South Lanarkshire College East Kilbride

CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

NOTICE
There will be a meeting of the Curriculum, Quality and Development committee on 7 May at 1730 hours 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	KW
06	Curriculum and Quality Update	Yes	AP
07	Quality Update	Yes	LD
08	Education Scotland: College Sector Overview Report	Yes	AP
09	2022/23 Performance Indicators	Yes	AP
	Matters for Information		
10	Developing the Young Workforce Update	Yes	MS
11	Marketing and Communications Update	Yes	RH
12	Complaints Quarterly Report	Yes	WM
13	**Any Other Business**	No	JG
14	**Summation of Actions and Date of Next Meeting**	No	PS

JG: Professor Jo Gill (Chair);
SM: Stella McManus, Principal and CEO;
KW: Kayleigh Withers, Student Association President;
AP: Angela Pignatelli, Vice Principal Learning, Teaching and the Student Experience;
LD: Lisa Doonan, Quality Curriculum Manager;
MS: Myra Sisi, Associate Principal for Curriculum;
DI: David Innes, Associate Principal for Curriculum
RH: Rose Harkness, Head of Student Services;
AD: Anne Doherty, Head of Alternative Funding;
WM: Wilma MacLeod, Depute Head of Curriculum;
PS: Peter Scott, Governance Professional.

UNCONFIRMED CQD MINUTES

CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

MINUTES

CQD Committee on 13 February 2024 at 1730 hours in the Boardroom and via Teams at South Lanarkshire College

Present	In Attendance
Jo Gill (Chair) Kayleigh Wither Ellie Hamilton Douglas Morrison	Stella McManus Angela Pignatelli Ann Baxter Myra Sisi Wilma MacLeod David Innes Lisa Doonan
Paul McGillvery as Governance Professional Vari Anderson as Minute Taker	

AGENDA ITEM	
01	**Apologies for Absence** Scott Gray (TU Rep), Rose Harkness, Fiona Mullen, Tarryn Robertson
02	**Declaration of any potential Conflicts of Interest in relation to any Agenda items** None made.
03	**Minutes of Previous Meeting – 1 November 2023** It was noted that Ann Baxter attended the previous meeting. Thereafter, the minutes were duly adopted.
04	**Matters Arising from the Previous Meeting** None.
	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. Over the previous months, the SA have held Halloween events with the 'best dressed' receiving a voucher, a 'Beautifall Bake Sale' and hosted events during the Christmas period along with gathering food donations for Loaves and Fishes and the Student Larder. The SA advised that sales of College hoodies have been very successful and they have limited stock available (15). In November 2023, the College Way market opened offering 'new to you' clothing to students.

	The Committee noted that the SA had secured further funding to continue the free breakfast and lunch initiative. The SA advised that they are committed to tackling student poverty and have also reached out to local charities and supermarkets for donations, so far Lidl and Morrisons have responded. In January, the SA held a Refreshers' event which was a great success and verbal feedback from students was positive. The event was promoted on social media, the SA newsletter and student Teams Channels. The Committee noted that the SA have various events planned over the coming months including: Purple Friday (23 February 10am – 1 pm) as part of LGBT History month where organisations such as Women's Aid and Breathing Space will be attending the College and stalls will provide face painting, button badges and rainbow gym bags. On 22 February 2024, a 'Pride Stride' will take place which will be led by a Student Officer. BRIT Challenge (24 Jan – 24 March) – to support and improve mental health, fitness and wellbeing of young adults, students and staff events such as themed weekly walks, bingo cards, yoga classes and mindfulness will take place. 'LoveYourPlanet' (14 February 2024) – an event to promote climate action with organisations such as Home Energy Scotland and K Woodlands being in attendance. Reusable water bottles and sustainable notebooks will be handed out at the event. Further, several students have volunteered to take part in litter picking around Campus, with PPE being provided by Facilities. It was noted that the SA have received £1000 from the South Lanarkshire climate group to support climate change activities in the College. The Chair thanked the SA for their report and enquired as to when SA elections will next take place for the next President and Vice President. KW advised that as this was the first year for both the President and Vice President, they could stay on for another year, however voting usually takes place in March/April time with the posts taken up on 1st July.
06	**Curriculum Quality and Development Update** The Committee considered the terms of the report. It was noted that the credit allocation for 2023-24 has been reduced by 5,212 (from 48,812 in 2022-23 to 43,600). As of January 2024, the credit outturn was projected to be 44,095 credits. This equates to a projected 495 credits above target. It was noted that College continues to monitor credits on a weekly basis. The Committee noted that with 571 credits of additional planned curriculum activity, a re-evaluation is underway to ensure that the College delivers within existing resources. It was noted that surplus demand is an ethical risk for the College as there is a demand that the College cannot satisfy. DM stated that being over the credit allowance is testament to the team and highlights that the College is thriving. DM enquired as to whether additional credits could be given from the Lanarkshire Region. SM advised that she had asked informally for additional credits but is aware that any additional credits from the Region would impact on NCL's bottom-line, and while she will write formally to the Region, it would likely be denied. DM welcomed the positive relationship with regional colleagues.

	The Committee were pleased to be advised that the College held a successful Open Evening on 16 January 2024 which attracted over 120 visitors, many of whom applied for their course that evening and commenced classes the following week. It was noted however that conversion rates from students' applying to 'offer made' continues to be an area requiring attention and action. This is being explored and addressed within Curriculum Planning. The student experience is the main focal point and an exercise exploring why some students do not take their place at the College is being carried out. There is ongoing project work in relation to 'Keep It Warm' to help strengthen the relationship between the College and new students and building a sense of belonging for new applicants. The retention information was noted by the Committee and it was noted that overall retention is 93.68% which is a 12.68% improvement from last year at this time. It was noted that there will be a visit in May by Education Scotland with HMIe Joe Mulholland attending the College. The Committee were advised that the care thematic review is scheduled to take place on 28 February 2024. The scope of the review includes the curriculum areas of Early Education Childcare and Health and Social Care. The final Care Thematic Review repot will be published in Spring/Summer 2024. The Committee were advised that Curriculum Planning meetings took place earlier this year to shape the provision for 24/25. It was noted that this is new territory for some curriculums with the 4.7% funding cut. The focus of the meetings was in relation to additional efficiencies, cost savings and an increase in the full cost recovery/commercial offer. It was noted that the Systems Verification Visit took place in December 2023, this is a processed used to ensure that SQA centres comply with the quality assurance criteria and internal quality assurance systems are appropriately documented. Twenty-five Colleges took part in the pilot, and it was noted that SLC were one of 10 Colleges evaluated as having 'Full Confidence', 3 Colleges were marked as 'Broad Confidence' and 12 Colleges with 'Reasonable Confidence'. The Committee congratulated everyone involved in the pilot. The Committee were advised that the Innovate UK information is embargoed until 15 February 2024. It was noted that official approval to the announcement of funding will be given on the aforementioned date. This is a new venture for the Glasgow City Region which will work closely together to create six innovation centres across the Region. South Lanarkshire College will lead 'The Centre for Sustainable Development' the new opportunity will foster close engagement with business opportunities and is a very positive step for the College. The Committee noted that the College have submitted a new bid for 164 places in the Modern Apprenticeship Programme. It also noted the work being done in the Rural Academy creating engagement and opportunities for local people. The Committee gave its congratulations for the work competed on the annex documentation.
	Matters for Information

07	**Developing the Young Workforce Update** The Committee considered the report and noted the 4 pathways options to Senior Phase pupils from across each Council area, delivered either in college or in a school hub. Pathway One: Senior Phase Gradu8 Programme – 277 enrolments were realised which was an increase of 17 from the previous year. Two new subjects were introduced (Personal Development and Preparation for the Workplace and Digital Media). It was noted that overall retention is high at 96%. School activity Pathway Two: Senior Phase Independent Options – is a bespoke programme being delivered to East Renfrewshire pupils however the infill into a College course remains low and demand will continue to be monitored. If the trend continues, it is unlikely that the College will continue to deliver the course and instead focus on growing the College's mainstream provision. Pathway Three – Senior Phase Winter Leavers' Programme – provides progression pathways to January start programmes and all pupils receive a guaranteed interview if progressing to a college course in January. The delivery mode is three full days in college and current retention sits at 100%. Pathway Four – Foundation Apprenticeships (FA) – most FA pupils progress to either College or University with a low percentage progressing to a Modern Apprenticeship. The FAs are delivered in conjunction with South Lanarkshire Council and Skills Development Scotland. The Committee noted that the College played host to the 'Step into STEM' event on 15 November 2023, the event was supported by twenty local employers by providing an Employment Hub where pupils were given the opportunity to speak to a wide range of local employers directly regarding career options and progression pathways. A total of 180 pupils attended on the day.
08	**Marketing and Communications Update** The Committee considered the terms of the report and noted that the Marketing Team are currently immersed in a lot of activities ranging from January Recruitment to Graduation. The Committee noted that the College has been the recipient of several awards lately: • CDN Awards – The Rural Academy for a Thriving Rural Community – Delivery of a Professional Development Award • Sustainability Action Award – College Way Market – A Sustainable Second-Hand Clothing Exchange • EmilyTest Gener Based Violence (GBV) Charter Award The Committee congratulated everyone involved in the work carried out to achieve these awards. It was noted by the Committee that the College may receive some negative press due to the ongoing industrial action being undertaken by EIS-FELA however College colleagues are working closely to give support to students and keep their welfare at the heart of everything.
09	**Complaints Quarterly Report** The Committee noted the terms of the report and were provided an update that since the paper was submitted, a further ten complaints have been received. Of the complaints received, eight have not been upheld in terms of stage 1 and

	two complaints are still being investigated. Further, it was noted the WMcL is currently working on reviewing and updating the complaint's policy.
10	**Regional Outcome Agreement** [Outcome Agreements (sfc.ac.uk)] The Committee considered and noted the terms of the agreement and noted that was published on 24 January 2024. The Committee gave its thanks to NCL.
11	**Quality Assurance Internal Audit Report** The Committee considered the Audit Report and noted that a 'Good' was given across the board, which is a positive result. It was noted that the Auditors recognised that the key to the success was internal tracking and quality enhancement. DM stated that this was a remarkable report and acknowledged the amount of work that goes on in the background – collective thanks were given by the Committee and noted that it was a testament to the work done by the College.
12	**Any Other Business** **ASOS** SM advised the Committee that following a meeting of the College Principal's Group, a College Sector approach has been agreed in response to the ASOS proposed by EIS-FELA. A meeting was conducted with Union Representatives last week and the College has sought legal advice in drafting correspondence to staff. As a result, a letter was issued on Friday advising that not resulting students and working to rule will be considered a breach of contract and pay will be deducted. As with everything the College does, students have to be a priority. SM advised that EIS have communicated a strong message to their colleagues to stand together. A meeting will be scheduled on the mechanics of the College's approach to ASOS over the coming week. There being no other business the meeting was declared closed. **Graduation** SM reminded the Committee that the Graduation Ceremony is taking place on 27 February 2024 and a programme will be out in due course. It is expected that circa 200 students will be in attendance. There being no other business, the meeting was declared closed.
13	**Summation of Actions and Date of Next Meeting** Date of next meeting: 7 May 2024

South Lanarkshire College

Students' Association

Board Report

May 2024

YOUR COLLEGE
YOUR WAY

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Student Engagement

It continues to be a very busy time for the SA. We've celebrated Care Day, Love Your Planet, LGBT History Month, Purple Friday and arranged many more activities!

The Gradu8 Creative and Digital Media class designed badges for the SA as part of a class activity. It was great to see all their creative ideas! We had a chance to meet some of these students and got to see all the work that they had done in their class. Their designs were wonderful, and they deserve great praise for these.

The Student Association set up a stall to promote the BRIT Challenge Bingo Card, along with the College's free yoga classes. We have a large supply of yoga mats which are provided to students who sign up for yoga. The BRIT Challenge is now officially over and finished on March 24.

Before the Easter break, the SA set up a stall where we gave out holiday packs containing pads and tampons, reusable pads, and menstrual cups. We do this before every holiday to make sure that students have access to sanitary products at times that they are not on campus. It also gave us an opportunity to talk about sustainable products.

We have been working very closely with Anne Doherty as part of our Climate Action activity, further details of this are included later in this report. We would like to thank Anne for all her support regarding this activity! Part of this work included organising a litter picking event, information stalls and visits to Whitelee Windfarm. We have already taken one class and plan to take more class groups to the windfarm, where they provide a workshop and a bus tour.

The SA continue to have students come to us with their ideas and suggestions. We have made it a priority to make sure that we try and fulfil these requests from our students. For example, one student came to us with the idea of selfcare kits containing a selfcare timetable or checklist. We have now taken this into consideration and plan on giving these out for Mental Health Awareness Week.

SA Elections

The promotion of the SA elections for AY 2024/25 is now fully underway. We have promoted the elections through the student newsletter, social media, emails to all Curriculum Areas, and various Teams Channels, including the Class Reps channel. The timeline for elections has been promoted to both staff and students and is outlined below.

- **Monday 11th March – Friday 22nd March:** Advertising.
  SLC to promote election to all current students. If you would like to nominate yourself for the President or Vice President, see Nominations info below.

- **Monday 25th March – Friday 26th April:** Nominations Open.
  Nomination packs will be available from 25 March (on the SLC website and on request from Karen Pirie). Packs must be completed and submitted no later than Friday 26 April.

- **Tuesday 30th April:** Candidates Briefing.
  Candidates must attend the briefing where they will be given information on how the election will be run and how they can campaign for votes.

- **Wednesday 1st May – Wednesday 15th May:** Voting.
  Voting will take place online on Moodle, and all students will have one vote for their preferred candidates.

- **Thursday 16th May:** Checking and Counting.
  SLC Staff will check and count all votes.

- **Friday 17th May:** Results.
  Results will be announced.

The deadline for nomination packs is Friday 26th April. The current SA President and SA Vice President look forward to working with the College to ensure a smooth handover to the incoming SA for 2024/25.

We wish good luck to all candidates!

Student Poverty

The Student's Association is committed to tackling student poverty. We continue to ensure our students are fully supported during the current cost of living crisis by providing free soup and sandwich, as well as a healthy breakfast. We rotate this on a weekly basis to make sure that all our students have access to this initiative. Student uptake of this has continued to be very positive with over 3,000 servings to date. Going forward we will be expanding breakfast provision to two servings per week and will be increasing promotion of this invaluable service.

