LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

NOTICE
There will be a meeting of the Learning, Teaching and Student Experience committee on 28 August at 1730 hours on Teams and in the Boardroom at South Lanarkshire College

AGENDA			
Agenda Item		**Paper**	**Lead**
01	**Apologies for Absence**	No	JG
02	**Declaration of any potential Conflicts of Interest in relation to any Agenda items**	No	JG
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	Yes	AP
07	Quality Update	Yes	LD
08	Education Scotland: Final Annual Engagement Report	Yes	AP
09	2022/23 Benchmarked Performance Indicators	Yes	AP
10	Tertiary Quality Enhancement Framework https://www.sfc.ac.uk/publications/sfc-guidance-on-quality-for-colleges-and-universities-2024-25-to-2030-31/	Yes	AP
	Matters for Information/ Reserved Items		
11	Developing the Young Workforce Update	Yes	MS
12	Marketing and Communications Update	Yes	RH
13	Complaints Quarterly Report	Yes	WM
14	Reserved Item: LTSE Business Planning Detail not for minuting on grounds of commercial sensitivity	No	AP
16	Reserved Item: The impact of industrial action Detail not for minuting on grounds of commercial sensitivity	No	AP
17	**Any Other Business**	No	JG
18	Terms of Reference	Yes	PS
19	**Summation of Actions and Date of Next Meeting**	No	PS

JG: Professor Jo Gill (Chair); 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; RH: Rose Harkness, Head of Student Services; WM: Wilma MacLeod, Depute Head of Curriculum; PS: Peter Scott, Governance Professional.

UNCONFIRMED CQD MINUTES

CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

MINUTES

CQD Committee on 7 May 2024 at 1730 hours in the Boardroom and via Teams at South Lanarkshire College

Present	In Attendance
Jo Gill (Chair) (Teams)	Stella McManus
Kayleigh Wither	Angela Pignatelli
Ellie Hamilton	Ann Baxter (Teams)
Douglas Morrison	Myra Sisi
Tarryn Robertson (Teams)	Wilma MacLeod
	David Innes
	Mandy Murray
	Lisa Doonan (Teams)

AGENDA ITEM	
01	**Apologies for Absence** None.
02	**Declaration of any potential Conflicts of Interest in relation to any Agenda items** None made.
03	**Minutes of Previous Meeting – 13 February 2024** Approved.
04	**Matters Arising from the Previous Meeting** No matters arising that are not covered within the agenda.
	Matters for Discussion
05	**Student Association Report** The Committee considered the terms of the report and noted the variety of events and activities held by the Students' Association including events for LGBT History month and International Women's Day. It was noted that it remains a very busy time for the Students' Association. Thanks were given to Anne Doherty for her help and support with the Climate Action activity which included litter picking, information stalls and a visit to Whitelees Windfarm. It was noted by the Committee that the Student Association elections are underway with results due to be announced on 17 May 2024. It was noted that there are four candidates running for President and one candidate running for Vice President. The Students' Association thanked the Committee and Board for all their help and support over their tenure. The Committee thanked the

current Students' Association President and Vice President for their hard work and dedication.

It was noted that tackling student poverty remains at the forefront of priorities for the Students' Association and to date over 3,000 servings of the free soup and sandwich and healthy breakfast initiative have been handed out to students. It was further noted that the breakfast provision will be expanding to two servings per week. Thanks were given to the SLC Foundation for the additional funding to support and grow this initiative.

The Committee noted that vaping bins have been installed on campus, JG enquired as to the College's policy on vaping. In response, SM advised that it is difficult to police as some vapes don't emit vapour. Work is ongoing to educate students on vaping however as little is known about the risks to health, it is difficult. The Committee noted that the College is open to suggestions on how to tackle this issue.

The Committed thanked Kayleigh Wither and Ellie Hamilton for all of their work as this was potentially their final Committee meeting.

| 06 | **Curriculum Quality and Development Update**
The Committee considered and noted the terms of the report.

The Committee were advised that the College has recorded 44,663 credits despite the core credit allocation for the academic year 2023-24 being 43,600. It was noted that this remains a challenge as there is a local demand for courses however there is a conflict in that the College cannot meet the demand. As an example, 150 ESOL applicants and 100 construction applicants have had to be turned away. As an update to 3.2 of the report, representatives from New College Lanarkshire and South Lanarkshire College have now met to discuss the split of credits for the academic session 2024-2025. As a Region, both Colleges have an increased demand which they cannot fulfil due to credit allocation. It is proposed that a collaborative approach may be the way forward with joint correspondence to be sent to the SFC to enquire about adjusting the cap. The Committee supported this approach.

The Committee were advised that EIS-FELA have announced further strike action throughout the end of May/start of June with 9 days having been announced. The Committee noted that there will be significant disruption to students. In respect of resulting students, at present there are circa 25,000 results outstanding. Further, it was noted that in respect of construction, CITB progress reports (although not results) are not being completed which will cause significant disruption to the learning experience. Non-completion of progress reports also impacts on College income if deadlines are not met. DI advised the Committee that whilst completing CITB tender documentation, new questions surrounding how the College manages strike and ASOS action are now included. Going forward, it may result in the College not providing training for CITB in future if deadlines cannot be met currently. SM advised that the principalship are now receiving complaints from students concerned about their progression. The Committee were reassured that robust communication will be issued to students to provide assurances and advise on their options. The College has received letters from several Universities to advise that students will still be accepted.

The Committee gave its thanks to all those involved in the Education Scotland Care Thematic Review which included colleagues and students from Early Education and Childcare and Health & Social Care. It was noted that the final |

		Thematic Review Report will be published in Spring/Summer 2024. Further, the Committee noted that the Education Scotland Annual Engagement Visit will take place on 14 May 2024 with feedback taking place on 15 May 2024.

The Committee noted that the College has raised concerns regarding the Quality Assurance Agency in respect of lack of clarity on the specific detail, the focus on process rather than impact to learners, the lack of focus on wider skills development including meta skills, the lack of focus on regional and local needs and lack of information on addressing the needs of key groups such as 16-19 year olds, community learning, apprenticeships or employer engagement. The Committee expressed concern regarding the lack of clarity in the proposed new QAA framework.

As an **action point**, the Audit and Risk Committee to be notified of the concerns raised and possible risk to the College. |
| 07 | | **Quality Update**
The terms of the report were considered and noted.

The Committee noted the College-wide action to achieve a minimum response rate of 50%, which is included in the Quality Enhancement Plan, was not met. The Committee were advised that engagement did increase from academic year 2021-22. Further, it was noted that class representatives submitted 120 course evaluations for Block 2, which is an increase of 7 from Block 1, demonstrating continued engagement with the College's self-evaluation process.

The Committee were advised that Action Short of Strike would have an impact on external verification and quality assurance activity. The College has currently completed 10/40 SQA external verification activity due to the ongoing ASOS activity. The Committee were advised that if external verification could not be completed timeously then a 'soft hold' approach would be adopted. It was noted that the Curriculum Managers, Quality and the SQA are working closely together to try and mitigate any such risks, it being noted that some units may not be certified. JG enquired as to whether it is possible to prioritise the remaining activity. In response, LD advised that the College and SQA would continue to work together to ensure activity is completed. |
| 08 | | **Education Scotland: College Sector Overview Report**
The terms of the report were considered and noted.

The Committee were advised that all colleges have experienced a significant increase in the number of learners seeking support for mental health and wellbeing issues and there is a variance in the learner experience across different colleges and subject areas which highlights the importance of a holistic and tailored approach to education. This results in a great deal of work for college staff as the College is moulding support to the students. It was noted that Guidance is to be removed from HE level and as a result colleges should not deliver guidance and claim credits. The increase in mental health support, guidance and referral services contradicts these SFC guidelines. The removal of credits for guidance activity will have a big impact as this forms part of the College's success story. |

	PS reminded the Committee that the College can look to the Foundation to support student needs. DM enquired as to whether Colleges Scotland or the College Principal's Group (CPG) had considered quantifying the cost and lost opportunity of providing such guidance and the loss of this at HE level. SM advised that there had been conversations but nothing quantified. As an **action point**, SM to explore quantifying the cost and lost opportunity at SLT level and to raise with the CPG.
09	**2022/23 Performance Indicators** It was noted that the Scottish Funding Council (SFC) issued the College with Performance Indicators following any updating of student outcomes after Further Education Statistics (FES) closure taking account of the late resulting of some student outcomes due to the lecturer Action Short of Strike (ASOS) in academic year 2022-23. The Committee noted the terms of the report, operating context, analysis and areas requiring action planning. Further it was noted that the national data has not been produced however is expected on 29 May 2024. DM noted that the figures are impressive and thanked all staff who have contributed. Further, in respect of 4.10 of the report, SM gave thanks to the Student Support team for trying to identify students early to enable support to be provided.
	Matters for Information
10	**Developing the Young Workforce Update** The terms of the report were considered and noted. SM advised the Committee that the FA Award Ceremony was held on 30 March 2024 which was a lovely event celebrating the achievements of students. It was noted that Board Members should be invited to such events in future to allow the Board to celebrate the successes of students.
11	**Marketing and Communications Update** The terms of the report were considered and noted. The Committee noted that the Graduation Ceremony (Class of 2023) which took place on 27 February 2024 was a great success with over 800 Graduands and guests attending the event. The Committee noted that the next Graduation date is planned for Tuesday 12 November 2024.
12	**Complaints Quarterly Report** The terms of the report were considered and noted.
13	**Any Other Business** Standards Commission It was noted the PS has received correspondence from the Standards Commission to advise they are investigating a complaint. No further details were provided by the Commissions. Terms of Reference

	It was noted that PS is going to update the Terms of Reference for each Committee over the coming weeks Heat Pump Van It was noted that it was brilliant to see the Heat Pump Van in operation in Shetland, thanks were given to James Jamieson.
14	**Summation of Actions and Date of Next Meeting** As an **action point**, the Audit and Risk Committee to be notified of the concerns raised and possible risk to the College. As an **action point**, SM to explore quantifying the cost and lost opportunity at SLT level and to raise with the CPG. Date of next meeting: 28 August 2024

South Lanarkshire College

Students' Association

Board Report

August 2024

YOUR COLLEGE
YOUR WAY

Contents

Overview

SA Plans for The New Curriculum Year

Over the summer the Student Association have been busy with completing our draft Operational Plan, Social Media plan and reviewing our Strategic Plan for the upcoming year. We are on track to have all the above completed ahead of schedule so we can spend time welcoming the students in for the new academic year. We have also completed a PowerPoint for the class talks and completed an introduction video for our social media welcome.

The SA are thrilled to welcome the students back for a busy but fun academic year, we have been making plans for Freshers' Week and have arranged lots of fun activities, with plenty of freebies being arranged for competitions and the SA stall.   This year we will be hosting events and regular activities to keep the students engaged with the SA throughout the year. We are committed to supporting our students and plan to ensure they are continuously aware of all SA activities happening on campus, ranging from mindfulness to student poverty initiatives – we are here to help!

The SA President and Vice President will carry out class visits to help spread the word on our plans for the year. We will collaborate with all curriculum departments to create more involvement for the class reps and promote the SA Officer elections later in the year.

Student Poverty/ Cost of Living

With the ongoing cost of living crisis, we are committed to supporting our students and tackling student poverty. We will work in partnership with the College's new catering partner Aramark to continue to support the students with free soup and sandwiches and breakfast on designated days, alongside the continued availability of the Student Larder for food and personal items located in the SA office. We are also keen to keep working with the Learning Development team to keep students warm by providing free clothing for all ages via the College Way Market. This is planned to be replenished with sessional items throughout the year and is located on the ground floor.

