CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

NOTICE
There will be a meeting of the CQD committee on 01 November 2023 at 1730 hours via Microsoft Teams or 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 – 29 August 2023	Yes	JG
04	Matters Arising from the Previous Meeting	No	JG
	Matters for Discussion		
05	Student Association Report	Yes	KW
06	Curriculum, Quality and Development Update	Yes	DI
07	Quality Update	Yes	LD
08	Entrepreneurial Campus	Yes	AD
	Matters for Approval		
09	The Annual Complaints Report	Yes	WMcL
	Matters for Information		
10	Developing the Young Workforce Update	Yes	MS
11	Marketing and Communications Update	Yes	RH
12	Complaints Quarterly Report	Yes	WMcL
13	Any Other Business	No	JG
14	Summation of Actions and Date of Next Meeting	No	PMcG

JG: Professor Jo Gill (Chair), KW: Kayleigh Withers, DI: David Innes, LD: Lisa Doonan, AD: Anne Doherty, MS: Myra Sisi, RH: Rose Harkness, WMcL: Wilma MacLeod, PMcG: Paul McGillvery.

CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

Minutes of Meeting of the CQD committee on 29 August 2023 at 1730 hours via Microsoft Teams and in the Boardroom at South Lanarkshire College

Present	In attendance
Prof Jo Gill (Committee Chair)	P Hutchinson (Chairing Member)
S McManus (Principal)	L Doonan
E Hamilton	R Harkness
D Morrison	D Innes
K Wither	M Sisi
	W MacLeod
	A Baxter (NCL)
	S Gray (Trade Union Observer)
Peter Scott – Governance Professional acting as Minute Secretary	

Agenda Item	
01	**Apologies for Absence** F Mullen T Robertson
02	**Declaration of any potential Conflicts of Interest in relation to any Agenda items** None
03	**Minutes of Previous Meeting – 9 May 2023** Duly approved
04	**Matters Arising from the Previous Meeting** In connection with Item 0.6 of the previous Minutes, management reported that students were suffering as a result of industrial action but that best endeavours were being made to mitigate this . In connection with Item 0.8 management confirmed that actions were in place to strengthen links with external stakeholders and that these could be evidenced to the inspectorate if need be. In connection with Item 0.9 the Governance professional regretted that the Training Day had not been able to incorporate a safeguarding session in what had been a crowded agenda but this would be taken forward at the next available opportunity.

		Matters for Discussion
05		**Committee Work Plan** The draft workplan as submitted was considered and approved . It clearly would be subject to change so as to respond to need. As Action point the Committee requested that an item be included on the Entrepreneurial Campus. Management agreed to this and would provisionally place this on the agenda for the November meeting.
06		**Student Association Report** The Student Board members presented their Report – which is referred to for its detailed terms . This was a thorough and well presented report and the Committee had drawn to its attention key features such as:- • The ongoing class visits • The Student Office refresh • The Student Anxiety Webinar • The Food Cupboard • Meals for students • The provision of stationery • The Emily Test GBV Charter • The Actions on Student Poverty and Mental Health • The 2023/24 Operational Plan • The use of Social Media to empower the student voice • The proposed provision of College Hoodies at an affordable price • The successful Freshers Event • The proposal to have a Well-being Zone in the library The Minute Secretary was asked to Minute a Vote of Thanks to the previous Student Members upon whose energy and dedication the current Student Members were clearly building to excellent effect.
07		**Curriculum, Quality and Development Update** The committee considered the report as submitted and which is referred to for its detailed terms. Members : • Noted the achievement of the 2022-23 credit target pending the credit audit; • Considered and noted the credit target for 2023-24 as well as the flexibilities outlined in Annex A by the Scottish Funding Council; • Noted the impact of the industrial action; • Noted the update on the recruitment of the Vice Principal for Learning, Teaching and the Student Experience; • Noted the work being undertaken by curriculum areas and alternative funding; and • Noted the good news stories.

	In essence:-
	• The College has met the credit target for 2022-23, pending the credit audit. • The Scottish Funding Council (SFC) released further flexibilities for the 2023-24 academic year. • Industrial action in the form of Action Short of Strike Action (ASOS) has had a significant impact on students. • Recruitment is underway to appoint a Vice Principal for Learning, Teaching and the Student Experience with interviews scheduled for 14 September 2023. • The Minister for Higher and Further Education visited the College at the start of August 2023 to launch a new mobile heat pump and training facility. • Student recruitment is steady, however, it has been impacted by ASOS (industrial action) and the College expects to achieve the credit target for 2023-24 academic year. • End of year retention is high at 89%, which is 2.4% higher than in 2021-22. • The Committee was especially pleased to note the substantial levels of best practice developed over the academic year. In general term, it was reassuring that the retention figures were aligned with those of the university sector but the reduction in credit targets was challenging. The impact of Industrial Action and the Sectoral Approach to dealing with this were matter already considered by the Audit & Risk Committee . The Trade Union observer reminded the meeting that the official Union position favoured a collegiate colleges / unions response. This was understood and respected by the Committee but, as the Chairing Member pointed out, SLC were constrained by the Joint Colleges Policy to which all colleges had subscribed .The Principal advised that the College wide response had been considered by the Principals Group on the basis of legal advice received. On a wider perspective, the educational landscape was changing and Apprenticeship numbers were levelling off – albeit some colleges may be forced to abandon some courses which may make the SLC offering attractive to a wider market It is also a reality that some students accept places but do not enrol – simply because last minute university places have been more attractive. The committee was particularly pleased however with the good news stories as detailed in the paper. This was clearly the result of outstanding team effort. There was one slight caveat in that in course of discussion it emerged that students were using Paypal to budget for payment of college fees. There had been concerns published about the security of Paypal data. As an **action point** the Principal agreed to clarify this with our inhouse IT specialists and report back as appropriate .
08	**Quality Update** The Committee considered the Paper as submitted and which is referred to for its detailed terms.

		Members noted the detail of: • Student engagement in the College's self-evaluation processes and most especially that the student voice remains central ; • The further development of the self-evaluation process; • The Quality Audit Group activity which was not yet concluded but where good progress had been made ; • The summary of external quality assurance activity; • The work being undertaken to support the SQA 2023 System Verification Self-evaluation activity; • The qualification approval update; • The work undertaken to support external examinations; and • The quality team's continued engagement with external and internal partners . Overall, there had been cross college engagement but some areas had been adversely affected by verifiers taking industrial action. Undeniably this had led to a logjam but student performance had been excellent and the backlog was being manged as efficiently as possible
09		**Sector Reviews** The Committee considered three reviews outlined in this paper as presented and which is referred to for its detailed terms. The various recommendation in these independent reviews and responses contain recommendations, which, if implemented will alter the shape of the education landscape in Scotland. The Independent Review of Qualifications seeks to reform qualifications and to introduce a new Scottish Diploma of Achievement. And the Independent Review of the Skills Delivery Landscape seeks to create one single funding body for Scotland and to transform Skills Development Scotland into a national careers service. The Purpose and Principles for Post School Education and Research sets out the Scottish Government's five principles and immediate priorities for change. No action was required at this stage and the paper was for consideration only.
		Matters for Information
10		**Developing the Young Workforce Update** The Committee noted that: • The Foundation Apprenticeship provision has increased with the introduction of one new framework (IT Software) and the reintroduction of Accountancy. • Only the Creative and Digital Media returning students will be funded via core credits. All other frameworks will be included within the Consortium Agreement with South Lanarkshire Council and will generate additional income for the College. • Senior Phase Independent Options are still offered to St Ninian's High School. • The College continues to infill small number of pupils from East Renfrewshire • 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. • The College will continue to engage with our DYW regions stakeholders. All very positive – and one provision had actually achieved a 100% success rate.

11	**Marketing and Communications Update** The Committee noted the Paper as submitted and noted in particular the improvements to the website and the success of open evenings and social media strategies despite staffing resource within the team having decreased from four members of staff to two, due to absence and a member of staff leaving. Recruitment for a Marketing & Communications Manager however is work in hand.. As a positive there had been no negative press coverage and there was evidence of good news stories ,
12	**Complaints Quarterly Report** The Committee noted the Paper as submitted and noted in particular that the number of complaints received within the 2022/2023 Quarter 4 is less than the same reporting period in the previous year, that the College complies with SPSO governance and that the Annual Complaints Performance Report will be published in November 2023.
16	**Any Other Business** No other business matters were raised.
17	**Summation of Actions and Date of Next Meeting** All action points were minuted as above The next meeting was scheduled for 16th November 2023.