In addition, the SA continue to operate a food larder directly from our office where students can take what they need at any time. This is stocked with non-perishable foods, hygiene products, sanitary products, and stationery. We have also received many generous donations. We are increasing the quantity of orders to ensure students are well supported by the SA Larder.

We would like to express our sincere thanks to the SLC Trust for further funding of this initiative. This will allow us to provide crucial support to students for the remainder of this year and into the next academic year. The SA and our whole team are extremely grateful for this, and we know the students benefit greatly. We are also taking further steps to bolster our larder stock by contacting local companies and supermarkets to ask if they can make donations to the food larder for our students.

The SA are in the process of writing an article on Student Poverty for Think Positive, which will be posted on the Think Positive Hub. In the article we will provide detail on all our initiatives, as well as the College Way Market, to highlight the College's dedication to supporting students during this cost-of-living crisis. This work will be promoted as part of the Student Mental Health Agreement. We look forward to promoting this to students.

Care Day

Care Day took place on 16 February and it's the world's biggest celebration of people with care experience. At the College, we celebrated Care Day by hosting a free hot chocolate and cookie event, arranged student reviews of our Corporate Parenting Plan and one of our teaching staff, Kelly McKenzie, created an article providing an overview of the day and highlighting our responsibilities as Corporate Parents. The College also created a Care Day 2024 SLC Pledge for staff to sign to show their support.

We promoted this activity on our social media channels and newsletters to highlight as much awareness as possible, as well as encouraging students to go along to the event. It was great seeing so many people take part on the day in support of our care experienced students.

LGBT History Month

February is LGBT History Month and on 23 February, the SA and Student Services hosted a Purple Friday Event. Women's Aid, Terence Higgins Trust, and Breathing Space were all in attendance volunteering at our event. We had our own stall where we handed out rainbow gym bags, pride stickers, rainbow laces, pride face paint, pride flags and LGBT button badges.

The SA also had a tablecloth where many students signed their name in solidarity of the LGBTQ+ community. We would also like to thank our Painting and Decorating Department for creating a LGBTQ+ themed selfie frame.

For this event, our Hair and Beauty Department supplied purple nail painting and hair tinsel. Our Hospitality and Events Department also supplied the students with cakes.

We are incredibly grateful to everyone who helped with such a successful event.

On Thursday 22 February the SA hosted Pride Stride. This was led by our Student Officer Maureen McMullan. We kept a small supply of our freebies for this. We were so happy to see so many students participating. Stella and Angela met with us beforehand to send us off. This was a great opportunity for students to get to know the SA along with the principalship.

We will promote similar free products and activities for Pride Month in June.

Climate Action Activity

Our ‘Love your Planet’ event was an immense success. The SA gave out reusable water bottles and sustainable notebooks. We also had a recycling game where students would test their knowledge of what goes in certain bins. For this event we received freebies from the Co-op and South Lanarkshire Council to give away to students. Climate Fresk were in attendance giving out “accidently vegan” sweets and showcasing their workshop. Horticulture Students also had a stall where they displayed compostable foods and different environmentally friendly plants. A huge thank you goes out to everyone who was involved in the event.

On this day we also held a voluntary litter picking event. So many students came to volunteer, and we managed to collect four full bags of rubbish. We took photos of this and posted it on our social media to promote recycling to our students.

We would like to thank Facilities and Building Supervisors for providing PPE and a safety briefing for our students. We’re also delighted to announce that vape recycling bins are now available on campus.

We redesigned and displayed the College’s Recycling Poster to highlight to students what they should be recycling.

The SA have been organising visits to Whitelee Windfarm for students. So far, we have had one successful visit and are in the process of planning more. This has been made possible due to the funding we generously received from Lanarkshire Climate Action Hub.

International Women's Day

On Friday 8 March it was International Women's Day. This holiday is celebrated annually as a focal point in the women's rights movement. The theme for this year was 'Inspire Inclusion.'

For International Women's Day the Painting and Decorating Department kindly made us a beautiful selfie frame. The SA then went around campus getting photos of students and staff to celebrate this day. We gave out purple heart stickers as well.

It was so great to see everyone's positivity towards this.

Easter Activities

For Easter, the Student Association hosted an Easter egg hunt. We hide paper eggs around the Atrium and Advice Centre with notes telling students to take a photo of each of the eggs to collect their prize from the SA Office. We had a fantastic amount of student engagement from this and ended up running out of easter eggs!

This was a fun activity for our students to take part in before finishing for the Spring Break.

Forthcoming Events

Mental Health Awareness

Mental Health Awareness Week, now in its 24th year, runs from 13-19 May and is hosted by the charity, Mental Health Foundation. We hope to create and hand out selfcare kits to our students during this week.

These packs may contain:

- selfcare checklist
- pen
- mindfulness colouring
- facemask
- eye mask
- healthy recipes with dairy free, gluten free and vegan options
- mental health information
- stress ball

We will be working with students to see what they would like to have in these selfcare packs by asking for their opinion via social media and verbal communication.

The idea for these selfcare packs came directly from a student. We believe this is an amazing idea and a good opportunity to make better connections with our students.

During this event we will also promote our yoga and mindfulness classes, as well as available support in the College.

The theme for Mental Health Awareness Week is ‘Movement: Moving more for our mental health.’ We hope for our weekly wellbeing walks to continue throughout the remainder of the academic year. This will also be promoted at the stall.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	07 May 2024
TITLE OF REPORT	Curriculum and Credit 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; • consider and note the indictive funding allocation for 2024-2025; • note the industrial action scheduled to take place from 19 April 2024; • note the update from the recent Education Scotland Care Thematic Review and upcoming Annual Engagement Visit information; • note the work being undertaken by curriculum areas, MIS and Alternative Funding on Commercial Activity (Full Cost Recovery activity); and • note the retention update and actions required; • note the business planning exercise underway to address financial savings; • note the QAA update.
RISK	• that the College surpasses its overall credit target; • that the quality of learning, teaching and assessment declines impacting on the student experience; • 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 successfully recruited healthy numbers of students across August and January start entry points to meet, and surpass, its credit target of 43,600 credits. The College will meet its upper 2% tolerance threshold credit target set by the Scottish Funding Council (SFC); • the Scottish Funding Council (SFC) has released the indicative funding allocations for 2023-24 which show similar levels of funding for 2024-2025 as the current year, as expected; • Action Short of Strike and Industrial Action continues to be a challenge in the sector;

	• Education Scotland conducted the Care Thematic Review in February with highly positive verbal findings being shared with the College until the formal report is published in Spring/Summer 2024; • work has taken place by curriculum teams, the alternative funding team and MIS to create an infrastructure to support a new suit of commercial activity through full cost recovery course offering in order to diversify income streams; • retention has decreased in FE FT and HE FT with curriculum teams working hard to support students to complete their qualifications.

1. INTRODUCTION

1.1. This paper provides an update on the credit target for academic year 2023-2024, the indicative funding allocation for 2024-2025, and an overview of learning and teaching activity since the February 2024 Committee.

2 CREDIT AND RECRUITMENT ACTIVITY 2023-24

2.1 For 2023-24 academic year, the College has a core credit allocation of 43,600 credits.

2.2 As of 22 April 2024, there are 4,562 enrolled students which is around 920 students lower than at the same time last year. This demonstrates the reduction in student places between last academic year and this one.

2.3 The College has recorded 44,663 credits. Taking account of potential withdrawals leading to a loss of 300 credits, this would lead to an out turn of 44,363 credits for the College by the end of the academic session. This is within the upper 2% tolerance threshold of 44,472 credits.

2.4 The College continues to monitor the credit target on a weekly basis and anticipates that it will meet its credit target for the academic year.

3 INDICATIVE FUNDING ALLOCATION 2024-2025

3.1 The Scottish Funding Council (SFC) announced the indicative funding allocations for the academic year 2024-2025 on 28 March 2024. The SFC has retained the core credit allocation for the college at 43,600.

3.2 For the Lanarkshire Region, the credit level of 160,890 remains the same as academic year 2023-24. The split in credits being retained at 117,288 credits to New College Lanarkshire and 43,601 credits to South College Lanarkshire. At the time of writing, the college has not yet met with the LRSB to confirm the split of credits for academic session 2024 to 2025.

3.3 The Associate Principals are working with the curriculum areas to plan credit levels according to the current 2023-2024 credit guidance. This includes continued, demonstrative, moves to reducing credit levels on FE programmes down to 16 credits (averaging 17 credits) and between 12 to 15 credits in HE provision, together with removing credit claims against HE Guidance across all courses.

3.3.1 Exception rationales are being prepared by the Associate Principals for those courses which require exemption from the credit level model indicated above, noting that course in excess of these levels will be subject to further scrutiny by the SFC.

3.3.2 Identified courses to date include HND Childhood Practice; HNC Healthcare Practice; HNC Childhood Practice; SWAP West Access to Humanities; SWAP West Access to Nursing; SWAP West Science given the frameworks stipulate the volume of credit activated required for completion.

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. Thereafter, full strike days have been announced, taking place on 29 February, 19 April, 23 April and 2 May 2024.

4.2 This “working to rule”, involving members withholding students’ results, will have significant impact on students who require their results to progress onto further study or employment.

4.3 At the time of writing, less than 900 results had been entered into our system in the last month. The total outstanding is 24,637 results affecting roughly 3,500 students. Block 1 and block 2 result equate to around 4,100 results outstanding. This has come down since prior to Easter to around 27,000 results.

4.4 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.

4.5 The £5,000 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, remains on the table despite the deteriorating financial circumstances facing colleges.

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

5 EDUCATION SCOTLAND

Education Scotland Care Thematic Review

5.1 On 28 February 2024, the Education Scotland team, comprising of two HMIes and two Associate Assessors, conducted a national one-day thematic review at the college. This focussed on the curriculum areas within the SFC Care Grouping.

5.1.1 The areas involved in this Care Thematic Review included Early Education and Childcare and Health & Social Care. The Review focussed on four key Quality Indicators from the “How Good Is Our College”(HGIOC) Framework. The review team conducted multiple interviews with staff, triangulating information with students & stakeholders and deploying an evidence-based approach.

5.1.2 The review focussed on:
- observations of learning and teaching practices;
- engagements with learners;
- professional dialogue with staff, managers and college leaders;

- discussions with eight employers.

5.1.3 The visit was highly positive with Education Scotland expressing that they were “blown away” by the following:
- exceptional utilisation of feedback from partners and key stakeholders;
- effective deployment of meta-skills and questioning techniques, with both students and staff engaged in the learning process;
- a curriculum characterised by flexibility and adaptability, delivering significant value-added benefits;
- outstanding support provided to learner, with seamless integration between curriculum and support services;
- strong endorsements from employers regarding the quality of learners and robust partnerships with organisations such as the NHS resulting in meaningful work placements.

5.1.4 There is a total of eight colleges included in the review with Borders College serving as the benchmark college. The final Thematic Review Report will be published in Spring/Summer 2024 with examples of highly effective practice included.

Education Scotland Annual Engagement Visit (AEV)

5.2 Education Scotland will conduct the College’s Annual Engagement Visit on 14 May 2024 with feedback taking place on 15 May 2024.

5.3 The Quality Indicators (QIs), to which they will refer, will focus on:
- Learner Progress and Outcomes;
- Approaches to ensuring and enhancing the quality of learning and teaching, including professional updating; and
- Learner Engagement.

5.4 Lead Inspector, Sarah Halliwell, replaces the College’s outgoing HMIe, Joe Mulholland, who has successfully secured a post as Head of Scrutiny at Education Scotland. The College wishes to thank Joe sincerely for his support of the College’s work over the years.

6 CURRICULUM AND ALTERNATIVE FUNDING UPDATE

6.1 The curriculum teams, alternative funding team and MIS have been working to create an infrastructure and course offering to support the ambition of the creation and promotion of a new suit of commercial activity. This offering will operate through Full Cost Recovery (FCR) courses in order to diversify income streams whilst also meeting industry and individual customer needs. This is particularly relevant in light of the Scottish Funding Council funding cuts and the removal of the Flexible Workforce Delivery Fund (FWDF).

6.2 The scope, which includes employers both large & small, government & public sector organisations, and individuals, will include the sale of commercial learning and development opportunities, upskilling, reskilling and retraining opportunities, bite size learning, micro credentials, community, and leisure offerings.

6.3 The new suite of commercial provision on offer is to be packaged with a distinctive South Lanarkshire College Brand with promotion being both targeted and speculative across the Greater Glasgow Economic Region. The offer will align with the regional skills need to enhance the labour market, strengthen and enhance existing workforces and provide the skills required for the jobs of the future.

7 RETENTION

7.1 The table below shows the retention and withdrawal figures as of 23 April 2024.

7.2 Early Withdrawals in FE FT have increased by 1.04% from 4.56% to 5.6% since reporting in February 2024. Intervention and support actions continue to take place by curriculum areas to support students to remain and complete their courses.

7.3 Further withdrawals in FE FT have increased by 6.5% from 7.33% to 13.8% since February reporting. Further withdrawals in HE FT have increased by 6.2% since February 2024 from 7.1% to 13.3%. Action planning is underway by curriculum teams to understand the reasons behind the withdrawals, support the students to remain on course and to succeed.

7.4 Table 1: Enrolments, Retention, Early and Further Withdrawals as of 23 April 2024:

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
FE FT	1,156	65	5.6	159	13.8	80.6
HE FT	661	17	2.6	88	13.3	84.1
FE PT	2,423	53	2.2	65	2.7	95.1
HE PT	322	10	3.1	8	2.5	94.4
Overall	**4,562**	**145**	**3.2%**	**320**	**7**	**89.8%**

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

8 BUSINESS PLANNING

8.1 Given the recent Scottish Funding Council statement regarding the required financial savings to be achieved across all colleges in Scotland, the college is undertaking a reshaping and restructuring exercise.

8.2 These structure changes include curriculum realignment, changes to the curriculum offer, changes to the curriculum delivery, staff redeployment, staff retraining and staff upskilling.

8.3 Changes to the curriculum offering are based on labour market intelligence regarding market demand, local intelligence regarding recruitment levels on a 3-year basis and a reprioritisation of those areas of significant demand such as ESOL.