The SA President and Vice President are committed to helping students make connections with each other and we are hoping to do this by introducing Connect 4 tournaments to help students make new friends.

Emily Test Gender-Based Violence (GBV) Charter

We are incredibly proud that the College was the first college in Scotland to receive the EmilyTest GBV Charter Award in November 2023. The SA are committed to continuing with this very important work and working in partnership with the College to continue to tackle GBV. The next submission of the Charter will take place in November of this year, and we look forward to being involved in working towards this.

Student Poverty/Cost of Living

The ongoing cost-of-living crisis continues to have a major impact on our students, and we are committed to continuing to support them through this difficult time. As part of our initiatives for this upcoming year, we will work with Aramark to continue to provide free soup and a sandwich to students one day per week, as well as free breakfast one day per week. We have already meet with the new catering supplier to discuss this and we are keen to see if there is anything different, we can provide students in the upcoming academic year.

Once again, we would like to sincerely thank the SLC Arm's Length Fund for their support in being able to provide this to our students for academic year 2024/25. In academic year 2023/24, in partnership with Inspire at the time, we provided an amazing 13,000 servings of both soup and sandwich and breakfast to our students. Student testimonials to this offering have been overwhelmingly positive and we look forward to being able to continue to provide it.

Alongside this we will continue to operate the Student Larder where students can visit the SA office and collect much needed food and toiletries. We will also be providing students with free pens, notebooks and blank folders to ensure they have essential stationary products. Throughout the year we will work closely with our colleagues in Student Services to signpost students to discretionary funding, as well as promote financial support through the SA fortnightly newsletter.

Student Mental Health Agreement

We were delighted to launch our Student Mental Health Agreement (SMHA) in 2022-2024 and are committed to continuing with creating a new SMHA to cover the next two academic years. The SA will work in partnership with Student Services and the wider college community to identify areas of priority. We look forward to hearing from students as to what they think would benefit them in the SMHA going forward.

2024-25 Operational Plan

The SA has completed the 2024/25 Operational Plan and Social Media Plan. We are currently in the process of finalising our Strategic Plan.

Our focus for the upcoming year is the following three priorities:

- ➢ empowering the student voice
- ➢ Making sure all our students feel welcome and included
- ➢ organising games and activities to make sure our students have fun

We have prepared a SA Induction PowerPoint and we will send out emails to all departments to book class visits. We want to be as visible as possible and have created an induction video for our social media accounts. This will help us to make sure all students know who we are and the support we offer. In addition to this we'll be welcoming students in the Atrium as they arrive on campus for their first day of class.

We want to bring the fun back for our students, so we have planned fun activities and games for Freshers' Week, due to take place from 9-11 September. We will also be selling hoodies for the current academic year during this week.

The SA President and Vice President believe that the SLCSA embroidered hoodies will help to keep students warm and they will remain accessible to all students as we are maintaining the very low price of £5 per hoodie. This is important to help our commitment in trying to tackle the large issue of student poverty.

The hoodie choices

These are the range of colours that will be available for will be sold for £5

In order of colour pink, sapphire blue, black, violet

Sizes S, M, L and XL

NUS Lead & Change

The SA President and Vice President have been busy over the summer. We attended Lead and Change, an exciting and informative event hosted by NUS. Attending this allowed us to network with other officers either in their first or second year. As this was a new opportunity for us all the information was invaluable.

The second-year officers were very open about their experiences which gave us more confidence to embrace our new position with a better understanding of what we are here to achieve, which is helping students to have the best college experience they can have. We look forward to supporting students on their chosen career path and supporting them with access to food, clothing and guidance.

Pride Event

The annual Pride event took place in Glasgow this summer and SLC and SA staff were in full attendance. We had a wonderful time at the event showing our support for the LGBT+ community, we even had two of our pictures highlighted in the local newspaper!

Forthcoming Events

Welcoming the students
Monday 26 August

Freshers' Week
Monday 9 – Wednesday 11 September

Volunteering Event
30 October

Halloween
Halloween costume contest 31 October

HE Event
14 November 24

Men's Mental Health Month/Movember
Throughout November (Cuppa and a Chat event)

GBV 16 Days of Activism
25-November – 10 December

Sexual Awareness Stall
13 December (Cuppa and a chat, free condoms, etc)

Refreshers'
28-30 January

Love Your Planet
14 February

LGBT History Month and Purple Friday
Throughout February and 28 February

Easter
Easter egg hunt Friday 18 April

We are very much looking forward to the events listed above and have lots of great ideas for the year ahead including activities over lunch, such as games, Connect 4 tournaments, sudoku, crafts and much more!

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	28 August 2024
TITLE OF REPORT	Learning and Teaching Update
REFERENCE	Agenda item 06
AUTHOR AND CONTACT DETAILS	Angela Pignatelli angela.pignatelli@slc.ac.uk
PURPOSE:	To provide members with an update against the College's credit target, the indicative funding allocation for 2024-25 and also update members on curriculum activity taking place across the college.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • consider and note the progress to the 2023-2024 credit target; • note the update on retention and attainment from session 2023 – 2024; • note the recruitment update for academic session 2024 - 2025 • note the industrial action scheduled to take place from August 2024 onwards; • note the findings of two audits which took place in May 2024; • note the Full Cost Recovery (FCR) update and curriculum updates; • note the good news stories from curriculum areas.
RISK	• that the College fails to meet its credit target for session 2024 – 2025; • that the continued industrial action negatively affects the ability to deliver all planned learning and teaching across the college; • that the quality of learning, teaching and assessment declines impacting on the student experience given the potentially limited learning and teaching being delivered; • that any potential delay in resulting students hinders student progression opportunities.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• the College has met the credit target for 2023 – 2024 pending the credit audit; • end of year retention remains high at 87% with curriculum teams working hard to support students to complete their qualifications. • student recruitment is steady but impacted by industrial action, particularly in relation to our apprenticeship contracts;

	• Industrial Action in the form of Actions Short of Strike Action (ASOS) has had significant negative impact on students in session 2023/24 and will continue in session 24/25; • There remains significant good practice and good news stories in relation to student achievement and success across 2023 – 2024.

1. INTRODUCTION

1.1. This paper provides an update on the credit target for academic year 2023-2024 and an overview of learning and teaching activity since the May 2024 Committee.

2 CREDIT AND RECRUITMENT ACTIVITY 2023-24

2.1 For 2023-24 academic year, the College had a core credit allocation of 43,601 credits.

2.2 On 4 July 2024, the FES submission was successfully completed at the Scottish Funding Council (SFC).

2.3 The College recorded an outturn of 44,313 credits. This is 712 credits above our SFC credit target. This equates to 101.63% against target which is within the upper 2% tolerance threshold of 44,472 credits, subject to credit audit in the next 2 weeks.

2.4 The College has, therefore, met the credit target for 2023 – 2024 pending the credit audit taking place in September 2024.

2.5 College teams have worked hard to achieve this credit target and will continue to do so for this next academic session target of 43,601 credits.

3 RECRUITMENT ACTIVITY 2024-2025

3.1 The College overall recruitment target for the full year is 5,837.

3.2 The College has received a total of 5,069 applications for the August start courses. This is an increase of 156 applications compared to last year; 5069 versus 4913 in 23/24.

3.3 The applications are divided into full-time and part-time programs as follows:
- 4079 for full-time courses: a decrease of 4 from 2023 – 2024;
- 102 for part-time courses: an increase of 16 from 2023 - 2024.

3.4 The current number of enrolments is 1,878 which is 32% to target and we expect progress over the coming weeks to enrol more applicants.

3.5 Recruitment continues to be a top priority for the Marketing team to mitigate any potential shortfall in meeting recruitment targets in the coming months.

3.6 The next Open Evening to drive recruitment levels is 20 August 2024.

3.7 There is a concern over the recruitment of apprentices. For session 24/25, there is a decrease in the numbers of apprentices undertaking study on college programmes. The decrease in the number of apprentices undertaking studies directly links to the income the college receives also. By way of example, one class group of year 1 Construction running with 14 students will yield £107,142 of which £81,438 is credit income but £25,704 of which is fee income. Work is underway to ensure that the exact shortfall is known and action planning to address this implemented immediately.

3.7.1 Some key aspects include:
- There is a current financial shortfall of £51k which the alternative funding department are actioning as far as is possible. This delayed income is a direct impact of industrial action;

- 36 Modern Apprentices are unable to complete timeously due to delayed skills tests, gas tests meaning that results are sitting as 'provisional' with the Scottish Qualifications Authority (SQA);
- The lack of confirmation of apprentice results status directly impacts the MA's level of earning, thereby unable to move to an additional £5 to their hourly rate.

3.8 The college relations with industry partners have never been more critical.

4 ACTION SHORT OF STRIKE ACTION AND INDUSTRIAL ACTION

4.1 In January 2024, the teaching union, EIS-FELA, announced that they were undertaking "Action Short of Strike" (ASOS) in relation to the national pay dispute. ASOS commenced on 12 February 2024 and continued until the end of the 2023/24 academic session.

4.2 For session 2024 – 2025, full strike days have been announced, taking place over 3 days in weeks commencing 19 August 2024 and 26 August 2024. Thereafter, notification has been made to the College of the intention to strike 4 days a week, on weeks commencing 2 September and 9 September 2024 and that further dates will be issued in due course.

4.3 The strike action will have significant impact on students' ability to be taught and learn on their chosen courses of study.

4.4 For academic session 2023/24, at the time of writing, there was a total of 13,166 outstanding results with 27,967 completed results. This equates to 68% to completion.

4.5 In terms of impact, there is potentially significant disruption to students in relation to smooth transition to their progression pathways. Whether this is university or employment the impact of not being credited with the qualification achieved in a timely manner may cause delays and missed opportunities for transitions to the next stage in their careers.

4.6 A new 4 year consolidated pay offer from employers, which includes the offer of a £2,000 pay rise for academic year (AY) 2022-23 and £1,500 for AY 2023-24, together with a £1,500 rise in AY 2024-2025 and 3% increase in AY 2025-2026 totalling approximately £6,500, remains on the table despite the deteriorating financial circumstances facing colleges.

4.7 The EIS-FELA notification of the strike action is in the appendix.

5 CURRICULUM AND ALTERNATIVE FUNDING UPDATE

5.1 **Curriculum Managers:** Two Curriculum Managers have left the college over the summer recess. The posts have been advertised as 'interim' only for one year given the college-wide plans in relation to business planning. The interim posts will provide a valuable opportunity for enthusiastic members of staff and will aid succession planning.

5.2 **The Rural Academy:** There is work underway to revisit what is delivered at the College Rural Academy. This contract has been extended twice and, unfortunately, there is no

legal basis for it to be extended in its current format for a third time. The College partners at South Lanarkshire Council have advised that a new longer-term contract should be put in place as soon as possible. The current contract ends on 30th September 2024.

5.3 **Commercial Activity/ FCR:** The Curriculum teams, the Alternative Funding team, the Marketing and the MIS teams have been working on the development and promotion of a new suit of commercial activity. This offering, which operates through Full Cost Recovery (FCR) courses, enables the College to meet its ambitions to diversify income streams whilst also meeting industry and individual customer needs.

5.3.1 The 250 businesses previously targeted for Flexible Workforce Development Fund (FWDF) have been contacted and a link to the FCR programmes published on the college website. Follow-up telephone contact is underway to further engage with business contacts.