South Lanarkshire College

Students' Association

Board Report

October 2023

YOUR COLLEGE
YOUR WAY

Contents

Student Engagement

We are so delighted to welcome students back on campus!

Since the start of the academic year, we have made it our goal to ensure the Student Association is visible to ensure students know we are here and available to talk to them at any time.

At the start of the term, Student Association President and Vice President went around campus introducing themselves to students and taking pictures with their "My First Day at SLC" frame! It was great fun chatting to the students and welcoming them to the College. Alongside this, the social media plan is being worked through and we are seeing positive engagement throughout all our social media channels.

We are working through the last stages of finalising our new anxiety webinar that will be made available to all students through the Student Portal. It is hoped this will be a great resource for students if they need any help managing anxiety. This webinar will be part of an e-learning suite of learning materials for students to access at any time throughout the year.

Freshers was a fantastic opportunity to meet and connect with new students. More details on all the great activities are included in the next section.

The Student Association have also planned to support Hospitality and Events students with organising their own Trick or Treat event this year. As well as this, students are going to be encouraged to take part in a best dressed competition with prizes for the winner!

We are really looking forward to the year ahead and continuing to build on student engagement.

Freshers' Week

Monday 11 – Wednesday 13 September

The Student Association hosted our Freshers' Week event from 11 September to 13 September. So many amazing companies and organisations came to speak with students, and we were delighted to see so many in attendance. We would like to extend our thanks to the organisations who attended included Lush, Samaritans, Breathing Space, Pure Gym, Lanarkshire Rape Crisis and many more.

Throughout Freshers' week, we had our own SA stall where we hosted games such as Prize Pong and shark darts where students could chat with the SA and win prizes. Hair and Beauty Salon vouchers were up for grabs in amongst all the fun! We also had both a student questionnaire and a scavenger hunt for students to participate in, with £10 vouchers being given out for completion of these.

On the ground floor atrium, we had many organisations holding fun activities for students. Dominoes sent along free pizzas for students to enjoy, and Pure Gym had a wheel full of exercises. for once they were done!

The library was turned into a Wellbeing Zone for the three days, and there were lots of great organisations providing important advice and support to our students. Lush attended and gave free samples of their amazing products, free hand massages and sleep advice! Our mindfulness classes also restarted for the year and took place in the Group Study Room. We are delighted that the mindfulness classes will now be taking place on campus for the remainder of the academic year. Students seemed to be happy with this too due to the numbers in attendance! It was also lovely to welcome the College's new Community Pastoral Support team onto campus and seeing them chat with the students about the support they provide.

We would also like to pass our thanks onto the Hospitality team. They did a great job providing American style food in the bistro during Freshers'. Our Construction curriculum area also did a fantastic job creating the Barbie Box for students to take their photo in, it was a huge hit with students.   Finally, we would like to thank the Student Services team for their help in organising this event. Lots of fun was had and it was a great opportunity for the students to learn more about the SA and interact with so many different organisations.

Free Soup & Sandwich/Free Breakfast

The ongoing cost of living crisis is still greatly impacting our students and the Student Association is committed to helping them through this difficult and challenging time. Over the past year, with the financial support of the South Lanarkshire College Foundation, the SA has been delivering free healthy breakfasts and free soup and sandwich for students on selected days each week.

Alongside this, the Student Association started up a food larder for students during the last academic year and we hope to continue to provide this service this year. Located within the Student Association Office students can come in anytime and take whatever they need, including food and toiletries. In the larder, we also provide free stationary such as notebooks and binders. We were delighted to receive a truly kind donation of £500 from local company HTE-Western Automation. Some of this donation has already been used to purchase much needed supplies for the larder.
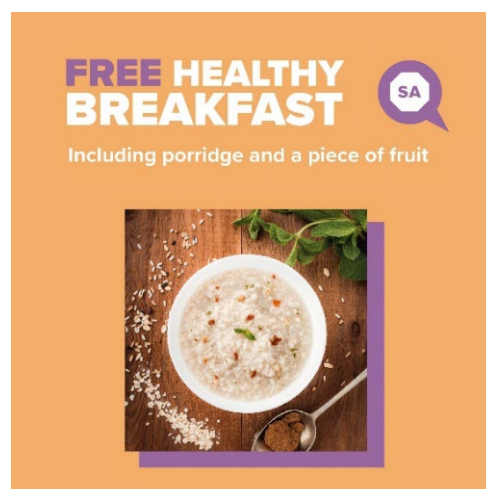
With funds for these initiatives running low, we are currently submitting a further application to the SLC Foundation to kindly request further financial support to help us to provide these much-needed services. Last academic year, free healthy breakfast and soup and sandwich ran twice a week. Currently it is only being provided once per week due to budgets with funds projected to last until the end of October. The food larder is also becoming extremely popular with stock being collected quickly once it is refilled. With students being back on campus, the food larder can empty out in less than a week. We hope with additional financial support that we can continue with these critical services to students, and to possibly expand on the current service. These services have a direct impact on retention and student engagement. We collated student testimonials to demonstrate how important these initiatives mean to students:

Anton, 2210475.
"I have accessed the free soup and a sandwich a number of times when I have required it and it has proved to be a figurative, and at times a literal life saver to myself and other students."

Sophie, 1901326.
"The food larder has helped me when money has been tight. I can access the food larder without feeling any pressure."

Connor, 2210030.
"Last year I used the free soup and sandwich, and the free breakfast a lot. It helps not only me, but students who desperately need it. It is a great initiative and I hope it continues this year."

Mirren, 1903000.
"The free soup and a sandwich have helped a lot of students including myself."

Thursday 21 September

Tuesday 3 October

Free Sanitary Products

WE'RE PROUD TO OFFER OUR COMMUNITIES FREE PERIOD PRODUCTS FROM HEY GIRLS

hey girls...

THE AWARD WINNING SOCIAL ENTERPRISE THAT SELLS AND DONATES ENVIRONMENTALLY FRIENDLY PERIOD PRODUCTS THAT FUND THE FIGHT AGAINST PERIOD POVERTY.

The Student Association understand the financial struggles that everyone is facing right now due to the cost-of-living crisis, and we believe that it is our duty to help our students during these challenging times. Before every student holiday, we create free sanitary products holiday packs for collection. These are free to students and put in locations across the College to help address period poverty when off campus. The College is committed to ensuring we always have a range of free sanitary products available in accessible pick-up points including the Student Association

Office, designated toilets across the College campus, as well as the Student Advice Centre and various reception points.

Hoodies

The Student Association is committed to tackling student poverty. One way that we tackle this is by continuing to sell our SA branded hoodies to students for £5. These are good quality hoodies that provide our students with extra warmth in the upcoming cold months. We consider this a key element of our ongoing commitment to addressing student poverty by providing high-quality hoodies for a low, subsidised cost to students.

We have continued with the same design that was decided by students last academic year. This being embroidery on the left sleeve with the SA logo. The Student Association created a poll on social media to allow students to decide which colour of hoodie they would like to be available. The students chose Sky Blue and Baby Pink, meaning the colours for this year are Black, Jade, Sky Blue and Baby Pink. We want to ensure students continue to be involved in the decision-making process and feel empowered to use the student voice to engage with the SA.

This has been a popular initiative as many students have ordered hoodies. We have decided to start off by doing pre-orders to allow fair access to all stock. Once we have finished with pre-orders, we will sell the remaining stock during a general sale. So far, the hoodies have been really popular, and it has been great seeing students wearing them around campus!

Strategic Plan 2023-2026

The Student Association have updated and finalised the new Strategic Plan for the period 2023 – 2026 (See Appendix 1). This process commenced in AY 2022-23 and was led by the SA President who engaged with NUS and the student community. This included workshops and student forums. The Strategic Plan was recently concluded by the incoming Student President and Vice President for the start of the AY 2023-24.

Our mission is to empower, represent and celebrate students whilst maintaining a creative and supportive environment.

Created in collaboration with students, our vision is to be a sustainable and autonomous Student Association to enhance the student experience. Inclusion, Respect, and Integrity are our values. We embrace all students, celebrating different background and cultures.

The Student Association is committed to actively listening to students and supporting them towards positive pathways. We are open, honest, and transparent with all students and staff members.