8.4 The significant demand for ESOL continues to grow in our Region. Currently, there are 150 applicants who we are unable to support. There is an inability to support and meet the current levels of demand due to the credit cap by the Scottish Funding Council (SFC) and the lack of available staff skillset to meet this need. The intention is to retrain existing under-deployed staff in this area of demand.

9 QUALITY ASSURANCE AGENCY (QAA) UPDATE

9.1 The Scottish Government agreed to the SFC Review of Coherent Provision and Sustainability recommendation to explore the development of a single tertiary quality framework for Scotland's Colleges and Universities. This work resulted in the development of Scotland's Tertiary Quality Enhancement Framework (TQEF). The approach is being led by the Quality Assurance Agency (QAA) with a series of stakeholders inputting from the college and university sector.

9.2 Information relating to the new common approach can be found via the following link: Tertiary Quality Project (sfc.ac.uk).

9.3 It is acknowledged that there is a need to update the approach to inspection/review within the college sector and the TQEF principles are a starting point for doing so.

9.4 There are some concerns and potential risks around the approach and measures in the review process particularly in relation to the 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.

9.5 There is no clarity around the role of Education Scotland nor the key component regarding who will conduct lesson observations going forward.

9.6 There is a risk that the new framework does not adequately meet the specific needs of the college sector and the student experience.

10 EQUALITIES

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

11 RISK AND ASSURANCE

11.1 that the College surpasses its overall credit target;
11.2 that the quality of learning, teaching and assessment declines due to action short of strike impacting on the student experience;
11.3 that any potential delay in resulting students hinders student progression opportunities; and
11.4 that the new quality framework (TQEF) from QAA does not adequately meet the specific needs of the college sector and the student experience.

12 COMMUNICATIONS

12.1 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.

13 RECOMMENDATIONS

13.1 Members are recommended to**:**

13.1.1 consider and note the progress to the 2023-2024 credit target**;**

13.1.2 consider and note the indictive funding allocation for 2024-2025;

13.1.3 note the industrial action scheduled to take place from 23 April 2024;

13.1.4 note the update from the recent Education Scotland Care Thematic Review and upcoming Annual Engagement Visit information;

13.1.5 note the work being undertaken by curriculum areas and alternative funding on Commercial Activity (Full cost recovery activity);

13.1.6 note the business planning exercise underway to address financial savings; and

13.1.7 note the QAA update.

ANNEX 1

Table 2: Overall Curriculum Area Enrolments, Retention, Early and Further Withdrawals 23 April 2024

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
Building Service Engineering	418	4	0.96	13	3.11	95.93
Built Environment	448	38	8.48	39	8.71	82.81
Business Management and Media and Accounts	686	25	3.64	42	6.12	90.23
Carpentry and Joinery	365	2	0.55	3	0.82	98.63
Early Education and Childcare	481	11	2.29	38	7.9	89.81
Hairdressing, Beauty and Make Up Artistry	339	12	3.54	48	14.16	82.3
Health and Social Care	448	11	2.46	38	8.48	89.06
Hospitality, Tourism, Legal and Police Studies	318	22	6.92	49	15.41	77.67
Learning Development	425	6	1.41	24	5.65	92.94
Life Sciences	290	12	4.14	22	7.59	88.28
Wet Trades	345	2	0.58	4	1.16	98.26

ANNEX 2

Curriculum Good News Stories

Minister's Visit 12 March 2024

Ms Natalie Don, Minister for Children, Young People and Keeping the Promise visited the College on the 12 March and met with two groups of HNC Childhood Practice students. A range of key sector issues were discussed during the session including the high importance Government placed on the provision of quality early years education. Ms Don emphasised the important role that Early Years Practitioners play and explained that she was delighted to be able to speak to our learners in person to express her personal and professional gratitude for the work that they are doing.

The Minister was interested in hearing about the student experience in college and in placement and was able to offer reassurance around matters such as funding for '1140 hours' and changes in the way this may be delivered for children under three years. She also answered students' questions on the disparity of salaries between local authority and private establishments and assured the students that Government are making progress under the Fair Work Policy, admitting they still have some way to go.

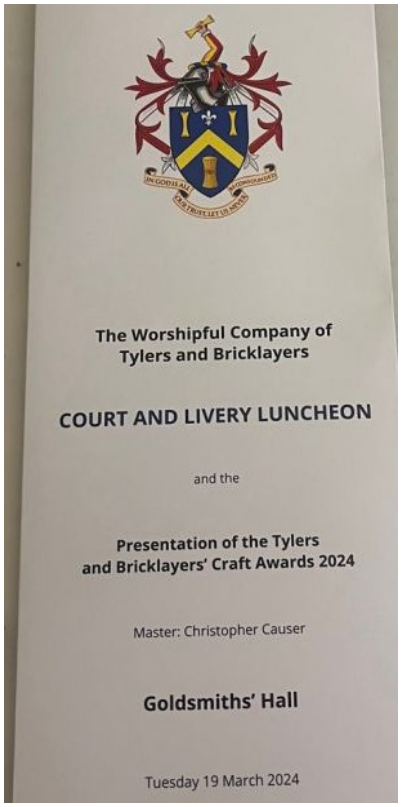
The college staff shared the work they are doing around the HN Next Gen Childhood Practice programme and their involvement as a Pilot Centre. Ms Don was very interested to hear about this work, and particularly the work around promoting the inclusion of a mandatory Additional Support Needs unit within the new framework. She agreed that this subject specialism is a hugely important one for Childcare Practitioners, especially within the current climate.

Emma Rodick MSP Visits ESOL Students

Staff members Pauline Heeley (Curriculum Manager Learning Development) and Mark Sheridan (Lecturer in ESOL) recently welcomed Emma Roddick MSP to the college.

As the Minister for Equalities, Migration, and Refugees, Emma Roddick joined the South Lanarkshire College ESOL class to observe lessons before leading a brief question and answer session with the groups. The Minister came to witness how English classes are aiding refugees and individuals seeking asylum. She spoke of the Scottish Government's commitment to supporting those fleeing conflict and persecution, and how they intend to help them to rebuild their lives here. The students were highly engaged and expressed their gratitude to the Minister for her time.

Roofing Students



Roofing students were, once again, recognised for their achievement with third year student Fraser Cameron collecting one of the first ever bursary awards. Fraser received this award in London at the court and livery luncheon. In addition to this, 4 students have been chosen to participate in the Skill-build heats in Edinburgh and Newcastle. The heats are taking place at the end of June, and we wish them all well.

Painting and Decorating Students

Not to be outdone, the Painting and Decorating students swept the board at the recent CITB Painting and Decorating Apprentice of the Year awards including the overall apprentice of the year. Well done to everyone involved including the staff who supported the students.

The college will host this year's Skill-plumb competition in partnership with SNIPEF. This will see apprentice plumbers from across the sector participating in the Scottish heat, with the winner(s) progressing onto the national finals later in the year.

New Lanark Heritage Centre

It is always good to hear from our external partners commenting on our students. Iain Mackenzie CEO New Lanark Heritage Centre. "I just thought I'd drop you a brief note to say that your students who have been at New Lanark all seem to be enjoying their time here and certainly the feedback I've received is all very positive. They all seem to be enthusiastic and getting on well with the staff here. Let's keep it going". This also resonates with the feedback from the staff and students who took part in the work experience.

HNC Police Studies

Over the Easter break, staff and students from the HNC Police studies programme took part in the training sessions held at Glasgow Queen Street Train Station. Both staff and students were able to participate in a number of scenarios that support the British Transport Police training requirements, whilst giving the students a great insight into what is required when dealing with the public across the rail and airport network.

Annex 3

Formal Notification Letter of Strike Action from EIS-FELA

The Educational Institute of Scotland

Stella McManus
South Lanarkshire College
College Way
East Kilbride
G75 0NE

Ref: AB/AS/IAFELA24b
15 March 2024

By Email Only

stella.mcmanus@slc.ac.uk

Dear Ms McManus

Industrial Action

I refer to my letter (by email) of 16 January 2024 containing the statutory ballot result in pursuit of the dispute lodged by the EIS with the NJNC Management Side (the Employers) representing your college on 20 January 2023, as required by Sections 231 & 231A of the Trade Union and Labour Relations (Consolidation) Act 1992. The ballot result gives the EIS a mandate for industrial action consisting of strike action and industrial action short of strike action (ASOS).

I hereby give notice that affected EIS members employed by South Lanarkshire College will be asked to undertake a programme of discontinuous industrial action consisting of strike action in pursuit of the dispute on the following dates:

19/04/2024
23/04/2024
02/05/2024

Further dates will be notified in due course.

Please note that, in terms of category, the affected members are all the EIS members employed by South Lanarkshire College:

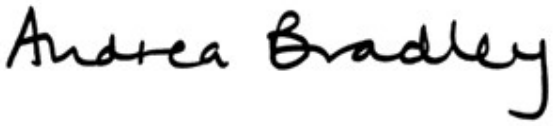
1. Lecturing staff (promoted or non-promoted)

The affected members listed in the Appendix will be called upon to take part in the industrial action.

At the time this notice is given, the number of affected members is 136. This information is drawn from our membership database held centrally at this office. This database draws on information provided by our members and local representatives. Whilst significant effort is made to keep the database up-to-date, it is subject to possible defects in that we may not have up-to-date information from our members on their job titles and/or workplaces.

This communication is given for the purpose of Section 234A of the Trade Union and Labour Relations (Consolidation) Act 1992.

Yours sincerely,



Andrea Bradley
General Secretary

Appendix - Number of EIS members: all lecturers (promoted and unpromoted) per specified workplace.

South Lanarkshire College College Way, East Kilbride, G75 0NE	136
	136

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	07 May 2024
TITLE OF REPORT:	Quality Update
REFERENCE	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 the student voice processes and student engagement in the College's self-evaluation; • note that student voice is embedded in course level evaluation; • note the Quality Audit Group activity; • note the summary of external quality assurance activity; • note the qualification approval update; • note the work undertaken to support external examinations; and • note the quality team's continued engagement with external and internal partners.
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 and or HM Inspection improvement priorities, which may result in an Education Scotland Progress Visit.
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 processes, and sustained engagement is evident. • The course team and curriculum review process is continuing. • The Quality Audit Group activity is underway. • External qualification verification and quality assurance activity for 2023-24 is in progress. • Qualification approval activity for 2023-24 is on-going. • Quality continues to engage with external partners to promote enhancement, develop practice and knowledge share with internal and external partners.

1. INTRODUCTION

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

2 STUDENT VOICE AND ENGAGEMENT IN QUALITY ENHANCEMENT

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 survey target is 2869 respondents.
2.3 Course, curriculum and college-wide reports will be produced via QDP Services Ltd software, which will inform the Block 3 self-evaluation process.
2.4 The SFC state that colleges should aim to achieve a target response rate of at least 50% for full-time and part-time provision.
2.5 The College's response rates for 2022-23 showed a response rate of 59.0% FE FT, and 45.3% for HEFT, which was a significant improvement from 2021-22 which returned 36.8% and 32.3% respectively.
2.6 A College-wide action to achieve a minimum of 50% response is included in the Quality Enhancement Plan.
2.7 As on 22nd April 2024 the response rate is 37.4% for FEFT and 32.2% for HEFT.
2.8 The quantitative and qualitative data will inform the Block 3 self-evaluation process.
2.9 *Table 1: SFC SSES 2023-24 Pre-cleansed Returns for Key Modes of Delivery*

Mode	Target	Return	Yield (%)	SFC SSES 2022-23 (%)
FE FT	1038	388	37.38	59.02
FE PT	1074	294	27.37	19.92
HE FT	512	165	32.23	45.30
HE PT	245	55	22.45	44.44
Overall	**2869**	**902**	**31.43**	**42.22**

2.10 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.
2.11 Reports will be available across all modes from May 2024.
2.12 The quantitative and qualitative data will inform the Block 3 self-evaluation process. Reports will be produced to support course level evaluation and enhancement.
2.13 Quality continues to provide direct support, advice and guidance to Class Reps. via the *Class Reps. 2023-24* Teams page.

3 COURSE TEAM AND CURRICULUM SELF-EVALUATION

3.1 Course Teams submitted 55 self-evaluations in Block 2, which is a decrease of 26 from Block 1. The reduced engagement may be as a result of the on-going national *EIS-FELA Action Short of Strike Action (ASOS)*.
3.2 A briefing paper summarising the Block 2 self-evaluation college-wide themes and recommendations will be presented to the SLT by the end of May 2024.

3.3 Quality conducted deep-dive reviews across FEFT, FEPT, HEFT and HEPT provision; allocating priority actions to all course teams where performance did not meet the college target.

3.4 All programmes with ≥ 12 enrolments who did not meet the withdrawal targets for 2023-24 will be monitored and supported by Quality throughout the remainder of the 2023-24 enhancement cycle.

3.5 *Table 2: Summary of the Review of Retention verses the Achieved Target as on 21st March 2024.*

Mode	Achieved Target (%)	Retention (%)	Retention > Achieved Target	Retention < Achieved Target	Retention < Achieved Target - ≥ 12 Enrolments
FE FT	61.30	85.09%	49	0	0
FE PT	76.30	95.69%	91	5	2
HE FT	72.10	85.82%	27	3	2
HE PT	81.30	95.06%	28	0	0
		Total =	**195**	**8**	**4**

3.6 The Curriculum and Quality Review processes will continue throughout the remainder of 2023-24.

4 QUALITY AUDIT GROUP

4.1 The Quality Audit Group conducted the annual intelligence review which informed the course Quality Review process for 2023-24.

4.2 The intelligence analysis considered:

- 4.2.1 Course performance;
- 4.2.2 Internal Verification planning and compliance;
- 4.2.3 External Verification feedback and compliance;
- 4.2.4 Staff and student Engagement with self-evaluation; and
- 4.2.5 Risks identified by the Quality Audit Group.

4.3 A cross-college working group has been formed to develop the IV system, with the aim of achieving process and systems enhancements in advance of 2024-25, led by Quality. A series of enhancements have been agreed and presented to the Learning, Teaching and Student Experience team and the SLT. This activity reflects on-going actions from the SQA Systems Verification and Henderson Logie audit activity from earlier in the academic year.