5.3.2 A business engagement plan is being drawn up to further extend business reach and maximise FCR opportunities. A series of business events are taking place affiliated to the Innovative UK College Local Innovation Centres (CLIC) project. The forged stronger links through the CLIC network will enable further FCR opportunities to come to fruition. There are fully funded courses in renewables with the Innovate UK funding also being planned.

5.3.3 The threat of strikes remains a risk for delivery. The businesses contacted, and whose contacts have been spoken to, have indicated that their development budgets remain very tight, and time may also be a barrier to training. Going forward, the college will continue to review the offer and consider micro credentials. Micro credentials as they are less expensive and take less time to complete.

5.3.4 There are currently over 50 courses listed in the FCR suite across multiple curriculum areas and with enrolments already underway for session 24/25.

6   RETENTION

6.1 The table below shows the retention and withdrawal figures as of 19 August 2024.

6.2 Early Withdrawals in FE FT have increased by 1.43% from 5.6% to 7.03% since reporting in April 2024. Intervention and support actions continue to take place by curriculum areas to support students to remain and complete their courses.

6.3 Further withdrawals in FE FT have increased by 2.6% from 13.8% to 16.4% since April reporting. Further withdrawals in HE FT have increased by 1.9% since April 2024 from 13.3% to 15.2%. Action planning is underway by curriculum teams to understand the reasons behind the withdrawals, support the students to remain on course and to succeed.

6.4 Overall retention remains high at 87% however this is a decrease of 2% on this time last year 2022 – 2023.

6.5 Table 1: Enrolments, Retention, Early and Further Withdrawals as of 19 August 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%**

(A full breakdown by curriculum area can be seen in Annex 1)

7 AUDIT UPDATES

7.1 Audits took place in the Marketing and Communications area and the Student Support area over May 2024.

7.2 The final Audit report for Marketing and Communications indicates an overall level of assurance of 'Satisfactory: System meets control objectives with some weaknesses present'.

7.2.1 Areas of Strength include:

- The College's Strategic Plan is supported by a number of sub-strategies including the Marketing and Communications Strategy (2022-2027). This is underpinned by a Marketing and Communications Enhancement Plan outlining the actions required on an annual basis to achieve the Strategic objectives;

- A range of internal and external communication channels are being utilised by the College including; Microsoft Teams, social media, radio, website, billboards, staff and student intranets and face to face communication;

- The College is actively involved in delivering a range of events aimed at promoting a positive image. This includes open days / evenings, hosting and attending various events and maintaining close working relationships with schools and other partners;

- The College is committed to maintaining open lines of internal communication and harnesses the use of Teams to maintain a regular flow of internal communication. The Senior Leadership Team (SLT) meet on a weekly basis and the key messages from their discussions are circulated to all staff via Teams; and

- There are regular opportunities for joint working and collaboration across different areas of the College. This is aided by being a single campus College, meaning that colleagues from across departments have the opportunity to interact regularly on a day-to-day basis.

7.2.2 Areas of weakness include:

- There is wide use of social media across the College, in order to drive positive messaging around the activities within the College. However, there are currently no comprehensive procedures or guidelines available to staff regarding representing the College online and appropriate conduct; and

- The Principalship have not had crisis communications or media training for several years, and therefore this cohort of leaders (together with the Marketing and Communications Manager) would benefit from a refresher training session

on crisis communications. This is particularly pertinent given the significant changes in the Principalship in recent years.

7.3 The final Audit report for Student Services indicates an overall level of assurance of 'Good: System meets control objectives'.

7.3.1 Areas of strength include:
- Robust induction processes are in place at the College to ensure students are provided with sufficient information prior to commencing their studies;
- The Admissions team engages with students on an ongoing basis throughout the application and enrolment processes;
- Open Days and Information Evenings are run by the College for prospective students to attend, with the Admissions team, Student Services, and Students Association in attendance to familiarise themselves with potential incoming students.
- Walk rounds of the campus are led by the Students Association President and Vice President to help familiarise new students with the campus;
- Induction Packs and Welcome Packs are provided to all incoming students;
- Discretionary Funds are in place at the College to help students financially, including the Childcare Funds, Hardship Funds and Crisis Support;
- The Student Advice Centre sits within the Student Services area at the main entrance of the College for ease of accessibility;
- Laptops and other electronic devices are loaned out to students who require them, to aide them in their studies;
- The ELS team is in place to assist students in their academic development;
- Study Skills classes are provided by the College to assist students with their learning, which are available and promoted to all students;
- Student capabilities are assessed on an ongoing basis by Curriculum staff;
- Personal Learning Plans are in place, with procedure documents to clearly define the process.
- Any additional support needs are prompted to be declared by students at both the application and enrolment stages to help give the College sufficient time to implement the relevant measures;
- A full-time British Sign Language (BSL) interpreter is employed by the College;
- Scribes are coordinated with student timetables to maximise the resource utilisation;
- Specific IT systems are in place to assist students with their additional support needs.
- An informal open-door policy is in place at the College to ensure that staff are accessible to students;
- The College has a 'Tell Us' initiative in place where students can submit proposals for improvements in the College, and these are all reviewed and considered by the Quality team;
- The College has a Safeguarding team in place to help ensure the students' wellbeing;
- A Counselling service is in place to help students manage their mental health, with additional resources committed to this area in recent years;
- Survey exercises are undertaken throughout the year, with the feedback obtained following specific events or an initiative being undertaken, to identify any areas for improvement;
- Additional support initiatives such as the clothing service and food larder are in place; and
- LGBTQ+ initiatives are in place to promote inclusivity at the College.

7.3.2 Identified actions in progress
- The College is in the process of developing a 'You Got In' campaign to refine the processes in place for engaging with incoming students from the point of their application submission to their first day in study; and

- The College's ELS team is in the process of developing a tiered structure for the level of support required for students, from in-class support which may be required, through to periodic catchups with students to check in on their overall progress.

8   SCOTTISH FUNDING COUNCIL REGIONAL OUTCOME AGREEMENT REPORT

8.1 The Scottish Funding Council published the final [Outcome Agreements - Scottish Funding Council (sfc.ac.uk)](#)

8.2 The document frames the end of Regional Outcome Agreements given the new Outcomes Framework and Assurance Model which is outlined in paper 10.

9   EQUALITIES

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

10 RISK AND ASSURANCE

- that the College fails to meet its credit target for session 2024 – 2025;
- that the continued industrial action negatively affects the ability to deliver all planned learning and teaching across the college;
- that the quality of learning, teaching and assessment declines impacting on the student experience given the potentially limited learning and teaching being delivered;
- that any potential delay in resulting students hinders student progression opportunities.

11 COMMUNICATIONS

11.1   Internal and external communications regarding Action Short of Strike (ASOS) and Industrial Action remain regular, robust and clear. Student communication and updates on ASOS and Industrial Action is regular with in person updates with the Student President and Vice President in regular meetings with the Principal and Vice Principal for Learning Teaching and the Student Experience.

12 RECOMMENDATIONS

Members are recommended to:

- consider and note the progress to the 2023-2024 credit target;
- note the update on retention and attainment from session 2023 – 2024;
- note the recruitment update for academic session 2024 - 2025
- note the industrial action scheduled to take place from August 2024 onwards;
- note the Full Cost Recovery (FCR) update and curriculum updates;
- note the findings of two audits which took place in May 2024;
- note the good news stories from curriculum areas.

ANNEX 1

Table 2: Overall Curriculum Area Enrolments, Retention, Early and Further Withdrawals 19 August 2024

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
Building Service Engineering	417	11	2.6	15	3.6	94
Built Environment	442	49	11.1	47	10.6	78
Business Management and Media and Accounts	715	29	4	54	7.5	88
Carpentry and Joinery	357	2	0.56	5	1.4	98
Early Education and Childcare	475	24	5.1	56	11.8	83
Hairdressing, Beauty and Make Up Artistry	339	12	3.54	53	15.6	81
Health and Social Care	457	11	2.4	38	8.3	89
Hospitality, Tourism, Legal and Police Studies	315	24	7.6	58	18.4	74
Learning Development	436	7	1.6	31	7.1	91
Life Sciences	284	14	4.9	32	11.2	84
Wet Trades	363	2	0.6	4	1.1	98

ANNEX 2

Curriculum Good News Stories

Collaborative working: Meta Skills

The Childcare and Learning Development curriculum teams recognise that evolving political, economic and financial contexts and digital advancements make the future employment landscape uncertain. Both curriculum teams have worked collaboratively to design a meta-skills delivery plan across three specific courses that equip learners with the skills and knowledge to identify, develop, reflect and forward-plan meta-skills to support them to be successful in their learner journey.

In SCQF Level 3 Supported Courses meta-skills are explicitly taught and supported by activities pertaining to each skill. Learners are supported to develop their understanding and begin to use language related to meta-skills as they work towards a college Certificate in Meta-Skills. This supports students' progression and enables them to continue to build on meta-skills knowledge and understanding at the next stage of their study as new skills and topics are introduced. This ensures students attain the necessary skills to move into employment.

At HNC level delivery is embedded and learners are given autonomy around skills development and assessment of their existing skills. Learners complete the SDS skills profiler three times a year to chart progress. Learners are initially encouraged to recognise meta-skills in each other before identifying their own.

Meta-skills resources (SQA Academy) are utilised, and staff have received the SQA training designed for Next Generation pilot centres. Within learning and teaching sessions, learners continuously use and reflect on meta-skills development which is integrated into all assessments whereby learners reflect directly on meta-skills used.

Both curriculum teams will continue this collaborative working to expand this provision throughout academic session 2024/25 with a view to sharing this best practice across other teams.

Community Partnership

South Lanarkshire College recently partnered with EKin (an organisation established in 2023, which aims to welcome, connect, and support new migrants in the East Kilbride area) to make a donation after the Learning Development Curriculum Manager along with her students studying on the Skills for Employment course discovered the organisation on social media and reached out to help.

When the Skills for Employment students who manage the College Way Market (a second-hand shop on campus where students can access donated clothing for free) learned about EKin and the struggles new migrants faced in accessing appropriate clothing and footwear, they were eager to help.

The College Way Market supports South Lanarkshire College students by offering free clothing for everyday college attire and smart workwear for job interviews. This initiative has evolved into a full-time on-campus shop, offering students access to free clothing daily, making it an ideal way for the College to assist EKin. Our enthusiastic students and lecturers worked together to sort and clean donations for EKin members. These were shared with visitors to the monthly café run by EKin who were delighted to receive the goods.

In addition, after meeting with the organisation, it became apparent that EKin also needed IT equipment and learning materials to address digital poverty and support learning, as well as to facilitate their visitors' communication with friends and family. Supported by the Head of MIS and IT the College was able to donate 15 recycled laptops to back this initiative. Moving forward, the College will continue to work in partnership with the organisation to support the delivery of ESOL classes to their visitors.

SkillBuild: South Lanarkshire College was well represented at the recent SkillBuild competition held at Edinburgh College. Staff were extremely pleased with the students' efforts with those eligible going forward to the national heats later in the year.
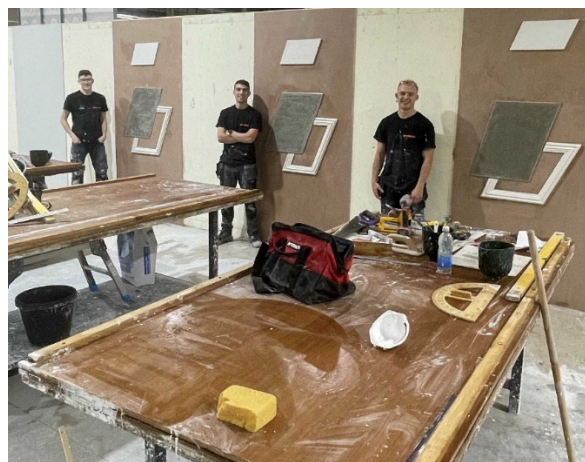
Plastering awards; Aidan Freil gained a first place whilst Gary Newlands achieved second place. For Roof Slating and Tiling; Aiden Phee achieved a third place despite fierce competition from other training providers.