The themes for this year are:

- Student-led - We will be working closely with class representatives to identify areas of development.
- Partnership - We will continue to work in partnership with the College to create opportunities for a positive experience for our students.
- Community – We will engage with students and celebrate their success. We will be creating engaging events with games and activities.
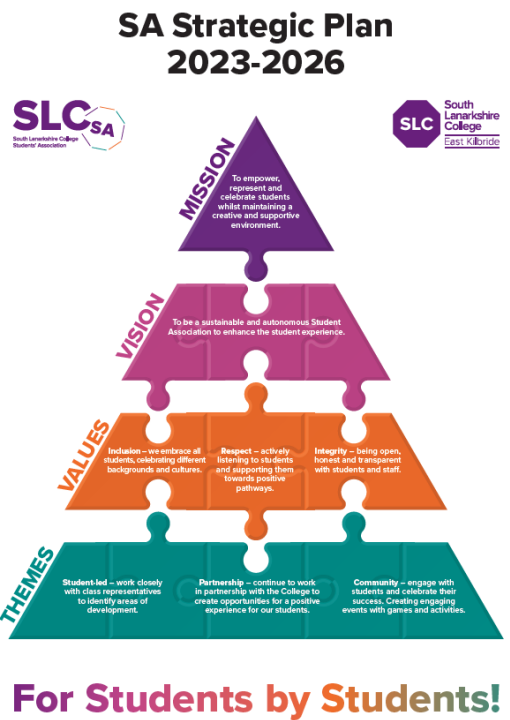
Student Officer Elections

We recently held elections for Student Officers which make up the wider SA Executive team. We had five students apply for the Student Officers role with all of the candidates having now been voted in by students. We are currently planning our first Executive Committee meeting in the next few weeks to discuss their availability, areas of responsibility and ideas that they may have.

At this stage of the academic year discussions are underway with Course Tutors and their class groups to appoint a Class Representative. This is a key role and provides students with a strong voice to help contribute to decisions that can positively impact learning and teaching and the student experience. The Quality team, who oversee the Class Reps have a designated Teams page to support the Class Rep process. To ensure we continue to work in close partnership with Class Reps the SA have a dedicated SA channel within the Team page. We are looking forward to attending the forthcoming Class Rep training and supporting the Class Reps in their role.

Student Mental Health Agreement (SMHA)

The Student Association worked in partnership with Student Services to create the updated Student Mental Health Agreement for 2022-2024. We have already delivered a significant level of activity to support our three key initiatives:

1. Continuing to Address Student Poverty
2. Peer Support through Games & Activities
3. Supporting Men's Mental Health

Looking to the academic year ahead, we will be arranging more student-led activities and events to promote these areas and highlight the important work of the SMHA.

We are also looking forward to working with NUS Think Positive and will be scheduling in a meeting in the coming weeks.

Forthcoming Events

- Care Experienced Week
- Estranged Students Week
- Movember
- Step into STEM – 15 November
- 16 Days of Action

SA Strategic Plan 2023-2026

SLCSA
South Lanarkshire College
Students' Association

SLC South Lanarkshire College
East Kilbride

MISSION

To empower, represent and celebrate students whilst maintaining a creative and supportive environment.

VISION

To be a sustainable and autonomous Student Association to enhance the student experience.

VALUES

Inclusion – we embrace all students, celebrating different backgrounds and cultures.

Respect – actively listening to students and supporting them towards positive pathways.

Integrity – being open, honest and transparent with students and staff.

THEMES

Student-led – work closely with class representatives to identify areas of development.

Partnership – continue to work in partnership with the College to create opportunities for a positive experience for our students.

Community – engage with students and celebrate their success. Creating engaging events with games and activities.

For Students by Students!

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	1 November 2023
TITLE OF REPORT:	Curriculum Report - Progress Update
REFERENCE	06
AUTHOR AND CONTACT DETAILS	Associate Principals David Innes and Myra Sisi david.innes@slc.ac.uk myra.sisi@slc.ac.uk
PURPOSE:	To provide members with an update on curriculum and quality activity to date.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • note the College has completed its FES return and credit audit for the academic year 2022/23, and achieved the core credit target; • to note the change to the Regional Outcome Agreement approval process for 2023-24; • note the recruitment figures update; • consider and note the progress to the 2023/24 credit target; • note the impact of ASOS; • note early retention figures; and • consider and note the work of the Curriculum and Alternative Funding teams.
RISK	• That the College does not meet its overall credit target due to recruitment challenges. • That the quality of learning, teaching and assessment declines impacting on the student experience.
RELEVANT STRATEGIC AIM:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The College has completed the FES return and the credit audit and met the core credit target for 2022-23. • There are challenges around recruitment in some areas, but further in year activity is still to take place. • As the Scottish Funding Council are publishing the 2023-24 Regional Outcome Agreements in December 2023, the Region has been asked to circulate to respective Boards for approval due to Board meeting dates not aligning. • Industrial action in the form of Action Short of Strike Action is continuing to impact, but the end of the industrial action mandate on 14 October 2023 provides a window before the next ballot for results to be entered.

	• Student early retention figures are as per this year's SFC guidance, which remain high at this point in the year. • A substantial amount of good practice has continued to take place over the start of the academic year 2023-24.

1   INTRODUCTION

1.1   This paper provides an update on the credit target for the academic year 2022-23, credit and recruitment activity for 2023-24 and an overview of learning and teaching and quality to date including the external quality assurance activity for 2023-24.

2   CREDIT ACTIVITY 2022-23

2.1   The College has completed the Further Education Statistics (FES) return and the credit audit and has received the College Audit Certificate for activity delivered in academic year 2022-23. This has confirmed that the College delivered 48,843 credits against a core credit target of 48,812., which is 100.06% against target.

3   CREDIT AND RECRUITMENT ACTIVITY 2023-24

3.1   For the 2023-24 academic year the College has a core credit allocation of 43,601 credits. There are no additional credits for Foundation Apprenticeships this academic session as these are now part of core funding targets. At the time of writing this report 39,000 credits have been secured. Additional courses are still to run, for example in January 2024, and further activity is planned to achieve the overall college credit target.

3.2   The Scottish Funding Council (SFC) has once again provided colleges with a 2% tolerance against its target, however, should colleges consistently be 2% under their credit targets then clawback of funding should be assumed.

3.3   As of the 13 October 2023, there was 3,875 enrolled students, which is 110 more than at the same time last year.

3.4   As reported previously recruitment across most curriculum areas remain stable. The main areas of low recruitment include Make-up Artistry, Beauty Therapy, Applied Science and Horticulture, whilst Brickwork, Painting & Decorating and Carpentry & Joinery have all experienced a slight drop in demand. Across Healthcare Practice, Social Work, Childhood Practice and Social Science subjects demand has remained strong, whilst both Hospitality and Business has seen an increase in student enrolments compared to last year.

3.5   This year the College has experienced a higher number of students declining offers due to more places being offered at university. This was an expected trend and this has been considered as part of curriculum planning.

4   THE REGIONAL OUTCOME AGREEMENT 2023-24

4.1 The Lanarkshire Region is required to submit an Outcome Agreement for the Region which captures, at a high level, contributions, impact and outcomes for key priority areas for the use of allocated funding in Academic Year 2023-24, including the projections for national measures. It also sets out the requirements for a self-evaluation and case studies that form part of the assurance over delivery of the outcomes set out in the academic year 2022-23.

4.2 Due to the Committee and Board cycle of the region not aligning to the timelines set by the Scottish Funding Council, the Region has been asked to circulate the ROA by email in order to get approval from both the South Lanarkshire College Board and the Lanarkshire Regional Strategic Body. The Region has agreed that this will be circulated to respective Boards the week commencing 30 October 2023. The SFC are planning to publish the ROA and the case studies in December. The case study that the College is putting forward can be found at Annex B.

4.3 The Scottish Funding Council as part of the "Assurance Project" aims to set out a new approach to assurance and accountability for the sector. This means that this year will be the last year of outcome agreements. It is expected that the assurance model will be finalised in early 2024 and in place for the 2024-25 academic year.

5   ACTION SHORT OF STRIKE ACTION (ASOS)

5.1 As a result of the academic teaching union EIS-FELA undertaking "Actions Short of Strike Action" (ASOS) from the 2 May 2023 to the 14 October 2023, the resulting boycott, which involved members withholding students' results, has had a significant impact on a number of student groups. Disappointingly the Student Graduation planned for 24 October 2023 has now been postponed until February 2024.

5.2 Students progressing onto university have been identified and an interim resolution sought, so that applicants could be converted to enrolments. The College collaborated with partners such as the University of the West of Scotland (UWS) and the Scottish Widening Access Programme (SWAPWest) to support 140 students progressing to degree level study.

5.3 Work around apprenticeship progression and resulting has been challenging, however communication with both Skills Development Scotland (SDS) and the Managing Agents has been positive. This is at a time of significant change and future challenges, which includes re-levelling the construction Scottish Vocational Qualifications (SVQ) and the direction the Construction Industry Training Board (CITB) are considering in relation to apprenticeship training in Scotland.