5 EXTERNAL VERIFICATION AND QUALITY ASSURANCE ACTIVITY

5.1 The College anticipates a total of 42 external quality assurance activities across 3 awarding organisations, as on 22nd April 2024.

5.2 *Table 3: Summary of Planned Activity 2023-24*

Awarding Body	No. of Planned Activities	No. of Completed Activities	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
CDN (SCQF @Fife College)	1	0	0	0	0	0
Scottish Qualifications Authority (SQA)	40	10	10	0	0	10
Overall	**42**	**11**	**11**	**0**	**0**	**11**

5.3 One development visit was undertaken for SQA Learning and Development academic and vocation awards.

5.4 From the activity to date, 4 incidences of Good Practice and 2 Recommendations have been noted, which will be shared beyond the course teams, to all Curriculum Managers, and the Quality Forum. An annual review of Good Practice and Recommendations will be conducted on completion of the 2023-24 activities.

5.5 Quality is closely monitoring the impact of EIS-FELA national industrial action on all verification activities.

6 QUALIFICATION APPROVAL ACTIVITY

6.1 Further enhancement of the curriculum is planned through 26 approval applications, including: both group awards and units, across 9 curriculum areas.

6.2 Thirteen applications were subject to internal approval through the terms of our SQA Devolved Authority. Approval has been granted subject to the successful completion of actions, on 9/13 applications. Actions will be monitored and reported to the Senior Leadership Team and members of the board.

6.3 A summary of the 2023-24 activity will be available in the next CQD report.

7 EXTERNAL EXAMINATIONS

7.1 The planning for SQA National Qualification (NQ) examinations diet for 2024 is well under way.

7.2 The College welcomes the return of out SQA Chief Invigilator, Jan Connelly, who works in partnership with the College's Examinations Officer and SQA Co-ordinator to deliver the external examinations. The diet this year includes, Higher English, National 5 Application of Maths, and National 5 ESOL.

8 KEY ENGAGEMENTS WITH INTERNAL AND EXTERNAL PARTNERS

8.1 Quality continue to participate across a range of national fora, including: the CDN Quality Development Network, CDN Quality Steering Group, SQA College Quality Forum and, more recently, engaging with sector-wide colleagues involved in the revision of the Tertiary Quality Framework; attending workshops and collaborative-community events.

8.2 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.

9 RISK

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

9.2 Self-evaluation processes do not demonstrate satisfactory progress against college, SFC and or HM Inspection improvement priorities, which may result in an Education Scotland Progress Visit.

10 EQUALITIES

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

11 RECOMMENDATIONS

11.1 Members are recommended to:

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

Curriculum Quality and Development Committee

DATE	07 May 2024
TITLE OF REPORT	Education Scotland Overview of College Sector Report College sector overview report 2022 to 2023 | College sector | HM Chief Inspector reports and guidance | Inspection and review | Education Scotland
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 research work conducted by Education Scotland in relation to the College Sector in Scotland.
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 findings of the report are not suitably supported at a national level thereby hindering College level ability to address elements of the findings.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The report highlights the positive practice and aspects for improvement across the college sector. The report includes analysis of the latest available college performance data for Academic Year (AY) 2021 – 2022.

1. INTRODUCTION

1.1 This national report highlights the findings for the HMIe engagement review of Scotland's colleges during AY 2022-23. It highlights positive practice and aspects for improvement across the college sector. The report includes analysis of the latest available college performance data for Academic Year (AY) 2021 – 2022.

2 BACKGROUND

2.1 Sixteen Colleges have made satisfactory progress towards their targets for improvement.

2.2 Eleven colleges need to make further improvement to the quality of provision and/or outcomes.

3 DISCUSSION

3.1 Within the report, there's a recognition and understanding that the student population landscape is evolving: "with shifts in enrolment patterns, it's clear that our educational offerings must be as dynamic and diverse as learners themselves".

3.2 A number of notable positive elements have been framed:

3.2.1 There is a recognition that colleges have seen, and are responding to, the recent decline in learner demand for full time programmes but have quickly adapted programmes to design and provide more short, part-time provision;
3.2.2 There's recognition, too, that despite the challenges learner face, a significant number of learners achieve their goals, showing their determination and also demonstrating the levels of support they receive in college;
3.2.3 The report indicates that colleges are clearly fostering a supportive and dynamic learning environment and because of this, Colleges have the ability to navigate the challenges and ensure that every learners feel supported to succeed;
3.2.4 Almost all support teams enabled students and staff to access support services online or face to face;

3.3 However, the findings also report that:

3.3.1 all colleges have experienced a significant increase in the number of learners seeking support for mental health and wellbeing issues; and
3.3.2 there is variance in the learner experience across different colleges and subject areas which highlights the importance of a holistic and tailored approach to education.

3.4 **Recommendations**

Colleges should:

3.4.1 Take steps to respond to the impact of the changing nature of the college learner population on successful completion rates;
3.4.2 Strengthen staff engagement in self-evaluation and the use of learner feedback to support improvement;
3.4.3 Work to reduce rates of learner withdrawal from full-time programmes;

3.4.4 Address significant variation in, and in some cases very low rates of, learner attainment across a number of individual colleges and subject areas.

Scottish Funding Council should:

3.4.5 Support colleges further in addressing the widening gap in attainment in particular relation to care-experienced learners, learners from ethnic minority backgrounds, learners with a disability and young learners;

3.4.6 Work with colleges to help them address the impact of the significant increase in the number of learners who required additional support, including mental health and wellbeing.

Scottish Government should:

3.4.7 Continue to ensure that the right support is available for learners who need it to enable them to complete their college programme.

4 RESOURCE IMPLICATIONS

4.1 The identification of the increase in the volume of student mental health and wellbeing cases is a welcome though sad acknowledgement. However, some key mechanisms which contribute to addressing this (HE Guidance, Student Counsellor support) are compromised at a SFC Guidance level with the withdrawal of HE Guidance in the credit claim and the limited counselling support which Colleges can offer.

5 EQUALITIES

There are specific recommendations for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report which will be addressed.

6 RISK AND ASSURANCE

6.1 that the findings of the report are not suitably supported at a national level thereby hindering College level ability to address elements of the findings.

7 RECOMMENDATIONS

Members are asked to:

- note the content of the report and the implications for the College and the student experience.

Curriculum Quality and Development Committee

DATE	07 May 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 Performance Indicator (PI) data for Academic Year (AY) 2022 – 2023.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: • note the data reports, operating context, analysis and areas requiring action planning of the PIs.
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 issued the college with the 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 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.

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.

2.2 This may mean that there are differences in the college performance provided here from that which would have been available from FES Online at Closure.

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.

3.2 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.

3.3 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.

3.4 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

4.1 Table 1: Summary of 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 Scottish Funding Council (SFC) National Performance Indicators (PIs) have not been published. The expected date of publication is 29 May 2024. At that

point an external benchmarking exercise will take place and be reported by the Vice Principal Learning, Teaching and the Student Experience with a public announcement being produced on this too.

4.3 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.

4.3.1 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.

4.3.2 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.

4.4 Partial Success rates for FE FT have drastically 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;

4.5 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;

4.6 Action planning is required for:

- Attainment rates for HE PT;
- Partial Success rates for HE FT and HE PT;
- Withdrawal rates for HE PT.

4.7 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.

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

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

4.10 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.

4.11 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.

4.12 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.

4.13 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.

4.14 Find out more about College performance visit Scottish Funding Council

5 EQUALITIES

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

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

7.1.1 Members are to note the areas requiring action planning;

7.1.2 Attainment rates for HE PT;

7.1.3 Partial Success rates for HE FT and HE PT;

7.1.4 Withdrawal rates for HE PT; and

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

Early Withdrawal	Further Withdrawal
136	206
125	193
120	118
68	170
107	168
112	147

% Early Withdrawal	% Further Withdrawal
-9.5%	-14.3%
-9.2%	-14.2%
-8.7%	-8.5%
-6.3%	-15.7%
-7.7%	-12.1%
-7.4%	-9.7%

Early Withdrawal	Further Withdrawal
45	127
74	106
43	68

Early Withdrawal	Further Withdrawal
-2.2%	-6.2%
-4.5%	-6.5%
-3.2%	-5.1%

Total FE/HE FT/PT = 3,908

Chart 1. Outcomes for FE on recognised qualifications (full-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
17-18	Full Time	1,003	93	342	1,438
18-19	Full Time	976	67	318	1,361
19-20	Full Time	985	162	238	1,385
20-21	Full Time	675	170	238	1,083
21-22	Full Time	841	268	275	1,384
22-23	Full Time	1,105	153	259	1,517

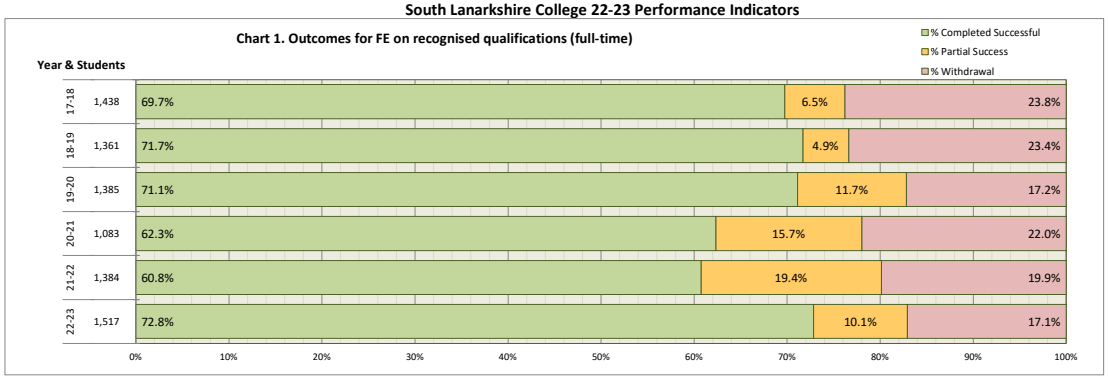
Year		% Completed Successful	% Partial Success	% Withdrawal	Total
17-18		69.7%	6.5%	23.8%	1,438
18-19		71.7%	4.9%	23.4%	1,361
19-20		71.1%	11.7%	17.2%	1,385
20-21		62.3%	15.7%	22.0%	1,083
21-22		60.8%	19.4%	19.9%	1,384
22-23		72.8%	10.1%	17.1%	1,517

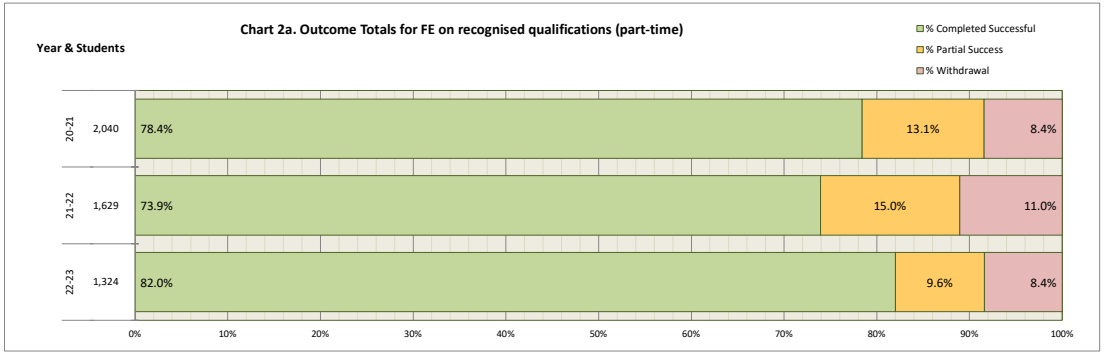
Chart 2a. Outcome Totals for FE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
20-21	Total Part-Time FE	1,600	268	172	2,040
21-22	Total Part-Time FE	1,204	245	180	1,629
22-23	Total Part-Time FE	1,086	127	111	1,324

Year		% Completed Successful	% Partial Success	% Withdrawal	Total
20-21		78.4%	13.1%	8.4%	2,040
21-22		73.9%	15.0%	11.0%	1,629
22-23		82.0%	9.6%	8.4%	1,324

South Lanarkshire College 22-23 Performance Indicators





Early Withdrawal	Further Withdrawal
	9
1	11
	8
26	51
18	48
2	7
	4
61	74
11	21
2	2
6	7
31	40
4	19

% Early Withdrawal	% Further Withdrawal
	-17.3%
-0.5%	-5.3%
	-3.0%
-2.6%	-5.2%
-3.4%	-9.1%
-1.0%	-3.4%
	-1.8%
-7.6%	-9.2%
-2.8%	-5.3%
-1.7%	-1.7%
-3.0%	-3.6%
-4.2%	-5.4%
-1.7%	-8.1%