NQ Examination 2024 Diet Results:

Grade	Higher English	Nat 5 ESOL	Nat 5 App Maths
A	4	13	6
B	5	7	1
C	8	3	2
D	1	1	2
NO AWARD	0	0	0
Total	18	24	11

Staff Good news

- Kelly MacKenzie, lecturer in Care, has successfully written and published the abstract "Dare to care: Why being care aware matters in further and higher education".

- Dr Scott Kennedy, lecturer in Law and Police Studies has written, published and presented the abstract "Post Covid-19 barriers to education for individuals from a widening access background: An FE practitioner's perspective"

- Joanne Warwick, Curriculum Manager, has been successfully appointed to the Board of Developing the Young Workforce (DYW).

LEARNING, TEACHING & STUDENT EXPERIENCE COMMITTEE

DATE:	28 August 2024
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: • note student engagement in the College's student voice and self-evaluation processes; • note the planned development of the self-evaluation processes in response to national requirements; • note the Quality Audit Group activity; • note the qualification approval update; • note the summary of external quality assurance activity; • note the work undertaken to support external examinations; • note the quality team's continued engagement with external and internal partners; and • note the quality assurance and quality enhancement development activity.
RISK	• 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:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours

SUMMARY OF REPORT:	- Student voice remains central to the College's self-evaluation process, and work in underway to enhance engagement. - Evaluation processes will be further developed in response to SFC & QAA requirements. - The Quality Audit Group concluded the planned annual programme. - Qualification approval activity for 2023-24, supported curriculum enhancement. - External qualification verification and quality assurance activity for 2023-24 has not fully concluded. - External examination activity concluded successfully. - 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 systems and processes have been updated as per college's Quality Enhancement Plan.

1. INTRODUCTION

1.1 This paper seeks to provide members with an update on self-evaluation, quality enhancement and quality assurance activity for 2023-24.

2 STUDENT VOICE AND COURSE EVALUATION

2.1 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.

2.2 The SFC state that colleges should aim to achieve a target response rate of at least 50% for full-time and part-time provision. Overall, the survey returned 1089/2644 respondents.

2.3 Student engagement with the survey was an area of development noted by Education Scotland in the Annual Engagement Visit, March 2023*, "The participation rate for the SFC Student Satisfaction and Engagement Survey (SSES) is lower than the sector norm. Satisfaction rates from learners who responded are below the sector norm*". This was in response to the published data from 2021-22.

2.4 Returns improved, as evidenced in the published 2022-23 data however, the improvement was not fully sustained in 2023-24. For 2023-24 the response rates were 49.2% FE FT, and 42.9% for HEFT, which was lower than the 2022-23 data which returned 59.0% and 45.3% respectively.

2.5 The College-wide action to achieve a minimum of 50% response remains in the Quality Enhancement Plan.

2.6 *Table 1: SFC SSES 2023-24 Returns with 2022-23 Comparison*

Mode	Returns	%Yield National 2022-23	%Yield SLC 2022-23	%Yield SLC 2023-24	%Yield SLC Comparison
FE FT	488/992	58.9	59.0	49.2	-9.8
FE PT	320/911	26.9	19.9	35.1	+15.2
HE FT	216/503	48.8	45.5	42.9	-2.6
HE PT	65/238	22.5	44.4	27.3	-17.1

2.7 The %satisfaction levels have remained relatively consistent over the last 3 academic years. With early indicators that satisfaction level across FE PT, HE FT & HE PT may be below the national averages, with FE FT comparable with the national average.

2.8 *Table 1: SFC SSES 2023-24 Satisfaction with 2022-23 Comparison*

Mode	Returns	%Satisfaction National 2022-23	%Satisfaction SLC 2022-23	%Satisfaction SLC 2023-24	%Satisfaction SLC Comparison
FE FT	488/992	95	89	89	=
FE PT	320/911	96	88	89	+1
HE FT	216/503	89	83	82	-1
HE PT	65/238	92	89	98	+9

2.9 Early indicators show a consistent level of overall student satisfaction for FE FT, FE PT and HE FT.

2.10 HE PT indicates an increase in satisfaction of 9%.

2.11 Quality continued to provide direct support, advice and guidance to Class Representatives via the *Class Reps. 2023-24* Teams page.

2.12 On the 30th July, the Quality Team met with the incumbent Student Association President, Vice President and the Depute Head of Student Services, to discuss Quality – Student Voice in Partnership. Plans to enhance and promote student voice mechanisms and the processes for 2024-25 were outlined, and a programme of co-development/information sharing sessions were agreed, subject to timetabling.

3   COURSE TEAM AND CURRICULUM SELF-EVALUATION

3.1 In response to the on-going national *EIS-FELA Action Short of Strike Action*, the Learning, Teaching and Student Experience members agreed to delay the end of year 2023-24 Performance Reviews, which were scheduled for June 2024.

3.2 The activity plan will be reviewed and further developed for 2024-25, in response to SFC and QAA requirements, published July 2024.

4   QUALITY AUDIT GROUP

4.1 The Quality Audit Group continued to make progress against the annual *Audit Programme 2023-24*.

4.2 *Table 2: Internal QAG Audits Completed in 2023-24*.

Internal Audit	Date	SLC Report Number	Actions/ Recommendations
EMA (1st Audit)	18/12/2024	01-2023/2024	0
EMA (2nd Audit)	03/04/2024	03-2023/2024	1
BPEC - pre-audit for ACS and Foundation programmes	29/04/2024	N/A	0
BPEC Level 5 Gas Installation & Maintenance SCQF 5	29/05/2024	N/A	12

4.3 The SLC reports have been presented to the Audit Committee. Actions are monitored and an update will be reported in due course.

5   QUALIFICATION APPROVAL ACTIVITY

5.1 Further enhancement of the curriculum was supported through 28 approval applications. This included the successful approval of 21 additional programmes, of which were 7 devolved approvals and 5 were re-accredited approvals. Including, hairdressing and beauty care, learning and development, hospitality, business and administration, health and social care, constriction crafts, counselling, and civil engineering. 7 applications to add additional units to existing programmes were successful.

5.2 Of the 28 successful applications, 12 were approved subject to actions. A detailed review of the actions will inform the Quality Audit Group's selection process for 2024-25.

5.3 There are an additional 10 approval applications currently in progress.

6   EXTERNAL VERIFICATION AND QUALITY ASSURANCE ACTIVITY

6.1 The College anticipated a total of 44 external quality assurance visits across 4 awarding bodies. One SQA activity was cancelled down in response to an update in the curriculum plan.

6.2 *Table 3: Summary of Planned Activity*

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 1st 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	1	1	0	0	1
Scottish Qualifications Authority (SQA)	39	19	19	0	0	19
Overall	**44**	**22**	**22**	**0**	**0**	**22**

6.3 As on 12th August 2024, 22/44 activities had yet to be completed. Certification of awards associated with the outstanding activities is on a soft-hold at SQA, and City and Guilds have withdrawn Direct Claim Status for the awards. Certification and Direct Claim Status will be reinstated once compliant verification activity is concluded.

6.4 Fourteen good practices and 6 recommendations were identified. Themes included; clear use of photographic evidence, good documentation and use of Teams, and IT systems.

6.5 An annual review of Good Practice and Recommendations will be conducted on completion of the 2023-24 activities.

7   EXTERNAL EXAMINATIONS

7.1 The SQA National Qualification examinations diet for 2024 concluded successfully. For Higher English 18/18 candidates attended the exam, 11/14 for National 5 Application of Mathematics and 24/24 for National 5 English for Speakers of Other Languages (ESOL).

7.2 *Table of National Results:*

Grade	Higher English	Nat 5 ESOL	Nat 5 App Maths
A	4	13	6
B	5	7	1
C	8	3	2
D	1	1	2
NO AWARD	0	0	0
Total	18	24	11

7.3 The College's Examination Officer and the SQA Chief Invigilator co-ordinated the activities, with no incidents to report.

7.4 The Examinations Officer submitted all assessment arrangement requirements, and all provision for support was in place prior to the examinations.

7.5 The College was opened on a planned holiday, the 24th May 2024, to support the SQA National 5 ESOL Examination.

7.6 As on 14th August 2024, 0 Priority Appeals have been logged on SQA Navigator, and 1 Non-Priority Appeal. The deadline for Non-Priority Appeals submission is 27th August 2024.

7.7 Thirteen UWS Bachelor of Accountancy degree programme examinations took place throughout 2023-2024.

8 KEY ENGAGEMENTS WITH INTERNAL AND EXTERNAL PARTNERS

8.1 Quality continues to participate across a range of national fora, including: the College Development Network (CDN) Quality Development Network, CDN Quality Steering Group and College Quality Forum.

8.2 From August 2024, the Curriculum Manager: Quality will be 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. There was limited activity in the CMs forum over 2023-24, plans are underway to re-engage over 2024-25; an update briefing was held on 9th August 2024. Cross-college working groups, however, continued to focus on key developments, such as the IV System development, see 9.3.

8.4 Internal and external qualification verification processes to support the HN Next Gen HNC Childhood Practice pilot project are on-going. An Internal Quality Assurance (IQA) Panel will convene to quality assure the grading process. The IQA Panel has been delayed due to *EIS-FELA Action Short of Strike Action*.

9 QUALITY ASSURANCE AND QUALITY ENHANCEMENT SYSTEMS AND PROCESS UPDATES

9.1 There is a planned expansion of Master Folder share-point site, for 2024-25. With a refreshed approach and materials designed to optimise the interconnectedness of Office 365-based systems. Thus, reducing duplication and administration.

9.2 The Professional Discussion on Learning and Teaching (PDLT) process is a well-established process promoting enhancement in learning, teaching and assessment. PDLT is being refreshed for 2024-25, including new membership, leaner administrative processes and a more efficient approach to analysis, supported via Microsoft Forms, *Annex 1*. The first meeting of the session is planned for 22nd August 2024.

9.3 The IV system was further developed. The Quality Forum Cross-College Working Group produced a series of enhancement actions, which our in-house Systems Developer translated into the refreshed system, which is now live. A new IV System User Guide was published on the *SLC Quality Hub*, in advance of the 2024-25 academic session. A series of training and development sessions are on offer over August and September 2024. All recommendations from the paper submitted to SLT, in September 2023, have been actioned. This activity also concludes the 2023 SQA Systems Verification and the Henderson Logie Internal Verification Audit activity.

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 student engagement in the College's student voice and self-evaluation processes;
- note the planned development of the self-evaluation processes in response to national requirements;
- note the Quality Audit Group activity;
- note the qualification approval update;
- note the summary of external quality assurance activity;
- note the work undertaken to support external examinations;
- note the quality team's continued engagement with external and internal partners; and
- note the quality assurance and quality enhancement development activity.