5.4 However, as a result of the recent EIS/FELA ballot not securing 50% or above member votes, they are re-balloting members regarding industrial action. As of the 14 October 2023 the EIS/FELA do not have a mandate and therefore, the College expects all resulting, and reports noting student progression, to be completed by no later than 3 November 2023.

6   LEARNING, TEACHING AND QUALITY

6.1 *Retention 2023-24*

6.2 The table below shows the retention and withdrawal figures as at the 13 October 2023. Intervention and support actions are taking place by Curriculum Areas to support students to remain on their courses. Note early withdrawals are much lower than they were at this point last year. This is partly due to the change of census date which has been brought forward to 3 Oct 2023. A breakdown by Curriculum Area can be found in Annex A.

Table 1: Current Retention

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
FT FE	1,032	23	2.58	0	0	97.42
FT HE	780	6	0.89	0	0	99.11
PT FE	1,807	0	0	0	0	100
PT HE	254	1	0.41	0	0	99.59
Overall	**3, 873**	**30**	**0.84%**	**0**	**0**	**99.16%**

7 CURRICULUM UPDATE AND ALTERNATIVE FUNDING UPDATE 2023-24

7.1 The 2022/23 Academic year provided a successful pilot for the Next Generation HNC Childhood Practice (NGHN) prototype qualification. Learner satisfaction as well as retention, achievement and inclusivity all improved in comparison with the existing qualification. As a result, delivery has been expanded from one cohort in 2022/23 to two cohorts for 2023/24. In addition to increasing access to the new qualification for learners, the expansion of the pilot has allowed the Childcare team to test and refine scalability of the project for the anticipated roll out of the new award in 2023/24.

7.2 Every student who completed the NGHN programme progressed to a positive destination in June 2023. Of the 17 learners who completed the programme, 13 progressed to university and 4 progressed into employment within the early years sector. Note this the HN qualification is being used a case study for the regional outcome agreement.

7.3 The motion picture 'Mercy Falls' was released nationwide on Friday 1 September, and features the make-up skills of the HN Make-up Artistry students from the College. Their lives were changed last year when they undertook work experience as make-up artists on the set of the film. The acclaimed horror movie has just been released across the country including at local cinemas where students' creativity can be seen in action. They have earned the opportunity to showcase their skills, celebrate their achievement and create a real buzz around the College.

7.4 The "Iconic Barber Salon" in East Kilbride is a College success story and continues to be an ongoing partnership. As part of this ongoing collaborative working, the owner recently delivered a barbering masterclass for both staff and students in which he showcased the latest industry skills and trends. The owner, Tony, employs four staff, all of whom have been trained at the College and in return offers work placements and mentoring opportunities to students, emphasising customer experience, ongoing training, and lifelong learning through continuous personal development.

7.5 In order to prepare to study Hospitality at South Lanarkshire College, student, Olena Kysliak enrolled in Barclay's Destination Hospitality, a 4-week pre-employability programme by Springboard UK. Students studied the 'Business of Hospitality', received valuable training in equality and diversity, health and safety, food safety, interview skills, cocktails, social media and even received their Scottish Personal Licence qualification. Olena from Ukraine has been in Scotland for 16 months and has already studied her ESOL certification with South Lanarkshire College. This year she is venturing into

Hospitality by studying a National Certificate 5 in Hospitality Operations. Olena's journey showcases her determination to excel in the hospitality industry and more importantly her dedication to learning and training.

7.6 A Competence Matters Assessor for Wet Trades was keen to mention that the South Lanarkshire College bricklaying students are the best and most advanced from all of the colleges he works with, regarding the quality of work shown through the portfolios. In particular, he mentioned that one of the 4th year students, William Murray, has produced some of the best portfolio work he has ever assessed, so much so he will be using William's work in the future as an example for other students. This is clearly reflective of the strong teaching and support the College offers.

7.7 Both staff and students have been working with the Rutherglen Heritage Society to build a mining memorial honouring Rutherglen's long mining history. The "flame safety memorial lamp" was unveiled at the Town Hall on Friday the 29 October 2023. This was attended by representatives from the Heritage Society, the mining community, including friends and family of ex-miners, alongside staff and students that were responsible for creating this fitting memorial. This demonstrated the collaboration and entrepreneurship between the college and the wider community whilst students developed their meta-skills.

7.8 The Young Person's Guarantee (YPG) funding came to an end on 30 September 2023. The series of wraparound programmes included Transition to College, Employability workshops, an Employability Hub and a Guidance Hub, as well as Resilience, Health and Well-being Support sessions supporting a total of 1,251 students from 16 to 24 years of age, with priority on those from the most deprived or challenging backgrounds. This has helped develop new transition routes to College with a number of new partners including South Lanarkshire Social Justice Services, Foster Plus and a number of local schools and colleagues from South Lanarkshire Council Education Department.

7.9 YPG Funding was extremely beneficial to students who required the most support. The College was able to be responsive to students who were at a critical point financially, and/or struggling with mental health, through providing counselling, resilience workshops, lunch vouchers, travel passes, and some training allowances which allowed many students to remain on their course and achieve. Aligning CV workshops with the Connections and Careers event was another huge success. Many Construction access students learned about the benefits of apprenticeships and were able to secure employment or a Modern Apprenticeship

7.10 Through the UK Shared Prosperity Fund, the College has delivered numeracy workshops over the summer and there are more plans to deliver further programmes in the College, in Lanark and for employers. The programme targets students, the unemployed and employees above the age of 19. VASLAN (the Voluntary Action for South Lanarkshire) are also recipients, and the College is working with them to ensure capacity across South Lanarkshire is not duplicated.

7.11 Funding from South Lanarkshire Council for the Rural Academy – Access, Choices and Employability (ACE) initiative, based from the hub in Lanark, has been extended for another 12 months (to 30 September 2024). The Rural Academy team will continue to

deliver vocational courses with the support of Curriculum colleagues in Lanark and in community centres across the rural communities of South Lanarkshire.

7.12 South Lanarkshire College has been delivering training and employability support for the last 5 years from its Lanark hub, bringing college courses to the rural communities and making a difference to over 100 participants every year

8 RISK

8.1 That the College does not meet its overall credit or funding target due to recruitment targets not being met.

8.2 That the quality of learning, teaching and assessment declines impacting on the student experience.

9 EQUALITIES

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

10 RECOMMENDATIONS

10.1 Members are recommended to:
- note the College has completed its FES return and credit audit for the academic year 2022/23, and achieved the core credit target;
- consider and note the progress to the 2023/24 credit target;
- to note the change to the Regional Outcome Agreement approval process for 2023-24;
- note the impact of ASOS;
- note the recruitment figures update;
- note early retention figures; and
- consider and note the work of the Curriculum and Alternative Funding teams.

ANNEX A

Table 2: Curriculum Areas - Enrolments and Retention to date.

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
Building Service Engineering	339	2	0.63			99.37
Built Environment	352	11	3.49			96.51
Business Management and Media and Accounts	579	6	1.15			98.85
Carpentry and Joinery	311	1	0.33			99.67
Early Education and Childcare	408	2	0.5			99.50
Hairdressing, Beauty and Make Up Artistry	257	0	0			100
Health and Social Care	418	2	0.52			99.48
Hospitality, Tourism, Legal and Police Studies	304	2	0.74			99.26
Learning Development	364	1	0.29			99.71
Life Sciences	267	3	1.44			98.56
Wet Trades	274	0	0			100

Note: A like for like comparison cannot be considered due to the following.

- An overall reduction in college credits.
- The merger of curriculum areas.
- The change to the retention date.

ANNEX B

SOUTH LANARKSHIRE COLLEGE CASE STUDY: HNC NEXT GENERATION: CHILDHOOD PRACTICE

Introduction

2022/23 proved a successful pilot year of the HNC Next Generation: Childhood Practice qualification. Learner satisfaction as well as retention, achievement and inclusivity were all improved in comparison to the existing HNC Childhood Practice qualification. All students on the new course achieved their qualification with two learners achieving a 'distinction' grade. Such was the success of the pilot that the Childhood Practice team have expanded the delivery from one class to two groups for 2023/24. In addition to increasing the new qualification for learners, this expansion of the pilot delivery has allowed the team to test and refine scalability of the project for the anticipated roll out of the qualification in 2024/25.

- The new Next Gen qualification enhanced cross college collaboration as. For example, the Quality Unit, supported the development of the delivery and led on quality assurance throughout the year

- The Joinery Team created learning resources in the form of Froebel blocks which students were able to use. (Froebel blocks)

- Partnership working with the Hospitality Team allowed students to carry out meaningful risk assessments in college kitchens.