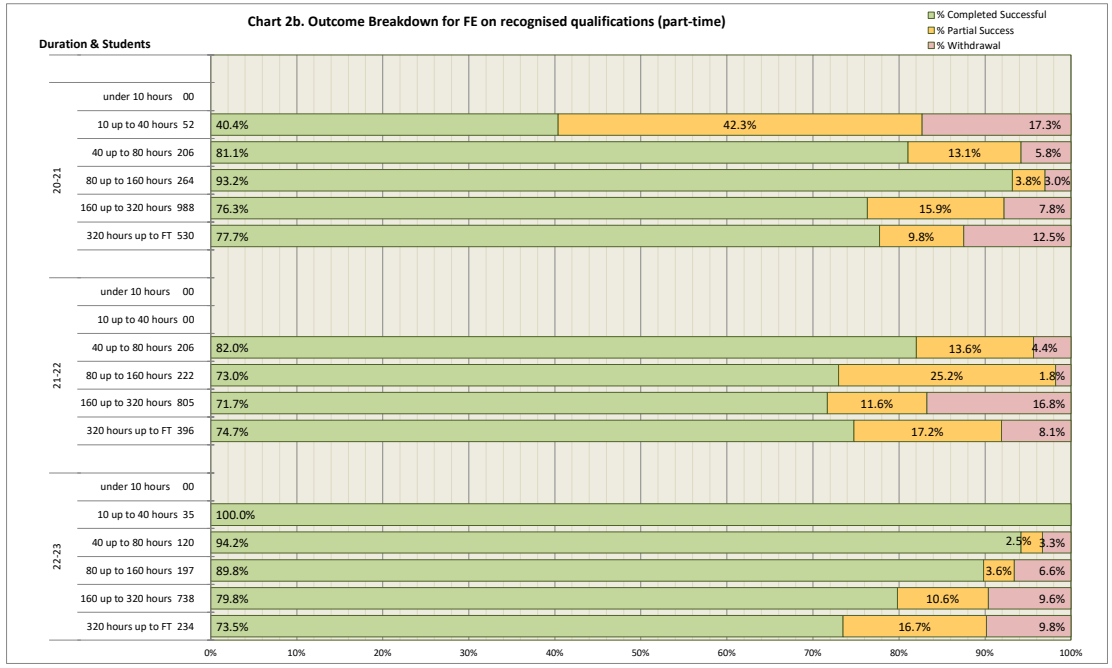
Total FE/HE FT/PT = 3,908

Chart 2b. Outcome Breakdown for FE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
20-21	under 10 hours				
	10 up to 40 hours	21	22	9	52
	40 up to 80 hours	167	27	12	206
	80 up to 160 hours	246	10	8	264
	160 up to 320 hours	754	157	77	988
	320 hours up to FT	412	52	66	530
21-22	under 10 hours				
	10 up to 40 hours				
	40 up to 80 hours	169	28	9	206
	80 up to 160 hours	162	56	4	222
	160 up to 320 hours	577	93	135	805
	320 hours up to FT	296	68	32	396
22-23	under 10 hours				
	10 up to 40 hours	35			35
	40 up to 80 hours	113	3	4	120
	80 up to 160 hours	177	7	13	197
	160 up to 320 hours	589	78	71	738
	320 hours up to FT	172	39	23	234

Year		% Completed Successful	% Partial Success	% Withdrawal
20-21	under 10 hours 00			
	10 up to 40 hours 52	40.4%	42.3%	17.3%
	40 up to 80 hours 206	81.1%	13.1%	5.8%
	80 up to 160 hours 264	93.2%	3.8%	3.0%
	160 up to 320 hours 988	76.3%	15.9%	7.8%
	320 hours up to FT 530	77.7%	9.8%	12.5%
21-22	under 10 hours 00			
	10 up to 40 hours 00			
	40 up to 80 hours 206	82.0%	13.6%	4.4%
	80 up to 160 hours 222	73.0%	25.2%	1.8%
	160 up to 320 hours 805	71.7%	11.6%	16.8%
	320 hours up to FT 396	74.7%	17.2%	8.1%
22-23	under 10 hours 00			
	10 up to 40 hours 35	100.0%		
	40 up to 80 hours 120	94.2%	2.5%	3.3%
	80 up to 160 hours 197	89.8%	3.6%	6.6%
	160 up to 320 hours 738	79.8%	10.6%	9.6%
	320 hours up to FT 234	73.5%	16.7%	9.8%

South Lanarkshire College 22-23 Performance Indicators



Early Withdrawal	Further Withdrawal
52	140
44	144
55	82
44	119
55	142
55	91

% Early Withdrawal	% Further Withdrawal
-5.5%	-14.8%
-4.5%	-14.7%
-5.3%	-7.9%
-4.2%	-11.4%
-6.0%	-15.5%
-7.0%	-11.6%

Total FE/HE FT/PT = 3,908

Chart 3. Achievement for FE students with partial success

Number of students who complete their course without gaining any units / credits	10	3.9%
Number of students completing their course achieiving up to 25% of planned units	30	11.7%
Number of students completing their course achieving 25 to 50% of planned units	66	25.7%
Number of students completing their course achieving 50 to 75% of planned units	81	31.5%
Number of students completing their course achieving at least 75% of planned units	70	27.2%
	257	**100%**

Chart 4. Outcomes for HE on recognised qualifications (full-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
17-18	Full Time	699	55	192	946
18-19	Full Time	733	56	188	977
19-20	Full Time	809	95	137	1,041
20-21	Full Time	814	68	163	1,045
21-22	Full Time	629	89	197	915
22-23	Full Time	537	103	146	786

Year		% Completed Successful	% Partial Success	% Withdrawal	Total
17-18		73.9%	5.8%	20.3%	946
18-19		75.0%	5.7%	19.2%	977
19-20		77.7%	9.1%	13.2%	1,041
20-21		77.9%	6.5%	15.6%	1,045
21-22		68.7%	9.7%	21.5%	915
22-23		68.3%	13.1%	18.6%	786

South Lanarkshire College 22-23 Performance Indicators

Chart 3: Level of achievement for students funded by the SFC completing an FE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)

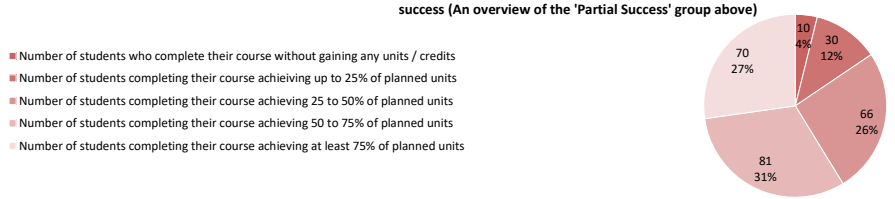
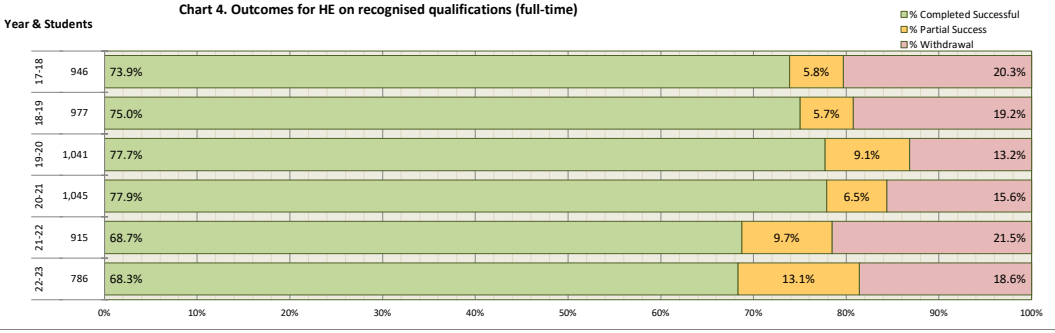


Chart 4. Outcomes for HE on recognised qualifications (full-time)



Early Withdrawal	Further Withdrawal
13	17
7	7
18	12

Early Withdrawal	Further Withdrawal
-2.7%	-3.5%
-3.3%	-3.3%
-6.4%	-4.3%

Early Withdrawal	Further Withdrawal
	1
	2
	5
5	8
8	1
6	3
1	4
	1
2	1
13	9
3	1

% Early Withdrawal	% Further Withdrawal
	-100.0%
	-2.5%
	-3.5%
-2.7%	-4.4%
-9.5%	-1.2%
-4.2%	-2.1%
-1.6%	-6.5%
	-50.0%
-11.1%	-5.6%
-5.8%	-4.0%
-8.1%	-2.7%

Total FE/HE FT/PT = 3,908

Chart 5a. Outcome Totals for HE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
20-21	Total Part-Time HE	418	40	30	488
21-22	Total Part-Time HE	172	28	14	214
22-23	Total Part-Time HE	208	43	30	281

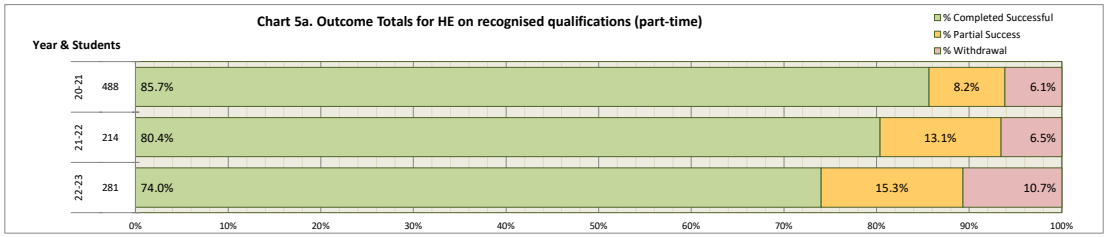
Year		% Completed Successful	% Partial Success	% Withdrawal	Total
20-21		85.7%	8.2%	6.1%	488
21-22		80.4%	13.1%	6.5%	214
22-23		74.0%	15.3%	10.7%	281

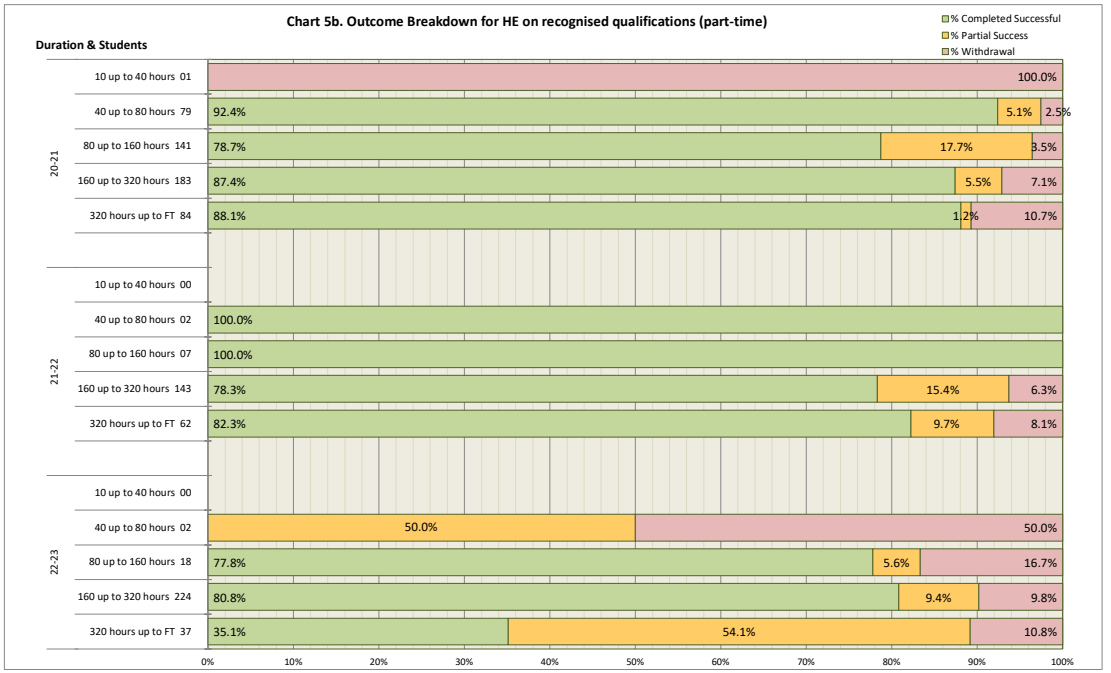
Chart 5b. Outcome Breakdown for HE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
20-21	10 up to 40 hours			1	1
	40 up to 80 hours	73	4	2	79
	80 up to 160 hours	111	25	5	141
	160 up to 320 hours	160	10	13	183
	320 hours up to FT	74	1	9	84
21-22	10 up to 40 hours				
	40 up to 80 hours	2			2
	80 up to 160 hours	7			7
	160 up to 320 hours	112	22	9	143
	320 hours up to FT	51	6	5	62
22-23	10 up to 40 hours				
	40 up to 80 hours		1	1	2
	80 up to 160 hours	14	1	3	18
	160 up to 320 hours	181	21	22	224
	320 hours up to FT	13	20	4	37

Year		% Completed Successful	% Partial Success	% Withdrawal
20-21	10 up to 40 hours 01			100.0%
	40 up to 80 hours 79	92.4%	5.1%	2.5%
	80 up to 160 hours 141	78.7%	17.7%	3.5%
	160 up to 320 hours 183	87.4%	5.5%	7.1%
	320 hours up to FT 84	88.1%	1.2%	10.7%
21-22	10 up to 40 hours 00			
	40 up to 80 hours 02	100.0%		
	80 up to 160 hours 07	100.0%		
	160 up to 320 hours 143	78.3%	15.4%	6.3%
	320 hours up to FT 62	82.3%	9.7%	8.1%
22-23	10 up to 40 hours 00			
	40 up to 80 hours 02		50.0%	50.0%
	80 up to 160 hours 18	77.8%	5.6%	16.7%
	160 up to 320 hours 224	80.8%	9.4%	9.8%
	320 hours up to FT 37	35.1%	54.1%	10.8%

South Lanarkshire College 22-23 Performance Indicators





Early Withdrawal	Further Withdrawal
64	98
55	75
18	41
57	65
24	28

% Early Withdrawal	% Further Withdrawal
-6.5%	-9.9%
-5.6%	-7.6%
-3.6%	-8.3%
-7.4%	-8.4%
-8.1%	-9.5%

Total FE/HE FT/PT = 3,908

Chart 6. Achievement for HE students with partial success

Number of students who complete their course without gaining any units / credits	17	12.0%
Number of students completing their course achieiving up to 25% of planned units	17	12.0%
Number of students completing their course achieving 25 to 50% of planned units	47	33.1%
Number of students completing their course achieving 50 to 75% of planned units	30	21.1%
Number of students completing their course achieving at least 75% of planned units	31	21.8%
	142	**100%**

Chart 7. Outcomes by age group on courses lasting 160 hours or more

	Completed Successful	Partial Success	Withdrawal	Total
under 18	706	120	162	988
18-20 year olds	725	126	130	981
21-24 year olds	379	58	59	496
25-40 year olds	564	89	122	775
41 and Over	223	21	52	296

	% Completed Successful	% Partial Success	% Withdrawal
under 18 988	71.5%	12.1%	16.4%
18-20 year olds 981	73.9%	12.8%	13.3%
21-24 year olds 496	76.4%	11.7%	11.9%
25-40 year olds 775	72.8%	11.5%	15.7%
41 and Over 296	75.3%	7.1%	17.6%

South Lanarkshire College 22-23 Performance Indicators

Chart 6: Level of achievement for students funded by the SFC completing an HE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)