Professional Discussion on Learning & Teaching (PDLT) - Process Flow Chart

Step 1	Step 2	Step 3
PDLT Planning/ Review of Matrix – CM: Quality	PDLT Selections – CM: Quality	Assign PDLT Reviewer – CM: Quality

Step 4	Step 5	Step 6
Initial Contact & Sign-posting – PDLT Reviewer	Observation Planning – PDLT Reviewer	Lesson Observation – PDLT Reviewer

Step 7	Step 8	Step 9
Review of Student Feedback – PDLT Reviewer/Lecturer	Professional Discussion – PDLT Reviewer/Lecturer	Forms Submission – PDLT Reviewer

Step 10	Step 11	Step 12
Anonymised Thematic Review – Quality Team	Report Thematics to LTSE, SLT/CQD – CM: Quality	Thematic Staff Development Sessions – Quality Team/HR

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	28 August 2024
TITLE OF REPORT	Education Scotland Annual Engagement Report
REFERENCE	Agenda Item 08
AUTHOR AND CONTACT DETAILS	Angela Pignatelli angela.pignatelli@slc.ac.uk
PURPOSE:	To provide members with an update of the findings of the Education Scotland May 2024 Annual Engagement Visit.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: • note the content of the report and the implications for the College and the student experience.
RISK	• that the areas for development identified are not actioned resulting in an unsatisfactory report on next visit.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The report findings give a grading of 'satisfactory' to the college; • There are no main points for actions identified from the visit; • The highlights the positive practice and aspects for improvement across the college; • The areas of positive progress include: Key performance indicators, Quality Indicator (QI) 3.2 Equity, Attainment and achievement for all learners; QI 1.2 Approaches to assuring and enhancing the quality of learning and teaching including professional updating; QI 2.3 Learning teaching and assessment; QI 1.2 learners leading learning; QI 1.4 Evaluation leading to improvement. • The areas for development include: A strategic and consistent approach to tracking and monitoring Meta Skills within college programmes; Learner representatives requiring sufficient training to undertake their role effectively and strengthening engagement levels in participation in the Scottish Funding Council (SFC) Student Satisfaction and Engagement Survey.

1. INTRODUCTION

1.1 The Education Scotland Annual Engagement Visit took place on 14 and 15 May 2024. The College lead His Majesty's Inspector of Education (HMIe), Sarah Halliwell and the HMIe team held a series of twelve meetings with curriculum staff, support staff, the student association, student representative and students, focussing on the progress made to date on improvement priorities and previous engagement outcomes.

2 BACKGROUND

2.1 The Annual Engagement 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.

2.2 The team also reviewed progress against actions identified in the college 2022-2023 review.

3 DISCUSSION

3.1 Within the report, there's a recognition and understanding of significant progress made across the key themes.

3.2 There are no main points for action.

3.3 A number of notable positive elements have been framed:

3.3.1 There is a recognition of significant progress across a number of aspects of the college key performance indicators (KPIs);

3.3.2 There 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;

3.3.3 There are 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;

3.3.4 There are 8 areas of positive progress identified against Quality Indicator 2.3 Learning, teaching and assessment and no areas for development identified;

3.3.5 There are 5 areas of positive progress identified against Quality Indicator 1.2 Learners leading learning and no areas for development identified;

3.3.6 There are 3 areas of positive progress identified against Quality Indicator 1.4 Evaluation leading to improvement and 1 area for development identified.

3.4 The College has made appropriate progress from 2022 – 23 session.

3.5 **Recommendations**

The College should:

3.5.1 Take steps to ensure meta skills are tracked and monitored across all curriculum areas;

3.5.2 Strengthen the participation rates in the Scottish Funding Council Student Satisfaction and Engagement Survey;

3.5.3 Ensure student representatives undertake sufficient training to enable them in their role.

4   EQUALITIES

4.1 There are no new 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 college does not demonstrate satisfactory progress against the HM Inspection improvement priorities and recommendations, which may result in a poor review visit and poorer student experience.

6   RECOMMENDATIONS

Members are asked to:
- note the progress made from 2022 - 2023 academic session;
- note the content of the report, the areas for development and the implications for the College and the student experience.

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

DATE	28 August 2024
TITLE OF REPORT	Performance Indicators 2022 to 2023
REFERENCE	Agenda Item 09
AUTHOR AND CONTACT DETAILS	Angela Pignatelli angela.pignatelli@slc.ac.uk
PURPOSE:	To provide members with an update on the officially published Benchmarked Performance Indicator (PI) data for Academic Year (AY) 2022 – 2023 https://www.sfc.ac.uk/publications/college-performance-indicators-2022-23/#top
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: • Attainment rates for HE PT; • Partial Success rates for HE FT and HE PT; • Withdrawal rates for HE PT; and • around the experience of those students in the key groups of disability, care experienced and ethnic minority to improve success.
RISK	• Attainment rates for Higher Education Part-Time (HE PT) have declined requiring action planning; • Partial Success rates have increased for HE FT and HE PT requiring action planning; • Withdrawal rates for HE PT have increased requiring action planning.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The Scottish Funding Council (SFC) have published the Performance Indicators for colleges in Scotland following updating of student outcomes after Further Education Statistics (FES) closure taking account of the late resulting of some student outcomes due to the lecturer Action Short of Strike (ASOS) in AY 2022-2023.

1. INTRODUCTION

1.1. This paper provides an analysis of the officially published SFC Performance Indicators for the academic Year (AY) 2022 – 2023 https://www.sfc.ac.uk/publications/college-performance-indicators-2022-23/#top

2 2022 - 2023 FINAL PERFORMANCE INDICATORS

2.1 The Scottish Funding Council (SFC) have issued the college with the performance indicators following any updating of student outcomes after FES closure to take account of the late resulting of some student outcomes due to the lecturer Action Short of Strike (ASOS) in AY 2022-2023.

3 OPERATING CONTEXT

3.1 The Academic Year 2022 – 2023 was the most stable year, post-Covid, in terms of student recruitment and continuity of learning, teaching and assessment for students at the College. The legacy of Covid is still felt and requires adaptations to approaches in supporting students' learning and heightened mechanisms in relation to the support services offered to students at the college.

3.2 The Annual Engagement Visit by Education Scotland in AY 2022-2023 indicated that students felt valued and supported, curriculum design was robust and improvements and flexibility were driven in curriculum areas. There were no main points for action identified.

3.3 The high-quality learning and teaching in operation, coupled with improvements to support services, has led to some marked improvements from the previous academic year as illustrated below.

4 PERFORMANCE INDICATOR DATA ANALYSIS

4.1Table 1: Summary of National Performance Indicators filtered on full time further education (FT/FE):

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
Lews 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**

4.1.1   The College sits in third position at a national level for the FE FT provision delivered. Given the volume of FE FT students (1105) and the comparative scale of the college, this is a significant achievement to be commended.

4.1.2   The College sits in tenth position for FE PT provision success; sixth position for HE FT provision and fourteenth position for HE PT provision. Action planning will take place to increase the success levels for these cohorts of students.

4.2Table 2: Summary of SLC Performance Indicators 2022-2023

Mode	No. Completed Successful	%	Partial Success	%	Withdrawal	%	Total
FE FT	1,105	**72.8%**	153	10.1%	259	17.1%	1,517
FE PT	1,086	**82%**	127	9.6%	111	8.4%	1,324
HE FT	537	**68.3%**	103	13.1%	146	18.6%	786
HE PT	208	74%	43	15.3%	30	10.7%	281

*Key: Further Education Full Time (FE FT); Further Education Part Time (FE PT); Higher Education Full Time (HE FT); Higher Education Part Time (HEPT);

4.2 It is to be noted that the FE FT completed successful is 9.2% above the Scottish average; FE PT completed successful is 4.7% above the national average and HE FT successful completed is 2.5% above the national average.

4.3 It is to be noted that the HE PT completed successful, however, is 4.6% below the national average. Action planning for improvement will take place for the college HE PT small cohort.

4.4 It is to be noted that internally, the college attainment rates for FE FT have significantly improved by 12% from 2021-22;
Attainment rates for FE PT have significantly improved by 8.1% from 2021-22;
Attainment rates for HE FT have slightly reduced by 0.4% from 2021-22; and
Attainment rates for HE PT have significantly reduced by 6.4% from 2021-22.

4.4.1   The decline in HE FT and HE PT has been identified as being due to upskilling courses within the Health & Social Care and Life Sciences curriculum areas. Action has already been taken with the removal of these courses form the curriculum portfolio for 2023 to 2024.

4.4.2   In session 2022 to 2023, Higher Education (HE) provision on a full-time (FT) basis accounted for 14% of our overall college activity with HE PT equating to only 5% of our overall activity.

4.5 Partial Success rates for FE FT have significantly improved by 9.3% from 2021-22;
Partial Success rates for FE PT have significantly improved by 5.4% from 2021-22;
Partial Success rates for HE FT have increased by 3.4% from 2021-22; and
Partial Success rates for HE PT have increased by 2.2% from 2021-22;

4.6 Withdrawal rates for FE FT have improved by 2.8% from 2021-22;
Withdrawal rates for FE PT have improved by 2.6% from 2021-22;

Withdrawal rates for HE FT have improved by 2.9% from 2021-22; and
Withdrawal rates for HE PT have significantly increased by 4.2% from 2021-22;

4.7 Action planning is required for:
- Attainment rates for HE PT;
- Partial Success rates for HE FT and HE PT;
- Withdrawal rates for HE PT.

4.8 The college offers provision to students of all ages with the following ages, in particular, completing their courses successfully:
- 706 students on courses lasting 160hrs or more aged under 18yrs completed successfully at 71.5%, which is 1.6% above 2021/22 levels;
- 379 students on courses lasting 160hrs or more aged between 21-24yrs completed successfully at 76.4%, which is 3.4% above 2021/22 levels;
- 564 students on courses lasting 160hrs or more aged between 25yrs-40yrs completed successfully at 72.8% which is 0.3% below 2021/22 levels.

4.9 On FE course lasting more than 160hrs, males achieved more than their female counterparts by 8.9%.

4.10 On HE courses lasting more than 160hrs, females achieve more than their male counterparts by 3.2%.

4.11 The extensive additional support provided by teams for groups of students facing the greatest barriers to learning has had positive impact with:
- 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.

4.12 Further analysis and action planning is required around the experience of those students in the key groups of disability, care experienced and ethnic minority to improve success.

4.13 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 GTCS to date.

4.14 The College is proud to serve the needs of the local community and continues to demonstrate that its student-centred approach enables students to receive high quality learning and teaching enabling students to progress into their chosen destination.

4.15 Find out more about College performance visit Scottish Funding Council

5   EQUALITIES

5.1 There are matters arising in the analysis of the decreased achievement levels within the college ethnic minority, disabilities and care experienced groups of students which will be analysed, and action planned, at the curriculum progress reviews.

6   RISK AND ASSURANCE

6.1 Attainment rates for Higher Education Part-Time (HE PT) have declined requiring action planning;
6.2 Partial Success rates have increased for HE FT and HE PT requiring action planning; and
6.3 Withdrawal rates for HE PT have increased requiring action planning**.**

7   COMMUNICATIONS

7.1 The college will publish the above brief context and analysis statements above to the internet with links to full data sets.

RECOMMENDATIONS

Members are to note the areas requiring action planning;

- Attainment rates for HE PT;

- Partial Success rates for HE FT and HE PT;

- Withdrawal rates for HE PT; and

- around the experience of those students in the key groups of disability, care experienced and ethnic minority to improve success.