- A collaboration with the learning and development curriculum area provided the opportunity for learners to undertake an introductory course in British Sigh Language (BSL).

There was also extensive external collaboration taking place throughout 2022/23 with our partner pilot centre for the Next Gen in Childhood Practice, Glasgow Clyde College. This has supported the creation of a strong relationship between the two college teams and facilitated the sharing of good practice and resources. It is anticipated that this relationship will extend beyond completion of the pilot project. This collaboration has supported joint feedback to the Scottish Qualifications Authority (SQA) on the design of the qualification with the SQA responding positively and utilising this information to develop and improve the qualification.

The Student Experience

Students were positioned at the centre of the learning process and the Lecturing Team effectively 'taught backwards' from the students. Learning was dialectic, problem posing, active, and responsive to student needs and interests. This was the first group of childcare students at the College who had had no formal lectures, and it was found that this approach was naturally more inclusive than the existing HNC programme. Katie, one of the students has shared her experience of the course and she also explains how she was able to keep up her Gaelic Medium Education by being able to attend a Gaelic school placement, which can be seen here.

Feedback from students evidenced that the learning experience was much more accessible than a traditional classroom experience. The student experience survey evidenced 100% satisfaction in all areas for this class group which reflects the investment of the staff team. The HNC Next Generation Childhood Practice students created a video showcasing their learning journey, which can be watched here.

South Lanarkshire College has a diverse student population and there has been an increase in students with additional support needs in recent years. The delivery of this course was seen as inclusive by the learners and Maura, one of the students, talks about the inclusivity of the course in this video, which can be viewed here.

Meta Skills

The Childhood Practice Lecturers placed a huge focus on meta skills throughout the year. There was a strong belief from the Team that the development of meta skills should be central to delivery in the same way that the skills and qualities required to work with children currently are. This approach to meta skills was praised by Education Scotland on their Annual Engagement visit to the College in April 2023. Additionally, during the Quality Verification visit from SQA in June 2023, the Team's work on meta skills was outlined as an example of good practice. As such, this meta skills delivery model has now been rolled out to all other Early Learning and Childhood programmes at the College in academic year 2023/24.

Sector Response

Placement providers are an essential element of the delivery of Childhood programmes and provide the space for students to gain experience, link theory with practice and gain the opportunity to reflect on their practice and the practice of their more experienced colleagues. The HNC delivery team worked hard to secure placements for students and to build and sustain quality relationships with sector partners throughout the year. Feedback from placement providers was excellent and all shared a common theme that students were more prepared for placement, had deeper knowledge and were both more reflective and more confident than students they had provided placements for in the past.

Written feedback received included the following from Ella Mentis, St Patricks Nursery, Strathaven, who described her student colleague as being,
"able to discuss pedagogy and integrate this into her everyday routine whilst interacting with the children". Regarding the Next Generation delivery model, Ella stated,
"I believe that the Next Gen course was successful… I believe it compared favourably with the previous HNC that I completed in 2018/2019. Alex is to be commended on her excellent work and has been offered permanent employment in our establishment".
Similarly, Julie Talent, another of the placement providers, described her student as,
"a fantastic example of a childcare practitioner".

Learner Destinations

Every student who completed the Next Generation programme progressed to a positive destination in June 2023. The following is a breakdown of destinations for the 17 students who completed the programme:
- 13 progressed to university level study with 4 securing a place on the BA Childhood Studies course at the University of the West of Scotland (UWS);
- 5 have gone on to study Primary Education at various universities;
- 2 are currently undertaking a BA in Community Education at UWS;
- 2 are currently enrolled on the HND Education and Social Services programme at the College; and
- the remaining 4 learners have secured employment within the early years sector with 2 of these learners securing employment with their HNC placement provider.

South Lanarkshire College is very proud to have developed a programme of study which has ensured students have progressed onto their chosen destinations.

HNC Next Generation Childhood Practice students celebrating their learning journey.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	1 November 2023
TITLE OF REPORT:	Quality Update
REFERENCE	07
AUTHOR AND CONTACT DETAILS	Lisa Doonan, Quality Curriculum Manager 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 development of 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 work being undertaken to support the SQA 2023 System Verification Self-assessment 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:	- The planning for 2023-24 quality assurance and enhancement activity is well underway. - Student voice remains central to the College's self-evaluation processes, and sustained engagement is evident. - The 2022-23 Curriculum Review/Performance Review processes were adapted in response to EIS-FELA Action Short of Strike Action. - The Quality Audit Group have begun the selection process for 2023-24 activity. - Quality conducted a review of the pre-delivery quality assurance activity for 2023-24. - External qualification verification and quality assurance activity for 2022-23 has not fully concluded. - The College continue to conduct the SQA Systems Verification Self-assessment. - Qualification approval activity for 2023-24 has begun. - The College await the outcomes of SQA NQ examination non-priority appeals. - 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 May 2023.

2 SLC QUALITY CYCLE 2023-24

2.1 The SLC Quality Cycle 2023-24 was agreed by the Quality Enhancement Group (QEG) on the 2nd October 2023 (see Appendix A).

2.2 The cycle considers the requirement to conclude the 2022-23 activity in addition to the planned activity for 2023-24.

3 STUDENT VOICE AND ENGAGEMENT IN QUALITY ENHANCEMENT

3.1 In response to student feedback, the Student Association and Quality worked in partnership to further develop the student voice processes in advance of the 2023-24 quality cycle.

3.2 The first student experience survey was enhanced through developing the pre-entry, college induction, course induction, and funding and support sections.

3.3 Student participation in course evaluation has been developed to include the phrase "tell us if/what" in all sections of the Block 1 Course Evaluation – Student Views 2023-24 proforma. The inclusion hopes to assist Class Representatives (Class Reps) to elicit information and promote discussion.

3.4 The *Student Experience Survey: Start of Your Learner Journey 2023-24* was open from 13/09/2023 to 13/10/2023. The pre-cleansed returns show an improvement across 3/4 modes of delivery from the same period in 2022-23, and all modes of delivery in comparison to the SFC SSES 2022-23 return; indicating sustained progress against a key college action.

3.5 *Table 1: SFC SSES 2023-24 Pre-cleansed Returns for Key Modes of Delivery*

Mode	Target	Return	Yield (%)	2022-23 Comparison (%)	SFC SSES 2022-23 (%)
FE FT	786	519	66.03	+ 11.19 (54.84)	+7.01 (59.02)
FE PT	412	147	35.68	+11.10 (24.58)	+ 15.76 (19.92)
HE FT	640	374	58.44	- 2.79 (61.23)	+ 12.94 (45.50)
HE PT	7	6	85.71	+39.88 (45.83)	+41.27 (44.44)
Overall	**1845**	**1046**	**56.69**	**+ 10.79 (45.90)**	**+14.47 (42.22)**

3.6 Across all modes of delivery, including evening courses, day release and block release, 1,437 out of a possible 2,626 responses were returned. Reports will be available across all modes from November 2023.

3.7 The quantitative and qualitative data will inform the block 1 self-evaluation process. Reports will be produced to support course level evaluation and enhancement.

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

3.9 Class Rep training sessions have been planned in partnership with *sparqs (Student Partnership in Quality Scotland)*, and the Student Association;, there are seven sessions open for bookings throughout November 2023.

4   COURSE TEAM AND CURRICULUM SELF-EVALUATION

4.1 The Curriculum Progress and Performance Review process for 2022-23 was adapted in response to the on-going national *EIS-FELA Action Short of Strike Action (ASOS)*, the QEG agreed to delay the end of year 2022-23 Performance Reviews, which were scheduled for June 2023.

4.2 The activity plan was reviewed in early in the 2023-24 session. Refer to the SLC Quality Cycle 2023-24 (see Annex A).

4.3 Quality conducted deep-dive reviews across FE FT, FE PT, HE FT and HE PT provision; allocating priority actions to all course teams where the college key performance indicator target for achievement could not be reached as a result of retention.

4.4 This analysis identified courses with low enrolments/infills etc. The context regarding courses with ≤12 enrolments has been captured within the Curriculum Progress Review Reports.

4.5 All programmes with ≥ 12 enrolments who did not meet the achievement target for 2022-23 will be monitored and supported by Quality throughout the 2023-24 enhancement cycle.

4.6 *Table 2: Summary of the Review of Retention verses Target.*

Mode	Achieved Target (%)	Retention (%)	Retention > Achieved Target	Retention < Achieved Target	Retention < Achieved Target - ≥ 12 Enrolments
FE FT	61.30	78.04	48	15	12
FE PT	76.30	95.24	121	11	5
HE FT	72.10	82.05	25	11	4
HE PT	81.30	87.54	17	7	1
Total	-	-	211	44	22

4.7 The Curriculum Progress/Performance Review process will be further developed throughout 2023-24.

5   QUALITY AUDIT GROUP

5.1 The Quality Audit Group are conducting the annual intelligence review to inform the audit selections for 2023-24. The process requires the 2022-23 resulting process to be concluded.