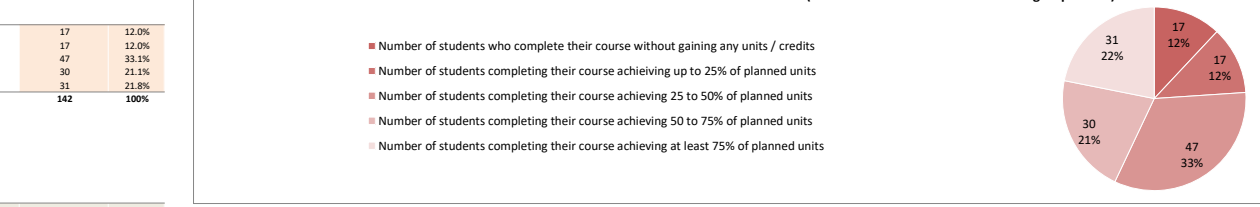
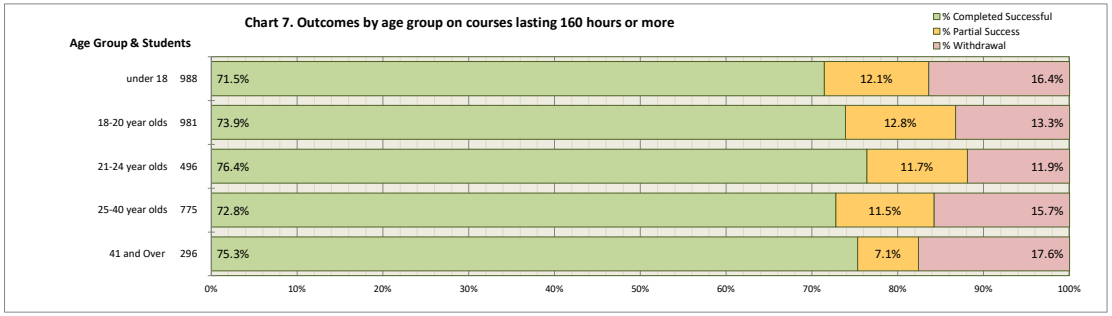


Chart 7. Outcomes by age group on courses lasting 160 hours or more



Early Withdrawal	Further Withdrawal
6	7
4	6
3	1
1	4
7	12
1	1
10	10
39	44
5	3
39	65
17	42
15	11

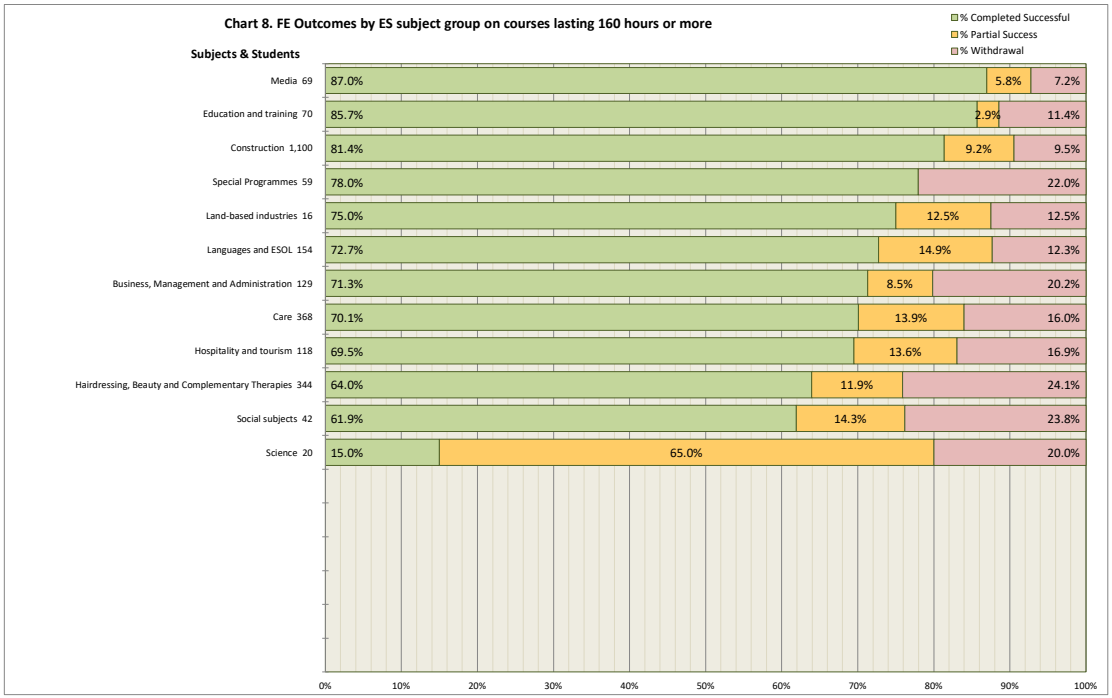
% Partial Success	% Completed Successful
87.0%	5.8%
85.7%	2.9%
81.4%	9.2%
78.0%	
75.0%	12.5%
72.7%	14.9%
71.3%	8.5%
70.1%	13.9%
69.5%	13.6%
64.0%	11.9%
61.9%	14.3%
15.0%	65.0%

Total FE/HE FT/PT = 3,908

Chart 8. FE Outcomes by ES subject group on courses lasting 160 hours or more

	% Completed Successful	Completed Successful	Partial Success	Withdrawal	Total
Sport and Leisure					
Special Programmes	78.0%	46		13	59
Social subjects	61.9%	26	6	10	42
Science	15.0%	3	13	4	20
Performing arts					
Nautical studies					
Media	87.0%	60	4	5	69
Languages and ESOL	72.7%	112	23	19	154
Land-based industries	75.0%	12	2	2	16
Hospitality and tourism	69.5%	82	16	20	118
Hairdressing, Beauty and Complementary Therapie	64.0%	220	41	83	344
Engineering					
Education and training	85.7%	60	2	8	70
Construction	81.4%	895	101	104	1,100
Computing and ICT					
Care	70.1%	258	51	59	368
Business, Management and Administration	71.3%	92	11	26	129
Art and design					

	% Completed Successful	% Partial Success	% Withdrawal
Media 69	87.0%	5.8%	7.2%
Education and training 70	85.7%	2.9%	11.4%
Construction 1,100	81.4%	9.2%	9.5%
Special Programmes 59	78.0%		22.0%
Land-based industries 16	75.0%	12.5%	12.5%
Languages and ESOL 154	72.7%	14.9%	12.3%
Business, Management and Administration 129	71.3%	8.5%	20.2%
Care 368	70.1%	13.9%	16.0%
Hospitality and tourism 118	69.5%	13.6%	16.9%
Hairdressing, Beauty and Complementary Therapies 344	64.0%	11.9%	24.1%
Social subjects 42	61.9%	14.3%	23.8%
Science 20	15.0%	65.0%	20.0%



Early Withdrawal	Further Withdrawal
2	6
2	7
2	1
4	2
1	2
4	5
2	1
	4
	1
20	10
20	40
14	22

% Early Withdrawal	% Further Withdrawal
95.0%	
85.4%	4.9%
82.6%	4.3%
79.4%	8.8%
71.4%	10.2%
70.7%	14.9%
69.5%	13.6%
66.3%	15.6%
61.5%	15.4%
55.2%	24.1%
52.8%	22.2%
14.3%	42.9%

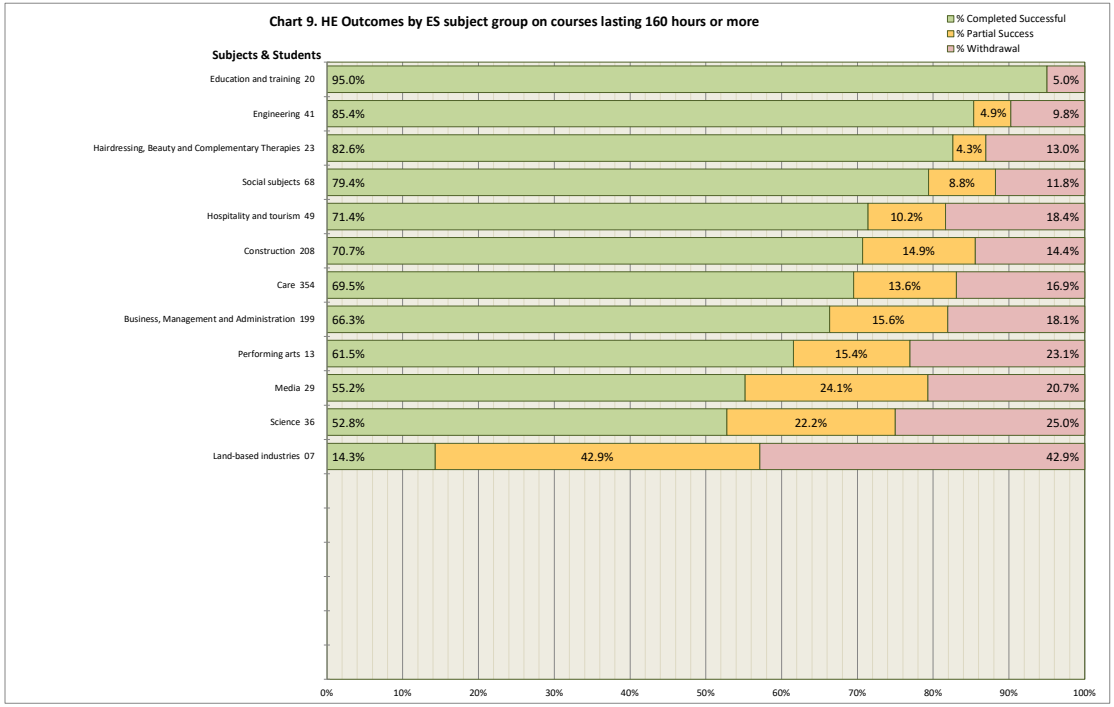
Total FE/HE FT/PT = 3,908

Chart 9. HE Outcomes by ES subject group on courses lasting 160 hours or more

	% Completed Successful	Completed Successful	Partial Success	Withdrawal	Total
Sport and Leisure					
Special Programmes					
Social subjects	79.4%	54	6	8	68
Science	52.8%	19	8	9	36
Performing arts	61.5%	8	2	3	13
Nautical studies					
Media	55.2%	16	7	6	29
Languages and ESOL					
Land-based industries	14.3%	1	3	3	7
Hospitality and tourism	71.4%	35	5	9	49
Hairdressing, Beauty and Complementary Therapie	82.6%	19	1	3	23
Engineering	85.4%	35	2	4	41
Education and training	95.0%	19		1	20
Construction	70.7%	147	31	30	208
Computing and ICT					
Care	69.5%	246	48	60	354
Business, Management and Administration	66.3%	132	31	36	199
Art and design					

	% Completed Successful	% Partial Success	% Withdrawal
Education and training 20	95.0%		5.0%
Engineering 41	85.4%	4.9%	9.8%
Hairdressing, Beauty and Complementary Therapies 23	82.6%	4.3%	13.0%
Social subjects 68	79.4%	8.8%	11.8%
Hospitality and tourism 49	71.4%	10.2%	18.4%
Construction 208	70.7%	14.9%	14.4%
Care 354	69.5%	13.6%	16.9%
Business, Management and Administration 199	66.3%	15.6%	18.1%
Performing arts 13	61.5%	15.4%	23.1%
Media 29	55.2%	24.1%	20.7%
Science 36	52.8%	22.2%	25.0%
Land-based industries 07	14.3%	42.9%	42.9%

South Lanarkshire College 22-23 Performance Indicators



Early Withdrawal	Further Withdrawal
84	109
59	95
42	63
28	38

% Early Withdrawal	% Further Withdrawal
-7.8%	-10.1%
-4.3%	-6.9%
-6.5%	-9.7%
-7.2%	-9.7%

Early Withdrawal	Further Withdrawal
218	307
34	55
59	96
15	26
12	23
38	37
15	28
13	16

% Early Withdrawal	% Further Withdrawal
-6.2%	-8.7%
-6.9%	-11.1%
-6.4%	-10.3%
-1.7%	-3.0%
-6.2%	-11.9%
-10.7%	-10.4%
-1.8%	-3.4%

Total FE/HE FT/PT = 3,908

Chart 10. Outcomes by level and gender on courses lasting 160 hours or more

	Completed Successful	Partial Success	Withdrawal	Total
FE Females	753	128	193	1,074
FE Males	1,093	137	154	1,384
HE Females	463	83	105	651
HE Males	265	59	66	390

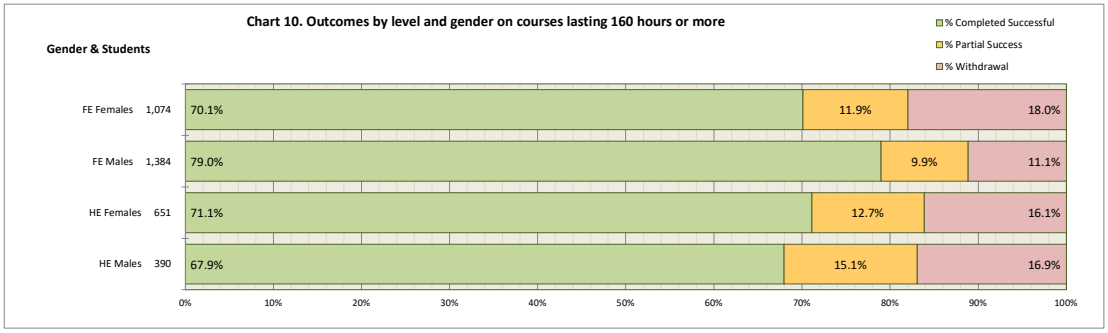
	% Completed Successful	% Partial Success	% Withdrawal
FE Females 1,074	70.1%	11.9%	18.0%
FE Males 1,384	79.0%	9.9%	11.1%
HE Females 651	71.1%	12.7%	16.1%
HE Males 390	67.9%	15.1%	16.9%