Learning Teaching and the Student Experience Committee

DATE	28 August 2024
TITLE OF REPORT	Tertiary Quality Enhancement Framework https://www.sfc.ac.uk/publications/sfc-guidance-on-quality-for-colleges-and-universities-2024-25-to-2030-31/
REFERENCE	Agenda Item 10
AUTHOR AND CONTACT DETAILS	Angela Pignatelli angela.pignatelli@slc.ac.uk
PURPOSE:	To provide members with an update on the national changes being implemented by the Scottish Funding Council (SFC) to the quality assurance, enhancement and review process across Scotland's colleges and universities.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: note the content of the report and the implications for the College and the student experience.
RISK	- that the changes proposed and being implemented by the Quality Assurance Agency (QAA) may need refined/changed to meet the specific needs of the college sector in this initial year; - that the timelines proposed by QAA may need refined/changed in this initial year of implementation.
RELEVANT STRATEGIC AIM:	- Successful Students - The Highest Quality Education and Support - Sustainable Behaviours
SUMMARY OF REPORT:	- The report outlines the new approach to quality assurance and review within the newly defined 'tertiary sector'; - The Tertiary Quality Enhancement Framework (TQEF) to be followed by all colleges; - The principles of the TQEF including delivery mechanisms; - The Tertiary Quality Enhancement Review (TQER) and peer led review model; - The Institution-led quality review (ILQR)

1. INTRODUCTION

1.1 The Scottish Funding Council (SFC) have engaged the services of the Quality Assurance Agency (QAA) to lead on the reforms taking place nationally in relation to Quality assurance, review and enhancement.

1.2 The full report can be accessed here https://www.sfc.ac.uk/publications/sfc-guidance-on-quality-for-colleges-and-universities-2024-25-to-2030-31/

2 BACKGROUND

2.1 These reforms include the introduction of the one 'tertiary' sector which refers to all college and university education with the intention of a smoother and seamless journey for students.

2.2 The tertiary sector will, from November 2024, be involved in the same quality review process going forward and align to the same quality frameworks and reporting mechanisms.

2.3 Previous college quality processes and quality reporting mechanisms, including Regional Outcome Agreements (ROAs), Education Scotland Annual Engagement Visits (AEVs), Progress Visits (PVs) and How Good is Our College Framework (HGIOC) will be replaced by the principles, frameworks and reporting mechanisms outlined in the report by QAA.

2.4 The status and role of Education Scotland remains in abeyance with further clarification expected, as outlined in this report in page 19.

2.5 The first reporting using the new Tertiary Quality Enhancement Framework will be a self-evaluation and action plan (SEAP) submission in November 2024

3 DISCUSSION

3.1 *Table 1: The Principles of Scotland's Tertiary Quality Enhancement Framework*

3.2 Covering six overarching principles, the new Principles of the TQEF has students at the heart with the majority of the principles requiring self-reflection and review of both curriculum activity and support services activity.

3.3 *Table 2: Scotland's Tertiary Quality Enhancement Framework (TQEF)*

Scotland's Tertiary Quality Enhancement Framework (TQEF)
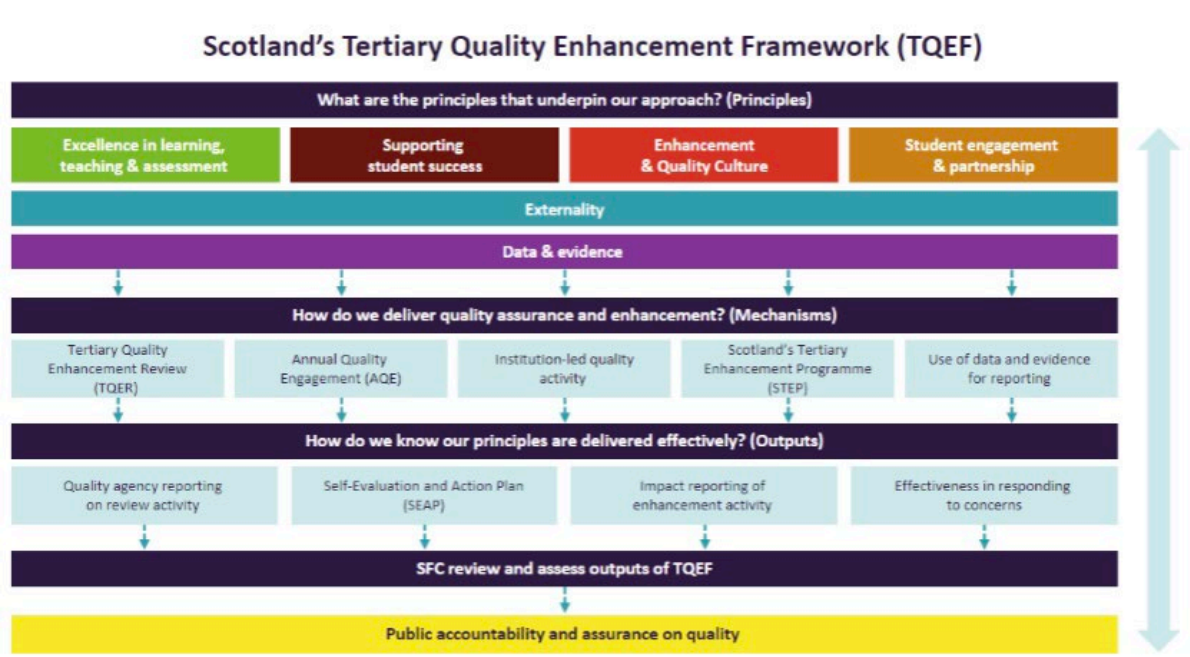
3.3.1   The impact for the College is to ensure that all departments review their effectiveness in a robust, consistent, standardised manner, and regularly.

3.3.2   This new, whole college, approach to review has been termed "The SLC Way".

3.3.3   The SLC Way has been launched at the 13 August All Staff Conference with further detailed information at the 15 August All Staff Development Day.

3.3.4   The SLC Way document is hosted on the college Quality Portal. It outlines the new approach to review and evaluation at the college and includes hyperlinks to the current proformas, templates, guidance, support notes and new information. Hosted on the Quality Hub portal for staff and included in Annex 1.

3.4 Regular contact, tracking and monitoring will take place with all teams in the college to ensure staff are supported throughout this change process.

4   EQUALITIES

4.1 There are no new 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 changes proposed, and being implemented, by the Quality Assurance Agency (QAA) may need refined/changed to meet the specific needs of the college sector in this initial year;

5.2 the timelines proposed by QAA may need refined/changed in this initial year of implementation.

6   RECOMMENDATIONS

Members are asked to:
- note the content of the report and the implications for the College and the student experience.

Annex 1

The SLC Way

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

DATE	28 August 2024
TITLE OF REPORT	Developing the Young Workforce
REFERENCE	Agenda Item 11
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: • note the updates on retention and achievement for all senior phase activity delivered in 2023/24 • note the contents of this report which include updates on all senior phase activity being offered at the College for 2024/2025.
RISK	• 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:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• GradU8 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 baring 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	Enrol	Ret	Ach	GradU8	Enrol	Ret	Ach	GradU8	Plan Enrol
Beauty	27	100%	82%	Beauty	17	94%	94%	Beauty	16
					15	100%	100%		16
Early Years & Childcare	35	86%	86%	Early Years & Childcare	12	100%	100%	EECC	16
					18	78%	78%		16
Hair & Barbering	36	92%	92%	Hair & Barbering	15	100%	100%	Hair	16
					16	100%	100%		16
Health & Social Care	26	100%	81%	Health & Social Care	13	100 %	81%	HSC	16
					14	100%	100%		16
Make-Up				Make-Up	14	100%	100%	Make-Up	16
					15	100%	100%	-	16
NA				NA				Horticulture	16
									16
NA				NA				Travel & Tour	16
									16
Uniform ES	44	93%	75%	Uniform ES	11	55%	55%	U&ES	16
					18	83%	83%		16
					13	100%	100%		
Digital Media				Digital Media	9	78%	78%	Digital Media	16
					7	100%	100%	-	16
Hospitality	16	100%	69%	Hospitality	4	0%	0%	Hosp	14
					13	69%	69%		14
Construction	27	100%	85%	Construction	16	100%	100%	Cons	14
					12	100%	100%		14
Total	211	96 %	81%	Total	252	87%	86%	Total	344

2.2 In the GradU8 pathway programmes 344 enrolments are planned across 22 cohorts for academic session 2024/25. This is a significant increase on the previous year and if numbers are realised enrolments will be up by 92 on the previous year.

2.3 In addition, two new subjects have been introduced this session: Horticulture and Travel and Tourism demonstrating the College's ongoing ability to respond to changes in labour market trends and demand.

2.4 Overall retention for academic session 2023/24 is 87%, which is 9% down on the previous year. Anticipated achievement is sitting at 86% which is 5% better than the previous year.

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 16 pupils from St Ninians High School to complete the second year of the NPA Playworker course. 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 received a guaranteed interview to a college course.

4.3 *Table 2: Winter Leavers Programme retention and achievement*

Course	2021/2022			2022/2023			2023/2024		
	Enrol	Ret	Achieved	Enrolled	Ret	Achieved	enrol	ret	Achieve
Creative winter	16	7	(6) 37%	NA	NA	NA	12	12	(4) 33%
Construction winter	NA	NA	NA	13	13	(9) 69%	12	12	(2) 16%
Total	16	7	37%	13	13	69%	24	24	49%

4.4 Both winter leavers programmes ran in 2023/24 and recruited a total of 24 pupils. Overall retention was 100%, however overall achievement was low at 49%.

4.5 *Table 3: Summer Leavers Programme retention and achievement*

Course	2021/2022			2022/2023			2023/2024		
	Enrol	Ret	Achieve	Enrolled	Ret	Achieve	Enrolled	Ret	Achieve
Creative Summer	19	15	63%	13	9	15%	11	11	100%
Cons Summer	NA	NA	NA	14	11	71%	12	12	100%
Total	19	79%	63%	27	74%	43%	23	23	100%

4.6 In 2023/24 recruitment for both summer leavers programmes was down slightly on the previous session however, retention has remained at 100% with anticipated achievement expected to be 100% and if realised, will be an increase of 57% on the previous session.

4.7 Winter and Summer leaver programmes have been planned for this academic session however, they will only run if a minimum number of 15 pupils per cohort has been reached.

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 bearing FAs 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 Programme 2023/24 retention and achievement*

	2021/22		2022/23			23/24			
Foundation Apprenticeships	**Act**		**FAs**	**Enr**	**Ach**	**FAs**	**Actual Enrol**	**Ret**	**Ach**
Accounting									
Accounting Returners	4	75%	Accounting Returners	n/a		Accountancy 1 year	14	(9) 64%	(4)29%
Business Skills									
Business Skills 1 year programme	3	100%	Business Skills 1 year programme	13	100%	Business Skills 1 year programme	5	(4) 80%	80%
Business Skills 2-year programme	5	80%	Business Skills 2-year programme			Business Skills 2-year programme	7	(5)71%	(4)57%
Business Skills Returners	9	100%	Business Skills Returners	3	100%	Business Skills Returners	NA	NA	NA
Creative and Digital Media									
Creative & Digital Media 2-year programme	14	92%	Creative & Digital Media 2-year programme	17	94%	Creative & Digital Media 2-year programme	19	100%	100%
			CDM returners	10	100%	CDM return	12	(11) 92%	92%
Children and Young People									
Children & Young People 1 year programme in college	11	90%	Children & Young People 1 year	13	69%	Children & Young People 1 year	18	(16) 89%	89%
CYP 1 Year	12	100%	NA		NA	NA	NA	NA	
Children & Young People 2-year hub	16	71%	Children & Young People 2yr	14	64%	CYP 2-year programme	18	(18)100%	100%
CYP 2 year	15	100%	CYP 2-year programme	13	76%	CYP 2-year programme	12	(10) 83%	83%

2021/22			2022/23			23/24			
CYP 2 year	12	83%	NA			NA		NA	
Children & Young People Returners	14	78%	Children & Young People Returners	13	84%	Children & Young People Returners	15	(10) 67%	67%
CYP Returners	15	80%	CYP returners	12	100%	NA		NA	
Healthcare									
Healthcare 1 year programme in college	14	92%	HealthCare 1 year programme in college	12	83%	HealthCare 1 year programme in college	13	100%	100%
HealthCare 2-year programme in hubs	20	85%	HealthCare 2-year programme in hub	16	81%	HealthCare 2-year programme	12	100%	100%
							11	(10) 91%	91%
HealthCare Returners	11	81%	HealthCare Returners	10	100%	HealthCare Returners	8	100%	100%
IT Software 2 year				n/a					
						IT Software 2 year	13	(11) 85%	85%
Total	**175**	**87%**	**Total**	**146**	**87%**	**Total**	**176**	**88%**	**85%**

5.4   Enrolment numbers went up by 30 on the previous year in 2023/24. Retention is sitting at 88% with anticipated achievement sitting at 85% which will be 2% less than the previous year.