5.2 The intelligence analysis considers:

5.2.1   course performance;
5.2.2   Internal Verification planning and compliance;
5.2.3   External Verification feedback and compliance;
5.2.4   staff and student Engagement with self-evaluation; and
5.2.5   risks identified by the Quality Audit Group.

5.3 A review of the Internal Verification pre-delivery process was undertaken in September 2023. A summary report was presented to the Senior Leadership Team and the recommendations were approved. A cross-college working group has been formed to plan and development the IV system, with the aim of achieving process and systems enhancements in advance of 2024-25, led by Quality.

6   EXTERNAL VERIFICATION AND QUALITY ASSURANCE ACTIVITY

6.1 The College anticipated a total of 62 external quality assurance activities across 6 awarding organisations.

6.2 *Table 3: Summary of Planned Activity 2022-23*

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
British Computer Society (BCS)	1	1	1	0	0	1
British Plumbing Employers Council (BPEC)	1	1	1	0	0	1
CDN (SCQF @Fife College)	1	1	1	0	0	1
City & Guilds (C&G)	9	1	1	0	0	1
Scottish Qualifications Authority (SQA)	49	37	36	1	1	35
Overall	**62**	**42**	**41**	**1**	**1**	**40**

6.3 The External Verification activity which reported Reasonable Confidence in 1/3 Outcome Statements was challenged. Of the 5 non-conforming criterion, 2 were upheld and subsequently remediated. As on 3rd October 2023, the course is fully compliant.

6.4 An additional course returned Reasonable Confidence in 1/3 Outcome Statements, in August 2023. The remediation actions included reassessment and presentation of unit evidence in its entirety. Some evidence had not been made available as a direct result of *EIS-FELA ASOS*. Actions are to be completed by 6th December 2023.

6.5 Nine SQA activities were deferred to August/September 2023. Planning for 4/9 has been completed, of which 3/4 have now successfully concluded.

6.6 One development visit was undertaken for SVQ Plasterwork.

6.7 Seven self-regulated activities were cancelled down by the Awarding Body as low risk, in light of the *EIS-FELA ASOS*.

6.8 Eight City and Guild activities remain to be scheduled.

6.9 One SQA activity is outstanding due to *EIS-FELA ASOS.*

6.10   From the activity to date, 39 incidences of Good Practice and 31 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 2022-23 activities.

7   SELF-ASSESSMENT TO SUPPORT SQA SYSTEMS VERIFICATION

7.1 The QEG approved the SQA System Verification Self-assessment plan on 2nd October 2023. The Head of MIS and Services, Depute Head of Curriculum and Curriculum Manager: Quality have been allocated as the self-assessment leads for specific criterion.

7.2 The self-assessment return for all criterion is due for submission to Quality by 31st October 2023. Quality will conduct an overall review throughout the first two weeks in November and will prepare the submission to SQA by mid-November.

7.3 The SQA Quality Enhancement Manager will meet with colleagues late-November/early-December to conclude the verification activity and review the action plan.

8   QUALIFICATION APPROVAL ACTIVITY

8.1 Further enhancement of the curriculum is planned through 5 approval applications, including: Foundations of Care Practice (unit), SCQF Level 5 Beauty (units), PDA Conduct the Assessment Process. PDA Conduct the Internal Verification Process and the Foundation Apprenticeship in IT: Software Development.

8.2 All applications are subject to internal approval through the terms of our SQA Devolved Authority. Approval may be granted pending successful completion of actions. Actions

will be monitored and reported to the Senior Leadership Team and members of the board. An update on activity will be available in the February 2024 report.

9 EXTERNAL EXAMINATIONS

9.1 The SQA National Qualification appeals process for 2023 concluded successfully.

9.2 The College submitted an Exceptional Circumstances request for an individual candidate for Higher English. The candidate was successfully awarded an A-Grade.

9.3 A total of 6 non-priority appeals for Higher English were submitted to SQA. The College are currently awaiting the outcomes. No priority appeals were submitted.

9.4 Three UWS Bachelor of Accountancy degree programme examinations are planned for December 2023.

10 KEY ENGAGEMENTS WITH INTERNAL AND EXTERNAL PARTNERS

10.1 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.

10.2 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. The IQA Panel for the 2022-23 delivery has been delayed due to *EIS-FELA ASOS*. A successful quality assurance pre-delivery meeting took place for this year's programme, on 28th September 2023.

11 RISK

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

11.2 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.

12 EQUALITIES

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

13 RECOMMENDATIONS

13.1 Members are recommended to:

- note the development of 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 work being undertaken to support the SQA 2023 System Verification Self-assessment 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.

ANNEX A: THE QUALITY CYCLE

	#NAME?
Evaluation & Enhancement	
Quality Assurance	
Learning, Teaching and Assessment Support	
SFC Mandatory Return	
SQA NQ Activity and Compliance	

SLC Quality Cycle 2023-24

Activity	August 2023	September 2023	October 2023	November 2023	December 2023	January 2024	February 2024	March 2024	April 2024	May 2024	June 2024	July 2024
		Block 1			Block 2			Block 3				
Class Representative						* * * *						
Student Voice Surveys												
Course Team Self-Evaluation												
Curriculum Progress Reviews												
College-wide Self-evaluation												
Student Question Time												
Quality Forum												
Quality Audit Group												
Quality Enhancement Group												
Pre-delivery Quality Assurance	All All All All			B2 B2	* *			B3 B3			All All	
External Verification and Quality Assurance												
Internal Quality Assurance Panels												
Systems Verification												
Approvals												
Professional Discission on Learning and												
Quality Induction						* * * * * *						
College Leaver Destinations												
SQA National Qualification												

* = Jan. Start   All = Pre-delivery open for all units   B2 = Pre-delivery of outstanding Block 2 units   B3 = Pre-delivery of outstanding Block 3 units

Class Representative	Class Representatives are trained in partnership with sparqs and the Student Association, to prepare for student participation in the College's self-evaluation and enhancement activity.
Student Voice Surveys	Biannual student experience surveys to inform self-evaluation and support complaince for the SFC Student Satisfaction and Engagement and Survey.
Course Team Self-evaluation	Course level self-evaluation and enhancement; including action planning and periodic review .
Curriculum Progress Reviews	Curriculum self-evaluation and enhancement; including action planning and periodic review .
College Self-evaluation	Review of the College's performance as per the SFC and Education Scotland guidance.
Student Question Time	Open forum for students to question the College's Senior Leadership Team in partnership with the Student Association.
Quality Forum	Supports compliance, enhancement and future planning of learning, teaching and assessment practice.
Quality Audit Group	Annual programme of internal audit activity; including mandatory and risk-based audit selelctions.
Quality Enhancement Group	Strategic quality enhancement forum.
Pre-delivery Quality Assurance	Awarding Body compliance activity; quality assurance of each unit delivered across the College.
External Verficiation and Quality Assurance	Awarding Body compliance activity; quality assurance of group awards.
HN Next Gen. Internal Quality Assurance Panel	HN Next Gen quality assurance activity to support compliance related to SQA holistic assessment arrangements.
Systems Verification	Annual quality assurance activity to support Awarding Body Systems Verification compliance.
Approvals	Awarding Body approval to deliver units/group awards; for both devolved and non-devolved products.
Professional Discission on Learning and Teaching	Annual programme of classroom observation and professional discussion; with reference to Education Scotland's *How Good is Our College* quality framework.
Quality Induction	Series of staff development workshops aimed a supporting the early stages of the learning, teahcing and assessment CPD journey.
College Leaver Destinations	Data collection of qualifying college leaver destinations and the subsequent SFC submission.
SQA National Qualification	SQA invigilation, verification and examination activity for externally assessed National Qualifications.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	1 November 2023
TITLE OF REPORT	An Entrepreneurial Campus
REFERENCE	08
AUTHOR AND CONTACT DETAILS	Anne Doherty Anne.doherty@slc.ac.uk
PURPOSE:	This paper demonstrates the College's ambition to create a culture of innovation and entrepreneurship among students and staff and to become an Enterpreneurial Campus.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • note the College's approach to developing an Entrepreneurial Campus; • note the potential culture change the initiative will bring to our college community; and • take account of resources and funding needed to realise and fulfil this ambitions.
RISK	• That the College will not provide a consistent approach to creating a culture of entrepreneurship and industry ready students to meet the ambition of becoming an "Entrepreneurial Campus" therefore not meeting one of the National Strategy for Economic Transformation's actions.
RELEVANT STRATEGIC AIM:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT	• This paper defines what an "Entrepreneurial Campus" is based on the Ross Tuffee and Professor Little 2023, "The Entrepreneurial Campus: The Higher Education Sector as a Driving Force for the Entrepreneurial Ecosystem paper. This paper directly addresses the NSET recommendation of establishing Scotland as an entrepreneurial country. • The paper looks at what the College currently does through how it contributes to the development of entrepreneurial skills and culture through the curriculum. • The College seeks to sign up to the Entrepreneurial Campus Charter and to establish a South Lanarkshire College Charter to provide a consistent approach to creating the industry ready student with an entrepreneurial mindset.

