2.4 No lessons learned were identified

2.5 Table 2: Quarter 2 2024-2025 category of complaint, outcome of complaint and actions to improve

Complaint Category	Complaints Received	Outcome of Complaint	Actions to improve
Customer Care	2 (29%)	1 upheld 1 resolved	
Applications to Progression	2 (29%)	1 upheld 1 currently being investigated	
Course Related	1 (14%)	not upheld	
Services	1 (14%)	not upheld	
Facilities	0		
Other	1 (14%)	Not upheld	

2.6 In Quarter 2 of 2024-2025, the total number of complaints received decreased from ten to seven, a reduction of three compared to Quarter 1. The largest decrease was in Applications to Progression, likely due to the resolution of industrial action.

2.7 Table 6 Quarter 2 2024-2025 and 2023-2024 complaints received and outcomes per student population.

	2024-2025	2023-2024
Total complaints received	7 (0.18%)	7 (0.19%)
Complaints received resolved	1 (0.02%)	1 (0.03%)
Complaints received partially upheld	0	1 (0.03%)
Complaints received upheld	2 (0.05%)	0
Complaints received not upheld	3 (0.05%)	5 (0.13%)
Currently being investigated	1 (0.02%)	0

2.8 In Quarter 2 of 2024-2025, the total number of complaints received was the same as Quarter 2 2023-2024.

2.9 Table 6 Quarter 2 2024-2025 and 2023-2024 category of complaints received.

	2024-2025	2023-2024
Customer Care	2 (29%)	2 (29%)
Applications to progression	2 (29%)	1 (14%)
Course Related	1 (14%)	4 (57%)
Services	1 (14%)	0
Facilities	0	0
Other	1 (14%)	0

2.10 In Quarter 2 of 2024 three fewer complaints were received relating to course management compared to the same period in 2023-2024, this is likely due to the resolution of industrial action.

3 EQUALITIES

There are no new matters for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report.

4 RISK AND ASSURANCE

The College does not deal with complaints within the time required by the SSPO procedures resulting in a poor experience for our learners and stakeholders.

RECOMMENDATIONS

Members are recommended to note the contents of this report.

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	3 February 2025
TITLE OF REPORT	Review of the LTSE Work Plan
REFERENCE	Agenda 15
AUTHOR AND CONTACT DETAILS	Angela Pignatelli, Vice Principal Learning Teaching and the Student Experience apignatelli@slc.ac.uk
PURPOSE:	To provide members with a draft workplan for the 2023-24 academic year.
KEY RECOMMENDATIONS/ DECISIONS:	Members are requested to: <ul style="list-style-type: none"> • note the draft workplan and provide any other items they would like for consideration.
RISK	That the Learning, Teaching and the Student Experience Committee does not receive appropriate and timely information.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	This paper outlines the workplan for each Committee meeting throughout the year. Note that these are subject to change and that other items may be added which impact on learning and teaching at the College.

1. INTRODUCTION

1.1. This paper provides a mid-year overview of the workplan for the Learning, Teaching and the Student Experience Committee for session 2024 to 2025.

2 BACKGROUND

2.1 The work plan provided is not intended to set out all the agenda items which will be considered at each meeting of the Committee, but rather is to provide a guide to what is considered throughout the 2024 to 2025 academic year.

2.2 In addition, results of any Education Scotland inspections, QAA interactions or curriculum audits will also be considered at these meetings depending on the completion date.

3 2024 to 2025 WORKPLAN

3.1 The following table frames the workplan for the year.

3.2 *Table 1: Workplan for 2024 to 2025*

Date of Meeting 2024	Items
August	<ul style="list-style-type: none">• Student Association Report• Curriculum update which includes final credit out turn, achievement, progress against credit target (new session), recruitment, curriculum information, alternative funding and good news stories;• Quality Update: focussing on outcomes, external verification information;• Benchmarked Performance Indicators;• External Quality Arrangements;• New, updated or refreshed policies for approval;• Developing the Young Workforce;• Marketing and Communications update• Complaints Quarterly Report• Any key Government updates or reforms which may impact on learning and teaching.
November	<ul style="list-style-type: none">• Student Association Report• Curriculum update which includes progress against credit target, recruitment, early retention, alternative funding and curriculum information and good news stories;• Quality Update: focussing on outcomes, performance indicators and self-evaluation;• External Quality Arrangements;• New, updated or refreshed policies for approval;• Developing the Young Workforce;

	<ul style="list-style-type: none"> • Marketing and Communications update • Complaints Quarterly Report • Any key Government updates or reforms which may impact on learning and teaching.
February	<ul style="list-style-type: none"> • Student Association Report • Curriculum update, including mid-year progress review and Curriculum Planning Update 2025 to 2026 • Quality Update: focusing on • External Quality Arrangements; • New, updated or refreshed policies for approval; • Developing the Young Workforce; • Marketing and Communications update • Complaints Quarterly Report • Any key Government updates or reforms which may impact on learning and teaching.
May	<ul style="list-style-type: none"> • Student Association Report • Curriculum update which includes retention, progress against credit target, curriculum information, alternative funding and good news stories; • Quality update: focussing on final curriculum position, self-evaluation and enhancement; • External Quality Arrangements; • New, updated or refreshed policies for approval; • Developing the Young Workforce; • Marketing and Communications update • Complaints Quarterly Report • Any key Government updates or reforms which may impact on learning and teaching.

4 EQUALITIES

4.1 There are no new matters for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report.

5 RISK

5.1 That the Learning, Teaching and the Student Experience Committee does not receive appropriate and timely information.

6 RECOMMENDATIONS

6.1 Members are requested to:

6.1.1 note the draft workplan and provide any other items they would like for consideration.