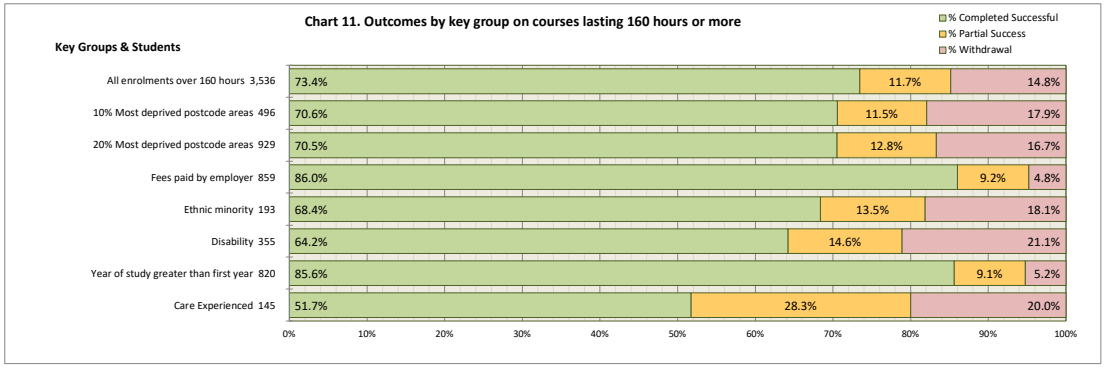
Chart 11. Outcomes by key group on courses lasting 160 hours or more

	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	2,597	414	525	3,536
10% Most deprived postcode areas	350	57	89	496
20% Most deprived postcode areas	655	119	155	929
Fees paid by employer	739	79	41	859
Ethnic minority	132	26	35	193
Disability	228	52	75	355
Year of study greater than first year	702	75	43	820
Care Experienced	75	41	29	145

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours 3,536	73.4%	11.7%	14.8%
10% Most deprived postcode areas 496	70.6%	11.5%	17.9%
20% Most deprived postcode areas 929	70.5%	12.8%	16.7%
Fees paid by employer 859	86.0%	9.2%	4.8%
Ethnic minority 193	68.4%	13.5%	18.1%
Disability 355	64.2%	14.6%	21.1%
Year of study greater than first year 820	85.6%	9.1%	5.2%
Care Experienced 145	51.7%	28.3%	20.0%

South Lanarkshire College 22-23 Performance Indicators





Total FE/HE FT/PT = 3,908

Chart 12. Credit targets and achieved (core plus ESF where applicable)

	Credits	Year	Percentage
Credits achieved	49,492		
20-21 Credits target	49,393	20-21	100.20%
Credits achieved	49,981		
21-22 Credits target	50,704	21-22	98.57%
Credits achieved	48,843		
22-23 Credits target	48,812	22-23	100.06%

Chart 13. Percentage of Full-time permanent teaching staff with a teaching qualification

	Permanent full-time teaching staff	Number with a Teaching Qualification	Year	Percentage
20-21	81	81	20-21	100.0%
21-22	82	81	21-22	98.8%
22-23	85	81	22-23	95.3%

South Lanarkshire College 22-23 Performance Indicators

Chart 12. Credit targets and achieved (core plus ESF where applicable)

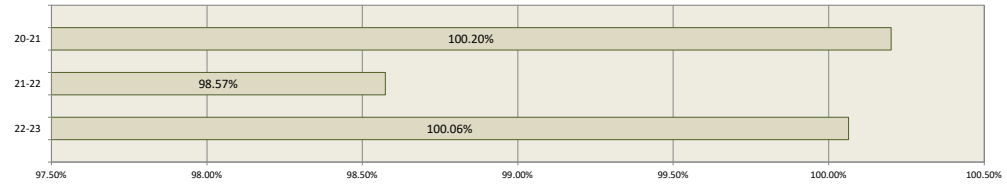
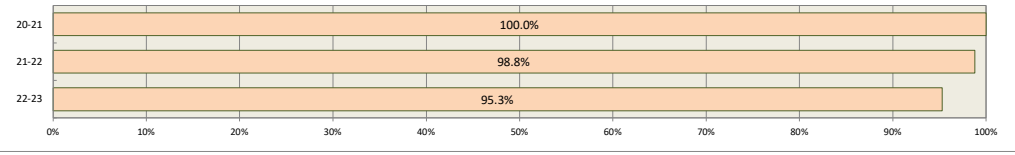


Chart 13. Percentage of Full-time permanent teaching staff with a teaching qualification



CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	7 May 2024
TITLE OF REPORT	Developing the Young Workforce (DYW)
REFERENCE	Agenda Item 10
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 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 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 provision has expanded with the introduction of one new framework in IT Software and the reintroduction of Accountancy. • Only the Creative and Digital Media returning students are be funded via core credits. All other frameworks are included within the Consortium Agreement with South Lanarkshire Council and have generated £228, 831 of commercial income for the College. • Due to significant drop in demand senior phase independent options offered to St Ninian's High School will not be delivered in 2024/25. • The College will not continue to infill small number of pupils from East Renfrewshire in 24/25 • 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 DYW regions stakeholders.

1. INTRODUCTION

1.1. The College continues to work closely with South Lanarkshire and East Renfrewshire Councils to ensure the 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 each Council area, 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 2023-24

2.1 Table 1: GradU8 Programmes

2021/22				2022/23				2023/24		
GradU8	Enrol	Ret	Ach	GradU8	Enrol	Ret	Ach	GradU8	Enrol	Ret
Beauty	29	50%	41%	**Beauty**	27	100%	82%	**Beauty**	17	94%
									15	100%
Early Years & Childcare	52	90%	67%	**Early Years & Childcare**	35	86%	86%	**EECC**	12	100%
									18	78%
Hair & Barbering	32	72%	53%	**Hair & Barbering**	36	92%	92%	**Hair**	15	100%
									16	100%
Health & Social Care	29	93%	68%	**Health & Social Care**	26	100 %	81%	**HSC**	13	100%
									14	100%
Make-Up	25	72%	64%	**Make-Up**	-	-	-	**Make-Up**	14	100%
									15	100%
				Uniform ES	44	93%	75%	**U&ES**	11	55%
									18	83%
Business & Marketing	15	100%	100%	**Business & Marketing**	-	-	-	**Personal Develop/WE**	8	100%
									13	100%
Digital Media	19	84%	84%	**Digital Media**	-	-	-	**Digital Media**	9	78%
									7	100%
Hospitality	27	93%	82%	**Hospitality**	16	100%	69%	**Hospitality**	4	0%
									13	69%
Construction	93	89%	68%	**Construction**	27	100%	85%	**Cons**	16	100%
									12	100%
Total	**321**	**83 %**	**70%**	**Total**	**236**	**95%**	**81%**	**Total**	**260**	**92%**

2.2 Across the GradU8 pathway programmes 260 enrolments were realised across 20 cohorts, this was an increase of 24 on the previous year. Two new subjects were introduced this session, Personal Development and Preparation for the Workplace, with

Digital Media being reintroduced. Overall retention is high with anticipated achievement sitting at 11% above last year's figure.

2.3 South Lanarkshire Council have engaged with the College to finalise next sessions GradU8 offer for 2024/25 ahead of the launch of their school brochure in January 2024. The following programmes have been discussed and agreed subject to demand.

2.4 Table 2: GradU8 Programmes 2024/25

Proposed programmes	SCQF Level	Numbers
Beauty Skills	4-5	36
Construction	4-5	36
Creative Digital Media	5	36
Early Education and Childcare	5	36
Hair and Barbering	4-5	36
Health and Social Care	5	36
Travel, Tourism and Hospitality	5	36
Make-up Artistry	4-5	36
Uniform and Emergency Services	5	36
Horticulture	4-5	36

3 PATHWAY TWO: SENIOR PHASE INDEPENDENT OPTIONS 2023-24

3.1 The senior phase independent options are open to both South Lanarkshire and East Renfrewshire pupils however, these bespoke programmes are only being delivered to East Renfrewshire pupils with an infill option into a HNC delivered in college and an in-school delivery option in St Ninian's High School.

3.2 Table 3: East Renfrewshire Schools College Infill and Retention

2021/22			**2022/23**			**2023/24**		
East Ren infill	**Actual**	**Achieve**	**East Ren infill**	**Actual**	**Achieve**	**East Ren infill**	**Actual Enrolments**	**Achie**
HNC Business Studies	1	1	HNC Business Studies	2	2	HNC Business Studies	0	0
HNC Police Studies	3	2	HNC Police Studies	4	2	HNC Police Studies	2	0
HNC Quantity Surveying	0	0	HNC Quantity Surveying	4	0	HNC Quantity Surveying	0	0
Total	**4**	**3**	**Total**	**10**	**4**	**Total**	**2**	**0**

3.3 Moving forward, the College will stop delivery of senior phase curriculum through the East Renfrewshire Council Partnership next academic session and focus solely on our local community.

3.4 Table 4: St Ninian's High School in School Delivery Enrolments

2021/2			2022/223			2023/24			
Subject	**Enr**	**Achieve**	**Subject**	**Enr**	**Achieve**	**Subject**	**Plan/ enrol**	**Enrol**	**Ret/ Ach**
Construct	14	100%	Cons	NA	NA	Construction	NA	NA	NA
Creative Nails	19	84%	Creative Nails	15	60%	Creative Nails	18	10	10
Playwork	34	82%	Playwork	31	77%	Playwork	36	28	28
HIV/First Aid	14	92%	HIV/First Aid	10	80%	HIV/First Aid	NA	NA	NA
Total	**81**	**89%**	**Total**	**56**	**72%**	**Total**	**72**	**38**	**100** %

3.5 St Ninians provision (in school delivery) has experienced a significant drop in demand this session with enrolment to target sitting at 53%. HIV/First Aid failed to recruit; however, retention has remained high at100%.

3.6 The school are delivering more senior phase pathway provision through their own local authority East Renfrewshire Council. After meeting with our school partners, it was agreed that the College will not deliver to St Ninian's next session, however the College has committed to supporting returning students to complete their second year of the NPA Playworker course.

3.7 Depending on numbers, this may change to an in-college delivery model. This will create more capacity for the College to grow our mainstream provision and focus on our local community.

4 PATHWAY THREE: SENIOR PHASE WINTER LEAVERS PROGRAMME

4.1 Table 5: Winter Leavers Programme Enrolments and Retention

	2021/2022		2022/2023		2023/2024	
Course	**Enrolled**	**Achieved**	**Enrolled**	**Achieved**	**Enrolled**	**Achieved**
Creative winter	16	37%	NA	NA	12	100%
Construction winter	17	76%	13	100%	12	100%
Total	33	56%	13	100%	24	100%

4.2 The Winter leavers programmes in Construction and Creative Hair and Beauty (which did not run last session) have recruited 24 students this session with retention and anticipated achievement sitting at 100%. Both pathways are open to pupils across South Lanarkshire who are intending to leave school in December 2023. The course delivery mode is three full days in college.

4.3 These programmes provide progression pathways to January start programmes and all progressing pupils received a guaranteed interview to a college course in January 2024.

5 PATHWAY FOUR SENIOR PHASE FOUNDATION APPRENTICESHIPS (FA)

5.1 This year the College is delivering 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) and Creative and Digital (two-year option). One new Framework in Information Technology Software (two-year option) has been introduced this session.

5.2 All courses are within the Consortium Agreement except for the FA Creative and Digital Media returners group. The College will continue to deliver the second year of the FA Creative and Digital Media using credits as part of the College's core credit allocation. There will be no credit baring FA's next session.

5.3 The College has strong links in place and has partnership agreements with South Lanarkshire Council and local employers to provide work experience for students.

5.4 Table 7: Foundation Apprenticeship Programme 2023/24

2021/22			2022/23			2023/24		
Foundation Apprenticeships	**Act**		**FAs**	**Enr**	**Ach**	**FAs**	**Actual Enrolments**	**Retention/ Achievement**
Accounting								
Accounting Returners	4	75%	Accounting Returners	n/a		Accountancy 2 year	14	84%
Business Skills								
Business Skills 1 year programme	3	100%	Business Skills 1 year programme	13	100%	Business Skills 1 year programme	5	80%
Business Skills 2-year programme	5	80%	Business Skills 2-year programme			Business Skills 2-year programme	7	71%
Business Skills Returners	9	100%	Business Skills Returners	3	100%	Business Skills Returners	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%
			CDM returners	10	100%	CDM return	12	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	89%
CYP 1 Year	12	100%						
Children & Young People 2-year hub	16	71%	Children & Young People 2yr	14	64%	CYP 2-year programme	18	100%
CYP 2 year	15	100%	CYP 2-year programme	13	76%	CYP 2-year programme	12	91%
CYP 2 year	12	83%						

2021/22			2022/23			2023/24		
Children & Young People Returners	14	78%	Children & Young People Returners	13	84%	Children & Young People Returners	15	100%
CYP Returners	15	80%	CYP returners	12	100%			
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%
HealthCare 2-year programme in hubs	20	85%	HealthCare 2-year programme in hub	16	81%	HealthCare 2-year programme	18	100%
							12	91%
HealthCare Returners	11	81%	HealthCare Returners	10	100%	HealthCare Returners	8	100%
IT Software 2 year				n/a				
						IT Software 2 year	12	100%
Total	**171**	**87%**	**Total**	**146**	**79%**	**Total**	**183**	**92%**

5.5 Enrolment numbers went up by 37 on the previous year. Anticipated retention and achievement are sitting at 92%, with anticipated achievement 13% better than the previous year.

6 SCHOOL EVENTS 2023-24

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 2023-24

Date	Time	Type of Event	Location	Audience	Expected numbers
30 April 24	1:30-2:30 pm	Foundation Apprentice Celebration Event	South Lanarkshire College	S5-S6	80
23 May 24	tbc	Skills Academy	Williamwood High School	S3	60
30 May 24	tbc	Interactive Careers Experience	St Ninian's High School	S3	80

7 RISK

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

7.2 That further withdrawals could negatively impact performance indicators.

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:

9.1.1 Note the contents of this report which updates on all senior phase activity being offered at the College for 2023/2024 and GradU8 activity plan for 2024/25.

CURRICULUM, QUALITY AND DEVELOPMENT (CQD) COMMITTEE

DATE:	23 April 2024
TITLE OF REPORT:	Marketing and Communications update
AGENDA ITEM:	11
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 3 months.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: • The huge success of the February (Class of 2023) Graduation Ceremony, March Open Evening and ongoing social media strategies. • A three-day photoshoot resulting in over 600 new stock images. • The implementation of the updated Photography & Filming Consent Form (now an online document) and Privacy Notice.
RISKS	• That there is negative press due to industrial action. • That there is further negative press due to the historic governance enquiry. • Applications for August 24 courses not meeting target due to a later launch date of February 24. • That there are challenges in meeting key targets due to current staffing resource. • 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. • Removal of the Flexible Workforce Development Fund.
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. • Implementation of August 24 Recruitment Campaign. • Social Media Summary. • Awards and Positive News Stories.