1. INTRODUCTION

1.1 This paper sets out how South Lanarkshire College is seeking to adopt the "Entrepreneurial Campus" as set out in the 2023 "The Entrepreneurial Campus: The Higher Education Sector as a Driving Force for the Entrepreneurial Ecosystem" paper by Ross Tuffee and Professor Joe Little. The idea of how entrepreneurship can be a key drive of innovation and growth is not a new concept in the UK. It also builds on the QAA report, Creating Entrepreneurial Campuses, A report for Scotland in 2014.

2. BACKGROUND

2.1 Tuffee and Little's publication is in response to key actions from the Scottish Tech Ecosystem Review (STER) in 2020 and the National Strategy for Economic Transformation in 2022 (NSET) which aims to help establish Scotland as an entrepreneurial nation. According to the paper Scotland needs to act now to accelerate the development and amplify the impact, of a number of world-class Entrepreneurial Campuses across universities. This impact relates to the region these institutions inhabit, creating companies, jobs and tax revenues and by retaining expertise in the area they are able to inspire and educate future generations of entrepreneurs.

2.2 An Entrepreneurial Campus is defined as:

2.2.1   Inspiring the developing of an entrepreneurial mindset in their students and staff and academics, promoting and teaching entrepreneurship (including social and impact led entrepreneurship);

2.2.2   Provides co-curricular opportunities for students and staff to learn and experience how to succeed as an entrepreneur, linking in with past and current practitioners;

2.2.3   Provides a launchpad with wraparound support for student start-ups and spin-outs, facilitating access to funding;

2.2.4   Nurtures cross-faculty learning projects, and research, rooted in solving global challenges;

2.2.5   Amplifies regional economic development;

2.2.6   Develops skills for workers who will staff the start-ups and scale-ups; and

2.2.7   Provides a pathway to emerging national Techscaler network and beyond.

2.3 The Scottish Technology Ecosystem Review (STER) looked at how Scotland's technology could contribute to the country's economic recovery after the pandemic. The recommendations were focussed mainly on stimulating and accelerating the maturity of the Technology Ecosystem. This is the system which supports and nurtures technology businesses in Scotland, from the early start-up phase through to fully scaled maturity.

2.4 Tuffee and Little set out ten attributes that they believe are vital for entrepreneurial success which are:

2.4.1   Align and interact with your regional ecosystem and external partners to accelerate;
2.4.2   Inspire young people to engage in entrepreneurial thinking through social and impact-led activities;
2.4.3   Lead from the top through establishing institutional policies that support the development of an entrepreneurial mindset in students and staff;

2.4.4 All students to undertake credit-bearing courses in support of entrepreneurial development as well as set, and optional, cross-faculty practical entrepreneurial learning opportunities during the student journey;

2.4.5 Enhance extra-curricular support to provide a systemic approach to support student start ups.

2.4.6 Engage external expertise such as alumni network and the local entrepreneurial community;

2.4.7 Enhance spin out support;

2.4.8 Align funding;

2.4.9 Develop a talent pipeline through pre-16 young people as well as attracting international expertise; and

2.4.10 Deploy a framework for change that incentivises institutions and ensures quality outcomes.

3. THE COLLEGE

3.1 Further education colleges throughout the UK have already built in entrepreneurial themes throughout the curriculum, as well as through added value and enrichment activities. For example, areas such as construction trades, hair and beauty, professional cookery or accountancy have always taught students how to run their own businesses as well as to develop and grow them. Value added activities such as "pop up" shops, learning development students selling goods made by themselves or the professional cookery students running catering outlets. In addition, colleges have provided small innovation grants which students bid for to help realise their business ambition, however funding challenges make this more difficult for the sector.

3.2 Excellent examples to date at the College include the creation of the College Way Market which has provided a focus to build further similar student-led enterprises across the College curriculum, with ambitions to create a Digital Industries Hub, a recording studio for podcasts.

3.3 South Lanarkshire College recognises that while entrepreneurial skills are well embedded across the curriculum, and that staff ensure that the initiatives link directly to the development of students' employability and meta skills, which encourages them to become confident learners and better prepared for the world of work, there is a need to ensure that there is a consistent approach across all areas of the college.

3.4 The College aims to have its own South Lanarkshire College Standard which will set out a consistent approach to ensuring all students are job ready through providing them with a foundation of core skills, employability and meta skills as well as an entrepreneurial mindset.

3.5 *Partnership Working and Alumni*

3.6 The College has worked for many years with a number of partners including guest speakers from Glasgow Caledonian University, Business Gateway and a number of previous students who have started their own business. Previous modern apprentices have come to talk to current students about their career journey and how they set up a new business and created further employment. These alumni now recruit students from the College to train as apprentices.

3.7 The College has also recently explored the possibility of working with Young Enterprise Scotland through their Business2Business initiative. A presentation to the Curriculum

Management Team took place in May 2023 with a view to rolling it out this academic year.

3.8 Initial discussions have already started with Entrepreneurial Scotland, who led the 'Saltire Scholar' programme, this is currently only open to students, but are looking to partner with a college in the near future. https://www.entrepreneurialscotland.com/

3.9 The College is also exploring greater interaction with Business Gateway; South Lanarkshire Council Business Development teams, third sector organisations and community groups through their umbrella organisation VASLAN, and the EK Collectives network to widen students' horizons and opportunities.

3.10   South Lanarkshire Council already provides an Employability Support Worker to assist students with additional support needs involved in the College Way Sustainable Market.

3.11   The College is working through the newly created Lanarkshire Climate Change Hub and has applied for funding to add environmental value.

4   NEXT STEPS

4.1 The College aims to sign up to the "Entrepreneurial Campus" charter and put in place an action plan to align with the recommendations set out in the paper. In addition, the College commits to:

4.1.1   Creating the SLC Standard, through developing skills for life, core and meta skills through a stimulating and practical and highly visible entrepreneurial environment, which will begin with all Further Education Full Time students in the first instance.

4.1.2   Supporting a number of projects which include the expansion of the College Way Market; create a Creative Industries Hub led by Foundation Apprenticeship students and a recording studio. Other projects include sustainability projects in a variety of areas including events, hospitality and horticulture.

4.1.3   Developing a calendar of events across the college and register of mini businesses across the college.

4.1.4   Identifying role models and alumni to support the initiatives and identify four entrepreneurship champions among staff and students.

4.1.5   Exploring the possibility of support from Business2Business and the cost implications (£7,000 pa)

4.1.6   Enlisting the support of the Student Association to promote entrepreneurship through a variety of communication channels and events.

4.1.7   Identifying good practice from other colleges, such as Ayrshire College which is funded through their Arm's Length Foundation.

4.1.8   Exploring other funding opportunities to support students and staff, for example the John Mather Trust, The South Lanarkshire College Foundation and other possible

routes to fund an enterprise structure in the College. The College has already applied for funding from the Scottish Enterprise Ecosystem Fund-Business Start Up. (See Annex A)

4.2 The College anticipates that the longer-term impact will include further initiatives burgeoning across the curriculum, with the pilot initiatives providing a foundation for the future with more ambitious and sustainable activities leading to job creation and business innovation.

5 EQUALITIES

5.1 To stimulate entrepreneurship and enhance jobs prospects and employability sustainability (intrapreneurship).

5.2 To widen access for all students to have a chance to develop their entrepreneurship skills.

5.3 To allow all students to flourish as confident learners with aspirations to becoming entrepreneurs and active contributors to the local economy regardless of background.

6 RISK AND ASSURANCE

6.1 That the College will not provide a consistent approach to creating a culture of entrepreneurship and industry ready students to meet the ambition of becoming an "Entrepreneurial Campus" therefore not meeting one of the National Strategy for Economic Transformation's actions.

7 RECOMMENDATIONS

7.1 Members are recommended to:
7.1.1   note the College's approach to developing an Entrepreneurial Campus;
7.1.2   note the potential culture change the initiative will bring to our college community; and
7.1.3   take account of resources and funding needed to realise and fulfil this ambitions.