5.5   *Table 5: Completers and Achievers 2023/24*

Award Achieved	No of Students	Percentage
Achieved full FA	64	91%
Pending (Expected full FA)	4	6%
Partial FA achieved	2	3%
Total	**70**	**100%**
Anticipated Full Qualification	**68**	**97%**

5.6   *Table 6: 2023/24 Destinations- achieved and expected*

Destination	No of Students	Percentage
College	41	59%
University	21	30%
Modern Apprenticeship (MAs)	7	10%
Employment	1	1%
Anticipated Positive Destination rate	**70**	**100%**

- All job outcomes including MAs are confirmed starts.
- All FE/HE have secured conditional or unconditional offers.

5.7   Table 7: Foundation Apprenticeship Planned enrolment numbers for 2024/25

Framework	Returners	1 year	2 year	Total
Accountancy	7		12	19
2 year	7		12	19
Business Skills	5	6		11
1 year		6		6
2 year	5			5
Creative and Digital Media	19	9	13	41
1 year		9		9
2 year	19		13	32
IT Software Development	10			10
2 year	10			10
Social Services & Healthcare	19	13	15	47
1 year		13		13
2 year	19		15	34
Social Services Children & Young People	27	12	29	68
1 year		12		12
2 year	27		29	56
Grand Total	87	40	69	196

5.8   This year the College will deliver a total of six Foundation Apprenticeship frameworks across fourteen class groups: Accountancy (two-year option), 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).

5.9   Planned enrolment numbers are up on the previous year by 20.

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
Sept	6:30-8:30pm	Pathway event	Calderglen High School	S3-S6	TBC
Sept	4:00-6:00pm	Careers Fayre	Braidhurst High School	S3-S4	TBC
Oct 24	9:30-2:30 pm	STEM Event	South Lanarkshire College	S2-S4	150
Oct 24	4:00-6:00pm	Careers Fayre	Williamwood High School	S3-S4	TBC
Nov 24	4:00 6:00pm	Pathway Evening	Eastwood High School	S3	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 retention and achievement for all senior phase activity delivered at the College in 2023/2024 and the planned activity for all senior phase activity for academic session 2024/25.

LEARNING, TEACHING AND STUDENT EXPERIENCE (LTSE) COMMITTEE

DATE:	14 August 2024
TITLE OF REPORT:	Marketing and Communications update
REFERENCE:	Agenda item 12
AUTHOR AND CONTACT DETAILS	Marie King, Marketing and Comms 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: • The success of the May Open Evening and ongoing social media strategies. • Launch of Keep Warm, #StartingSLC campaign. • Brand rollout. • Implementation of Commercial (FCR) section on website.
RISKS	• That there is negative press due to industrial action. • Applications for August 24 courses not meeting target due to a later launch date of February 24. • Funding cut of 4.7% to the sector that will require other sources of funding to be explored i.e. increase of Commercial course offering.
RELEVANT STRATEGIC AIM:	• Successful Students. • The Highest Quality Education and Support. • Sustainable Behaviours.
SUMMARY OF REPORT:	This paper includes: • College Event Information. • An increase in applications for August 24 start courses. • Update on August 24 Recruitment Campaign. • Social Media Summary. • Awards. • Positive News Stories.

1. INTRODUCTION

1.1 This report provides an overview of Marketing, Communications and Recruitment activity from mid-April to mid-August 2024. During this 4-month period the August recruitment campaign August Start and laterally Final Places message has remained a key priority.

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 4 MONTHS)

2.1   Highlights over the past three months include:

2.1..1   99 attendees at the Open Evening on 21 May 2024.

2.1..2   Ongoing promotion of August 2024 courses; and

2.1..3   The roll out and finalisation of the new brand.

3   ANALYSIS OF RECRUITMENT AND AUGUST 2024 APPLICATIONS

3.1   To date (9.8.24), the College has received a total of **5069** applications for August 2024 courses. This marks an increase of **156** applications compared to the previous year (**5069** vs. **4913**). These applications are divided into full-time and part-time programs, with **4079** for full-time courses (a decrease of **4** compared to the previous year) and **102** for part-time courses (an increase of **16**).

3.2   Recruitment continues to be a top priority for the Marketing 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 most recent Open Evening held on 21 May and course areas including Construction Management, Hospitality, Accounts, Childcare and Legal.

4   EVENTS

4.1   Since the last Committee Report in April 2024 there have been a variety of engaging events, including a College Local Innovation Centres (CLIC) stakeholder event on 17 May in City of Glasgow College and the 39th SNIPEF Scottish Plumbing Apprentice of the Year on 7 June, hosted at South Lanarkshire College. SLC also had a presence at Glasgow Pride on 20 July with representation from the SA and the College.

4.1..1   August start course Open Evening on 21 May (99 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
20 August 2024 August starts/Clearing Open Evening	School leavers, influencers, those looking to upskill, retrain and friends and family.	To showcase the campus and facilities and promote courses starting in August 2024.

9-11 September 2024 Freshers' Week	New SLC students.	Week of events providing a warm welcome to SLC life for new students.
30 October 2024 Volunteering Event	New SLC students.	Showcase event hosted by charities and third sector contacts – opportunity to sign explore volunteering opportunities.
12 November 2024 Graduation Class of 2024	Graduands, friends and families	To celebrate graduate success
14 November 2024 UCAS Event	SLC students.	Showcase event from universities – providing info study progression opportunities.

5   CAMPAIGN ACTIVITY

5.1 The following campaign plans (**with a focus on the Thinking College? Think #SLC message**) have taken place in the past 4 months to support recruitment and brand awareness:

5.1..1 Billboard advertising in East Kilbride – static and digital presence.

5.1..2 3-month 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 (21 May).

5.1..5 Capital Radio prime coverage (4.5 weeks during Jul/Aug); focusing on August course recruitment. iVan full day presence at TRNSMT on 12 July.

5.1..6 Banners updated to spread College key message around campus and East Kilbride; and

5.1..7 continued promotion of August 2024 start courses.

6   CAMPAIGNS – Keep Warm #StartingSLC

6.1 In response to recent discussions around reviewing and enhancing the comms that go out to potential and/or returning students, the **#StartingSLC** campaign has been reinstated.

6.2 This is with the aim of creating a better, more engaging, student experience from application, and interview, to becoming an offer holder, right through to starting at the College, maximising use of our branding and messaging.

6.3 Utilising the hashtag, **#StartingSLC**, with an overarching campaign concept of **"You got in!"** – see below for examples of how the campaign theme could be rolled out. This will be rolled out across a variety of platforms including email, social, video, postcard mailing and other collateral.
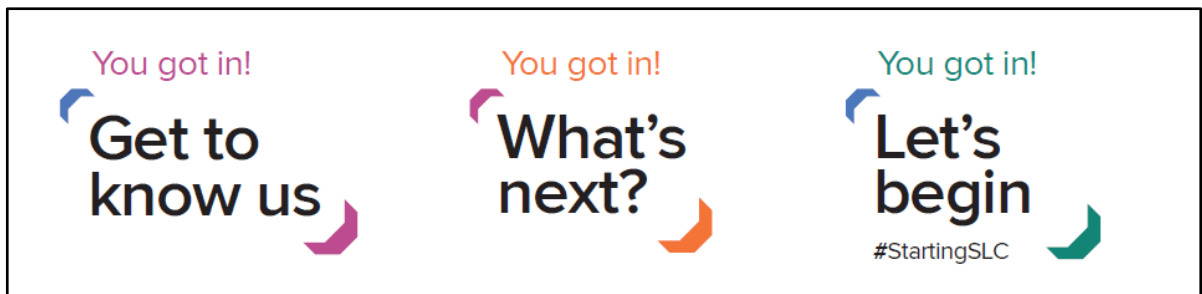
7 DIGITAL AND WEBSITE IMPROVEMENTS

7.1 As Google Universal Analytics (UA) data was due to be deleted from 1 July 2024, data was backed up to cover 2019-2023. The Marketing & Comms team have access to historical website, traffic, and campaign performances, as well as key visitor behaviour and conversion data.

7.2 An immediate priority is 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 new brand identity continues to be rolled out. This remains an ongoing priority for the team, ensuring the College is building a positive customer image and delivering clear, concise messaging linked to the College's vision and strategic aims.

8.2 The locked desktop and screensaver have now been updated across the College with a standardised email signature to follow.

8.3 Merchandise items, including pens, pencils, highlighters and notepads have also been updated.

8.4 The next notable items to be updated will include the large banner in the atrium and the ATM vinyls and externally, the lamppost flags and large display signs at the roundabout as you approach the College. The Marketing and Comms Manager will lead on this project, working in partnership with the Facilities Team.

8.5 There are also plans to review messaging on all large digital screens throughout the College to standardise both operational information/instructions and key messaging.

9 GRADUATION

9.1 The next Graduation date is planned for Tuesday 12 November 2024. The details of this celebration event may change depending on ongoing EIS-FELA rolling strike action.

10   STAKEHOLDER ENGAGEMENT

10.1 The date of the next Stakeholder communication is planned for Sep/Oct 2024.

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 Examples of some positive press coverage over the past few months include (please note articles are hyperlinked):

11.2..1 [South Lanarkshire College students excel at painting and decorating awards](#) **23 Apr**

11.2..2 [South Lanarkshire College Foundation marks 10 year anniversary](#) **10 May**

11.2..3 [Support staff at Lanarkshire Colleges vote to accept three year pay deal](#) **4 June**

11.2..4 [South Lanarkshire College link up with East Kilbride Integration Network](#) **13 June**

11.2..5 [First step in £1.2 million innovation centre plan for west of Scotland](#) **20 June**

11.2..6 [Glasgow Pride captured in 19 incredible pictures](#) **21 July**

11.2..7 [Airdre teen begins career in construction industry with Persimmon Homes West Scotland](#) **7 Aug**

12.3 There have been some instances of negative press at a national level.

11.3..1 [College failure caused years of pension overpayments](#) **26 June**

11.3..2 [College lecturers in Scotland could strike again over pay](#) **23 July**

12.4 There is potential for further negative press in relation to confirmed ongoing EIS-FELA rolling strike action. The Marketing and Communications team will continue to undertake horizon scanning on any negative PR and report this through the appropriate channels.

12.5 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.