1 INTRODUCTION

1.1 This report provides an overview of Marketing, Communications and Recruitment activity from mid-January to mid-April 2024. During this 3-month period the August recruitment campaign has remained a key priority as well as planning for and delivering Graduation in February 2024.

1.2 There have been a range of activities, events, campaigns, and projects taken place during this period, which are highlighted below.

2 REPORT HIGHLIGHTS (THE PAST 3 MONTHS)

2.1 Highlights over the past three months include:

2.1.1 Over 800 Graduands and guests at the rescheduled Graduation in February 2024.

2.1.2 89 attendees at the Open Evening in March 2024.

2.1.3 Updated Photography & Filming Consent Form and Privacy Notice.

2.1.4 The launch and promotion of August 2024 courses; and

2.1.5 The roll out and finalisation of the new brand.

3 ANALYSIS OF RECRUITMENT AND AUGUST 2024 APPLICATIONS

3.1 To date (22.4.24), the College has received a total of 2905 applications for August 2024 courses. This marks an increase of 250 applications compared to the previous year (2905 vs. 2655). These applications are divided into full-time and part-time programs, with 2467 for full-time courses (an increase of 170 compared to the previous year) and 21 for part-time courses (a decrease of 11).

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 launch of August 24 start courses on Monday 5 Feb and the most recent Open Evening held on 26 March.

4 EVENTS

4.1.1 Since the last Committee Report in January 2024 there have been a variety of engaging events on campus, including a very enjoyable, and successful Graduation in February. Plus, Scottish Apprenticeship Week and an Open Evening in March.

4.1.2 August start course Open Evening on 26 March (89 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
17 May 2024 College Local Innovation Centres (CLIC) Stakeholder Event *External Event: Held in City of Glasgow College*	External stakeholders – the list of attendees including Chambers of Commerce, Glasgow City Council etc. will be compiled by all six colleges.	To showcase and discuss the vision and plans of the CLIC Pilot Project (funded by Innovate UK, Further Education Innovation Fund.
21 May 2024 August starts Open Evening	School leavers, influencers, those looking to upskill, retrain and community members.	To showcase the campus and facilities and promote courses starting in August 2024.
7 June 2024 Scottish Plumbing Apprentice of the Year	Competing Apprentices in pipework, leadwork and renewables. Also a variety of exhibitors and sponsors.	Host venue of the 39th SNIPEF Event.

5 CAMPAIGNS

5.1 The following campaign plans (**with a focus on the Thinking College? Think #SLC message**) have taken place in the past 3 months to support recruitment and brand awareness:

5.1.1 Billboard advertising in East Kilbride.
5.1.2 3-month digital media campaign.
5.1.3 Direct communications with SDS careers advisors, schools, DYW and JCP.
5.1.4 Open Evening.
5.1.5 Capital Radio prime coverage and evening sponsorship (4 weeks during Mar/Apr); focusing on August course recruitment and the March Open Evening.
5.1.6 Banners updated to spread College key message around campus and East Kilbride.
5.1.7 Focus/ banner on homepage of website; and
5.1.8 The immediate focus is on the continued promotion of August 2024 start courses.

6 DIGITAL AND WEBSITE IMPROVEMENTS

6.1 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.

6.2 The Marketing Team continue to leverage the content, engagement and reach across all social platforms including TikTok.

7 BRAND ROLL OUT

7.1 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.

7.2 The email signature and screensaver are also being progressed and are due to roll out early May 2024.

7.3 There is still more to do regarding the brand roll out, including a review of all College external and internal signage. This includes activity such as replacing lamppost flag artwork and the large campus billboard. The Marketing and Comms Manager will lead on this project, working in partnership with the Facilities Team.

8 GRADUATION

8.1 Graduation (postponed from Tuesday 24 October owing to lecturers taking part in ASOS) took place on Tuesday 27 February 2024. The event was a resounding success – positive feedback was received on the smooth running of the day and the inspirational guest speeches. The next Graduation date is planned for Tuesday 12 November 2024.

9 STAKEHOLDER ENGAGEMENT

9.1 The date of the next Stakeholder communication is planned for June 2024.

10 STAFF COMMUNICATION

10.1 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 have the opportunity to contribute to this newsletter.

11 IN THE PRESS

11.1 An ongoing priority for the Marketing and Communications team over the next 3 months 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 any potential industrial action.

11.2 Examples of some positive press coverage over the past 3 months include (please note articles are hyperlinked):

11.2.1 South Lanarkshire College awarded for its environmental work **26 Jan**

11.2.2 South Lanarkshire College construction students - new partnership with Bosch **31 Jan**

11.2.3 Scottish Companies set for £1.2 million college innovation boost **16 Feb**

11.2.4 South Lanarkshire College to host Scottish Plumbing Apprentice of the Year Competition **1 Mar**

11.3 There have been a few instances of negative press (at a national level) over the past 3-month period.

11.3.1 College Support Staff set for Strike at end of month over pay and jobs **21 Feb**

11.3.2 Lecturers at two Lanarkshire Colleges to go on strike on three dates in April and May **27 Mar**

11.4 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.

11.5 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.

11.6 Future projects that help raise the profile of the College include being part of the Innovate UK College Consortium, with South Lanarkshire College leading as a Centre for Sustainable Development (officially launched on 15 February 2024) and working in partnership with SNIPEF as the host of this year's Scottish Plumbing Apprentice of the Year Competition which will be held in June 2024.

12 SOCIAL MEDIA

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

12.1.1 **Facebook –** Over the past three months, the Facebook page has had a reach (from posts, stories or ads) of over 134K (a slight increase on the last report of 128K). Content interactions is 2.7K and link clicks is 4.5K. The total reach can be split into organic and paid activity – Facebook reach is over 100% higher when running paid activity.

12.1.2 **Instagram** – Over the past three months, the Instagram account has had a fantastic reach of over 78K – the main reason for the huge increase is paid advertising which has worked extremely well on this platform. The number of followers has increased by 75 taking the total to 2841.

12.1.3 **Twitter** – Access to any free analytics on this platform has now changed so we can only report on followers, which is now 3358 (an increase of 31 from the last report).

12.1.4 **Linkedin –** In the last three months, we have gained 209 new followers taking the total to 2265 and have achieved over 47k impressions.

12.1.5 **TikTok –** We currently have 296 followers and 646 likes.

12.2 Engagement continues to be consistently high across all platforms, driven by a variety of engaging content. Top performing organic posts include Graduation (Class of 2023), Dawn Paterson Ross's trio of Scottish Make Up Awards, the visit from Emma Roddick MSP as well as focused course recruitment posts (Nail Tech, Advanced Craft Brickwork and Make Up Skills) received great engagement.

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

13 AWARDS

13.1.1 The award submissions are now open for the next CDN College Awards 2024, which marks the 25th Anniversary of the awards. Submissions will be compiled in advance of the 28th June deadline.

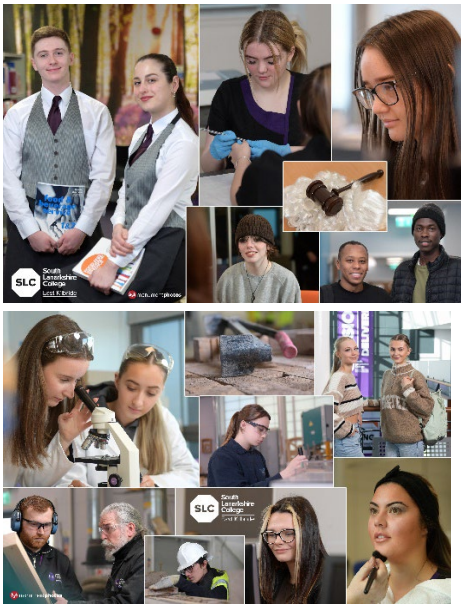
14 MARKET RESEARCH AND DATA ANALYSIS

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

14.1.2 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.

15 MISCELLANEOUS

15.1 The Marketing Team organised a very productive three-day photoshoot in February with an external professional photographer. Samples of the some of the images can be seen below:



15.2 The Publicity & Comms Audit took place w/c 15 April. A variety of staff were involved in the meetings which focused on the range of systems in place at the College for communicating both internally and externally. Feedback from the Auditor is due to be received on Thursday 25 April, and more information will follow in the next CQD, Marketing & Comms Paper.

16 KEY PRIORITIES

16.1 Some key priorities over the next 3 months include:
16.1.1 Promotion of the College brand and courses to drive applications to places on August 2024 start courses.
16.1.2 Launch Commercial Full Cost Recovery courses on the website.
16.1.3 Enhance internal and external comms to get across good news stories to stakeholders.
16.1.4 Newsletter of College activity to be sent to stakeholders.
16.1.5 Relaunch of the Keep Warm campaign for prospective students.
16.1.6 Launch the College's first bespoke commercial brochure.
16.1.7 Refinement and understanding in need for printed materials (e.g., prospectus).
16.1.8 Better quality open evenings, which include tasters, to showcase the College curriculum offer.
16.1.9 Continued engagement with curriculum teams; and Digital improvements on SEO and analytics tracking.

17 RISK

17.1 That there is negative press due to ongoing industrial action.
17.2 That there is further negative press due to the historic governance enquiry.
17.3 That the College does not achieve recruitment targets.
17.4 That there are challenges in meeting key targets due to current staffing resource.
17.5 That there are challenges owing to 4.7% funding cut in the sector and the removal of of the Flexible Workforce Development Fund.

18 EQUALITIES

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

19 RECOMMENDATIONS

19.1 Members are recommended to note:
19.2 the success of Open Evenings and social media strategies.
19.3 the marketing activity noted in this paper.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	7 May 2024
TITLE OF REPORT	Complaints Handling
REFERENCE	Agenda item 12
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the: complaints received by the College during Quarter 3 (1 February 2024 to 30 April 2024), progress of the 2022/2023 Annual Complaints Handling Action Plan, and the ongoing governance of the complaints handling process.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: • The number of complaints received by the College in Quarter 3 • all complaints received are logged in the Complaints Handling System and resolved within the Scottish Public Service Ombudsman (SPSO) required timeframe; and • the 2022/2023 Annual Complaints Handling Action Plan is progressing.
RISK	• That the College does not deal with complaints within the time frame required by the SPSO 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:	• There is an increase of nine complaints received in Quarter 3 of 2023/24 compared to 2022/2023. • Lessons learned are completed. • Complaints Handling a Guide for Staff was approved by the Senior Leadership Team. • A system to gather feedback from complainants is in place. • The 2022/2023 Complaints Handling Action Plan is progressing.

1. INTRODUCTION

1.1. This paper provides an update regarding the number of complaints received for Quarter 3 of the 2023-2024 academic year (AY), the progress of the 2022/23 Annual Complaints Handling Action Plan, and the ongoing governance of the Complaints Handling Process.

2 DISCUSSION

2.1 All received complaints are logged in the Complaints Handling System and resolved within the time frame stipulated by the Scottish Public Services Ombudsman (SPSO).

2.2 In Quarter 3 of the AY 2023/24, thirteen complaints were received: Eleven were resolved at Stage 1, one was resolved at Stage 2, and one Stage 2 complaint is currently under investigation. This represents an increase of 9 complaints compared to Quarter 3 of the AY 2022-2023.

2.3 Lessons learned are recorded within the Complaints Handling System and followed up by the Complaints Handler to ensure completion.

2.4 The updated Complaints Handling Guide for Staff has been approved by the Senior Leadership Team and published in the College Document Library.

2.5 A system for collecting feedback from complainants regarding the complaints process has been implemented.

2.6 The 2023-204 Complaints Action Plan is progressing well; five out of the six actions are completed, with one scheduled for completion by June 2024.

3 EQUALITIES

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

4 RISK AND ASSURANCE

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

5 RECOMMENDATIONS

5.1 Members are recommended to note the contents of this report**.**

ANNEX 1

Table 1 Summary of 2023/24 Quarter 3 Complaints Handling Report

Complaint Category	Complaints Received	Outcome of Complaint	Lessons Learned (what we can do better)
Customer Care	4 complaints received all resolved at stage 1. Data Protection – 1 Environmental – 1 Staff Conduct - 2	Data Protection – not upheld Environmental not upheld Staff Conduct – 1 partially upheld and 1 not upheld	Confirm that students are clear of the conversation that has taken place.
Applications to Progression	5 complaints received. 3 resolved at stage 1 1 resolved at stage 2 1 remains open	Progression, Articulation, Withdrawal – 4 not upheld	Timeously withdrawal of students who are not attending/progressing. Ensure consistent advice is given to students relating to communication and progression.
Course Related	3 complaints received. 2 resolved at stage 1 1 resolved at stage 2	Course Management 2 – not upheld 1 – partially upheld	Students are notified when results are put on hold by awarding body. Review lines of communication with students when merging of classes.
Services	1 complaint received at Stage 1 Library/Learning Technology	upheld	Discussion on centralised room booking system required.
Facilities			
Other			

ANNEX 2

Table 2 2023-2024 Action Plan

Action	By Whom	Target Date	Outcome
Publish the 2023-23 Annual Complaints Handling Report on the College website	Marketing Depute Head of Curriculum (Complaints Handler)	November 2023	Completed
Present the 2022/23 Complaints Handling Report to Senior Leadership Team (SLT) and Curriculum Managers (CMs) to discuss lessons learned.	Depute Head of Curriculum (Complaints Handler)	December 2023-January 2024	Completed
Develop a robust system to collate feedback on the complaints handling process from customers.	Depute Head of Curriculum (Complaints Handler)	November 2023	Completed
Develop a mechanism to ensure that lessons learned from 2023/24 complaints are shared with curriculum and department teams	Depute Head of Curriculum (Complaints Handler)	October 2023	Completed
Review the Complaints Handling Policy and Procedure to reflect change in college structure	Depute Head of Curriculum (Complaints Handler)	January-April 2024	Completed
Attend curriculum and departmental meetings to raise awareness of any changes to Complaints Handling Policy and Procedure	Depute Head of Curriculum (Complaints Handler)	May-June 2024	