12.6 Future projects that help raise the profile of the College include the continued involvement as part of the Innovate UK College Consortium, with South Lanarkshire College leading as a Centre for Sustainable Development.

13 SOCIAL MEDIA

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

13.2 **Facebook –** the Facebook page has had a reach (from posts, stories or ads) of over 123K. Content interactions is 2.6K and link clicks is 4K. Facebook reach is 79.5% higher when running paid social over organic.

13.3 **Instagram** – the Instagram account has had a reach of over 12.9K. The number of followers has increased by 16 taking the total to 2857. Instagram reach is 108.5% higher when running paid social over organic.

13.4 **Twitter** – access to any free analytics on this platform has now changed so we can only report on followers, which is now 3382 (an increase of 24 from the last report).

13.5 **Linkedin** – we have gained 148 new followers taking the total to 2399 and have achieved over 30.5k impressions.

13.6 **TikTok –** we currently have 322 followers and 681 likes.

13.7 Engagement continues to be consistently high across all platforms, driven by a variety of engaging content. Top performing organic posts include the return of the Friday review and round ups, feature on Nail Skill student, Claire's fabulous nail portfolio and No Wrong Path. Focused course recruitment posts, such as Travel and Tourism, HNC Police Criminal Justice and Emergency Services and Digital Admin and IT also received great engagement.

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

14 AWARDS

14.1 Five award entries were submitted for the next CDN College Awards 2024 – this year is the 25th Anniversary.

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 MISCELLANEOUS

16.1 South Lanarkshire College is taking part again in the #ChooseCollege digital campaign that launched on Monday 29 July. This national campaign highlights the importance of Scotland's colleges and encourages potential students to #ChooseCollege. The campaign will run for four weeks, concluding on Sunday 25th August.

17 KEY PRIORITIES

17.1 Some key priorities over the next 3 months include:
- Promotion of the College brand and courses to drive applications to places on January 2025 start courses.
- Fully launch Commercial Full Cost Recovery courses on the website.
- Enhance internal and external comms to get across good news stories to stakeholders.
- Newsletter of College activity to be sent to stakeholders.
- Ongoing improvement and development of the Keep Warm campaign for prospective students.
- Launch the College's first bespoke commercial brochure.
- Refinement and understanding in need for printed materials (e.g., prospectus).
- Better quality open evenings, which include tasters, to showcase the College curriculum offer.
- Continued engagement with curriculum teams; and Digital improvements on SEO and analytics tracking.

18 RISK

- That there is negative press due to ongoing industrial action.
- That there is further negative press due to the historic governance enquiry.
- That the College does not achieve recruitment targets.
- That there are challenges in meeting key targets due to current staffing resource.
- That there are challenges owing to 4.7% funding cut in the sector.

19 EQUALITIES

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

20 RECOMMENDATIONS

Members are recommended to note:

- the success of the May Open Evening and ongoing social media strategies.
- Launch of Keep Warm, #StartingSLC campaign.
- The Brand rollout.
- Implementation of Commercial (FCR) section on website.
- the marketing activity noted in this paper.

LEARNING TEACHING AND STUDENT EXPERIENCE COMMITTEE

DATE	28 August 2024
TITLE OF REPORT	Complaints Handling
REFERENCE	Agenda item 13
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide members with an overview of the complaints received by the College during Quarter 4 (1 May 2024 to 31 July 2024) and an update on the continuing governance of the complaints handling process.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: • the number of complaints received by the College within Quarter 4; • that all complaints received are logged and resolved within Scottish Public Service Ombudsman (SSPO) required; • there is a decrease in the number of complaints received in Quarter 4 from the previous year and • the College will publish it's 2023/2024 annual Complaints Performance Report in November 2024.
RISK	• That the College does not deal with complaints within the by the SSPO required time resulting in a poor experience for our learners and stakeholders.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• the number of complaints received within the 2023/2024 Quarter 4 is less than the same reporting period in the previous year; • the College complies with SPSO governance and • the annual Complaints Performance Report will be published in November 2024.

1. INTRODUCTION

1.1. This paper provides an overview of the complaints received during 20223/2024 Quarter 4 and the continuing governance of the complaints handling process.

2 DISCUSSION

2.1 All complaints received are logged with the Scottish Public Services Ombudsman (SSPO) and resolved by the required time.

2.2 Within Quarter 4 two complaints were received, and both were resolved at stage 1.

2.3 There is a decrease in the number of complaints received from 2022/2023 Quarter 4 when three complaints were received.

2.4 Lessons learned are recorded within the Complaint's Handling System and shared appropriately.

2.5 A questionnaire is sent to complainants after their complaint is closed, and the feedback received is noted and considered.

2.6 In accordance with SPSO guidelines, the College has a statutory obligation to publish an annual Complaints Performance Report. The 2023/2024 report will be published on the College website by November 2024 and will summarise and build on the quarterly reports, including:
- the number of complaints received;
- performance statistics;
- complaint trends and
- actions to improve.

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 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.

5 RECOMMENDATIONS

5.1 Members are recommended to note

5.1.1 the number of complaints received by the College within Quarter 4;

5.1.2 that all complaints received are logged and resolved within Scottish Public Service Ombudsman (SSPO) required;

5.1.3 there is a decrease in the number of complaints received in Quarter 4 from the previous year and

5.1.4 the College will publish it's 2023/2024 annual Complaints Performance Report in November 2024

ANNEX 1

Table 1 Summary of Quarter 4 Complaints Handling Report

Complaint Category	Complaints Received	Outcome of Complaint	Lessons Learned (what we can do better)
Customer Care			
Applications to Progression	2	2 not upheld	None identified
Course Related			
Services			
Facilities			
Other			

LEARNING TEACHING & STUDENT EXPERIENCE COMMITTEE

DATE	28th August 2024
TITLE OF REPORT	Learning Teaching & Student Experience Committee Remit
REFERENCE	Agenda item 18
AUTHOR AND CONTACT DETAILS	Peter Scott, Governance Professional Peter.Scott@slc.ac.uk
PURPOSE:	To request members to approve the updated Learning Teaching & Student Experience Committee Remit.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • Approve the draft Learning Teaching & Student Experience Committee Remit • Remit to the Board for approval
RISK	• That the College does not have up to date committee remits in place ensuring compliance with the Code of Good Governance for Scotland's Colleges.
RELEVANT STRATEGIC AIM:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The Learning Teaching & Student Experience Audit and Risk Draft Remit is presented for approval and includes areas such as composition and membership, the primary purpose of the committee and the minimum amount of times the committee should meet. Members are asked to review the full Remit as attached.

1. INTRODUCTION

1.1 The purpose of this paper is to provide an overview of the updated Learning Teaching & Student Experience Committee (formerly the Curriculum Quality & Development Committee) for the approval of all members. The full document is annexed to this report.

2 REMIT

2.1 The remit covers the composition and membership of the committee and highlights in particular that the Committee and its Chair will be appointed by the Board and will consist of no fewer than five members (including the Principal) – preferably with at least 50% of the membership being non-executive members as defined by the Code of Governance.

2.2 All decisions taken must be taken by a majority of non-executive members present and voting.

2.3 The Principal shall be a member but for voting purposes will be considered an executive member. The Chairing Member of the Board may also be a member and if so will be treated as a non-executive member.

3 PURPOSE

3.1 The purpose of the Learning Teaching & Student Experience Committee is to consider and direct the College's marketing & commercial strategy and oversee its continuing progression. The Committee also monitors the quality assurance processes across the College.

3.2 The Committee also considers strategic risks associated with the over-arching committee purpose and ensures that all risks identified are entered on the Risk Register.

3.3 The Committee should normally meet four times a year.

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. The Committee Remit has appropriate mechanisms of referral in place should matters relating to equalities be raised.

5 RISK

5.1 That the College does not have up to date committee remits in place ensuring compliance with the Code of Good Governance for Scotland's Colleges.

6 RECOMMENDATIONS

6.1.1 Members are recommended to approve the draft Learning Teaching & Student Experience Committee Remit and thereafter present same to the Board for approval.

SOUTH LANARKSHIRE COLLEGE (BOARD OF MANAGEMENT)

LEARNING TEACHING & STUDENT EXPERIENCE COMMITTEE

COMPOSITION AND MEMBERSHIP

The Board of Management will establish a Committee to the Board to be known as the Learning Teaching & Student Experience Committee.

The Committee and its Chair will be appointed by the Board. The Committee will meet four times per year. There shall be five members (this will include the Principal). A quorum shall be a minimum of three members of the Committee.

Committee membership should, preferably, comprise at least 50% of the membership as being non-executive members but all decisions must be taken with a non-executive majority of those present and voting. Where the Chairing Member of the Board is a member of the Committee then (s)he shall be considered to be a non-executive member as defined in Annex 1 of the Code of Governance

All Board Members shall be routinely invited to attend all committee meetings as shall a representative of the equivalent NCL Committee

PURPOSE

The Learning Teaching & Student Experience Committee considers and directs the College's marketing and commercial strategy and oversees its continuing progression. The Committee also monitors the quality assurance processes across the College.

It shall also be a requirement that this Committee consider at each meeting any strategic risk associated with the over-arching committee purpose and to ensure that all risks identified are duly entered on the Risk Register.

ALIGNMENT WITH STRATEGIC PRIORITIES

The Curriculum, Quality and Development Committee is aligned to the college's strategic priorities of:

- Successful Students
- Highest- Quality Education and Support
- Equalities – including both the protected characteristics as defined in the Equalities Act 2010, as it may be amended from time to time, and Equality of Opportunity for all irrespective of any adverse socio-economic factors

The role of this committee is to provide oversight and challenge regarding the progress the college is making against these priorities and in particular Equalities shall be a standing item on all Committee Agendas. .

TERMS OF REFERENCE

These Terms of Reference ensure that the Curriculum, Quality and Development Committee has specified authority and resources to form an opinion and to make recommendations and report to the Board.

PROCEEDINGS

The Committee should meet four times per year. The Assistant Principal responsible for Learning Teaching and the Student Experience shall normally attend and in addition d senior staff responsible for Curriculum, Developing the Young Workforce, Marketing and Quality may attend as specialist advisors.

DUTIES

The duties of the Committee shall include:

- Monitoring and advising on governance as it affects the terms of reference of the Committee.

- Advising on the development of, and reviewing and approving the college's marketing strategy Receiving strategic updates on matters concerned with College marketing, including an update on key marketing activities.

- Being advised of Developing the Young Workforce (DYW) activity within the College and reviewing progress.

- Being advised of International activity within the College, and reviewing progress.

- Being advised of, challenging and reviewing all quality and learning and teaching matters within the College.

- Being advised of, challenging and reviewing the self-evaluation process of the College and subsequent report.

- Being advised of, challenging and reviewing the College's curriculum portfolio to help ensure it is aligned with local, regional and national priorities.

- Being advised of, challenging and reviewing the College's performance indicators and considering recommendations for improvement.

- Ensuring that wherever practicable and appropriate the Committee works in partnership with New College Lanarkshire and Local Community Bodies to achieve the best learning outcomes for students and the most cost-effective use of resources.

REPORTING PROCEDURES

The Committee should direct the minutes and appropriate papers of its meetings to the Board of Management.

After approval, the Committee's Minutes and appropriate papers should be directed to the Regional Strategic Board and be published on the South Lanarkshire College website.

Effectiveness of the Committee

The Committee shall refer to the Code for Good Governance for Scotland's Colleges and:

- Perform an annual self-evaluation exercise

- Prepare an annual report for the Board of Management on the performance and duties undertaken by the Committee.