ANNEX A: SCOTTISH ENTERPRISE ECOSYSTEM FUND - BUSINESS START-UP

The College submitted an application under the Entrepreneurial Education strand. This is to support a student-led entrepreneurial pilot with the support of entrepreneur champions amongst staff, driving entrepreneurial mindsets through specific projects at a variety of SCQF abilities and embedding entrepreneurial learning and culture in mainstream learning environments ranging from SCQF 3 to SCQF 7.

The proposal aims to set up a couple of pilot "seed" entrepreneurship projects that will set South Lanarkshire College on a course to sign up to the Entrepreneurial Charter. The funding will help build a cohesive entrepreneurship culture, connecting the College community by generating stimulating innovative practical activities, in line with the Entrepreneurial Campus recommendations.

College Way Sustainable Market (Pilot selected for a CDN Environmental award)

Currently the Learning and Development students have developed a "Pop Up" shop for recycled and pre-loved clothing. The funding would expand the scope of activities that the students would otherwise be able to deliver and includes student mentors across the College, such as photography, hair and make-up and marketing. All clothing is gifted to students free of charge or recycled to create new pieces of clothing or accessories which will be sold and re-invested in the "business".

The College has identified the need to develop a shop area within the College campus that is easily accessible to college students, and where they can access pre-loved clothing without any stigma. The College is seeking to fund a support worker to assist with the management of the market. Another funding application was submitted to the Lanarkshire Climate Change Action Hub for materials and shop fittings to be able to collect clothes and manage stock in a professional fashion.

The Creative Industries Hub

The College is seeking funding to create an infrastructure that will support a Creative Industries Hub project as a business, led by the Foundation Apprenticeship Creative Industries students, with a positive impact on other business start-ups in the locality, while providing valuable work experience to the students. The concept of the Hub is to provide a working "Agency" for the students to undertaken work for local employers in the college environment.

Other Funded Projects

In addition, the College is planning a series of "Bright Sparks" student-led project-based events across the College to:

- Develop sustainability projects in a variety of areas including Business Administration; Events, Hairdressing, Beauty, Hospitality and Horticulture, where students will be tasked to create a business for each of the vocational areas or contribute towards the above projects to enhance and expand the business models.

- Develop business start-up sessions with our Education Support Assistants students in the communities of South Lanarkshire, where a need to childminders has been identified. We will work closely with the South Lanarkshire Local Employability Partnership for this initiative.

- Enhance employability services by widening programmes to entrepreneurship skills, helping students to diversify their skills set and gain valuable practical experience in marketing, project management,

- Highlight the creation of a register of mini student-led businesses across the College.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	1 November 2023
TITLE OF REPORT	Annual Complaints Handling Report
REFERENCE	09
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To ask Committee Members to approve the 2022/23 Annual Complaints Handling Report.
KEY RECOMMENDATIONS/ DECISIONS:	Members are requested to approve the Annual Complaints Handling Report, which must be published on the College website by November 2023.
RISK	• That the College does not publish the report within the required SPSO timeframe.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The Annual Complaints Handling report 2022/23 shows a decrease of 13 complaints from the previous reporting period. • Customer Care continues to be the most common category of complaint received. • The 2023/24 Action Plan will be utilised to review and improve the complaints handling process and continue to monitor the good governance of the system. • The College complies with SPSO governance.

1. INTRODUCTION

1.1. This paper provides an overview the 2022/23 Annual Complaints Handling report and the continuing governance of the complaints handling process.

2 DISCUSSION

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

2.2 The College's 2022/23 Annual Complaints Handling report requires to be approved and published by November 2023. This is a statutory requirement and includes the following information:

2.2.1   in the academic year 2022/23 10 complaints were received; this is a decrease of 13 from the previous reporting period, and Customer Care continues to be the most common category of complaint for both years;

2.2.2   of the complaints received: eight were Stage 1 with 1 upheld and two were Stage 2 of which none were upheld;

2.2.3   on average complaints at Stage 1 are closed within 6 days and Stage 2 within 25 days; and

2.2.4   an action plan has been developed to review and improve the Complaints Handling process and to monitor the continuance of good governance.

3 EQUALITIES

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

4 RISK AND ASSURANCE

4.1 That the College does not publish the report within the required SPSO timeframe.

5 RECOMMENDATIONS

5.1 Members are requested to:

5.1.1   approve the Annual Complaints Handling Report

ANNEX A

Table 1: Summary of 2022-2023 Category Complaints Handling Report

Complaint Category	Complaints Received	Outcome of Complaint	Lessons Learned (what we can do better)
Customer Care	5	not upheld	Raise awareness with lecturers that discussing difficult issues may have a negative impact on students. Involve students with the decision-making process regarding their learning environment.
Applications to Progression	1	not upheld	Develop a system in which student applications are reviewed during lecturer holidays.
Course Related	2	not upheld	
Services	2	1 upheld 1 not upheld	Support students to understand the implications of the funding process.
Facilities			
Other			

Complaint Category	Complaints Received	Outcome of Complaint	Lessons Learned (what we can do better)

ANNEX B

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	
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	
Develop a robust system to collate feedback on the complaints handling process from customers.	Depute Head of Curriculum (Complaints Handler)	November 2023	
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 January 2024 April 2024 June 2024	
Review the Complaints Handling Policy and Procedure to reflect change in college structure	Depute Head of Curriculum (Complaints Handler)	January-April 2024	
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	

South
Lanarkshire
College

East Kilbride

ANNUAL COMPLAINTS HANDLING REPORT

with SPSO Performance Indicators

2022/2023 DRAFT

COMPLAINTS PERFORMANCE INDICATORS REPORTED FROM 1/8/22 – 31/7/23

	COMPLAINTS HANDLING PROCEDURE INDICATORS	Q1		Q2		Q3		Q4		YTD		
1.0	Total number of complaints received & complaints received per 100 population											
1.1	Number of complaints Received	2		1		4		3		10		
1.2	College Population and Number of Complaints received per 100 population	3904	0.05%	4440	0.02%	4783	0.08%	5505	0.05%	5505	0.18%	
2.0	Number of complaints closed at each stage and as a % of all complaints closed											
2.1	Number of complaints closed at Stage 1 and % of total closed	2	100%	1	100%	4	100%	1	33.33%	8	80%	
2.2	Number of complaints closed at Stage 2 and % of total closed	0	0%	0	0%	0	0%	1	33.33%	1	10%	
2.3	Number of complaints closed after Escalation and % of total closed	0	0%	0	0%	0	0%	1	33.33%	1	10%	
2.4	Open	0	0%	0	0%	0	0%	0	0%	0	0%	
3.0	Number of complaints upheld, partially upheld and not upheld at each stage as a % of complaints closed at that stage											
3.1	Stage 1											
3.1a	Number and % of complaints upheld at Stage 1	0	0%	0	0%	1	25%	0	0%	0	13%	
3.1b	Number and % of complaints not upheld at Stage 1	2	100%	1	100%	3	75%	1	100%	7	87%	
3.0	Number of complaints upheld, partially upheld and not upheld at each stage as a % of complaints closed at that stage											
3.2	Stage 2											
3.2a	Number and % of complaints upheld at Stage 2	0	0%	0	0%	0	0%	0	0%	0	0%	
3.2b	Number and % of complaints not upheld at Stage 2	0	0%	0	0%	0	0%	1	100%	0	0%	
3.2c	Number and % of complaints upheld after escalation	0	0%	0	0%	0	0%	0	0%	0	0%	
3.2d	Number and % of complaints not upheld after escalation	0	0%	0	0%	0	0%	1	100%	1	100%	
3.2e	Number and % of complaints partially upheld after escalation	0	0%	0	0%	0	0%	0	0%	0	0%	
4.0	Total working days and average time in working days to close complaints at each stage											
4.1/4a	Total working days and average time in working days to close complaints at Stage 1	10	5	1	1	22	5.5	10	5.5	43	6	
4.2	Total working days and average time in working days to close complaints at Stage 2	0	0%	0	0%	0	0%	22	22	22	22	
4b	Total working days and average time in working days to close complaints after Escalation	0	0%	0	0%	0	0%	27	27	27	27	
5.0	Number and % of complaints closed within set timecales (S1=5 workings days; S2=20 working days ; Escalated = 20 working days)											
5.1/5a	Number and % of Stage 1 complaints closed within 5 working days	2	100%	1	100%	3	75%	1	100%	7	87%	
5.2/5b	Number and % of Stage 1 complaints not closed with 5 working days	0	0%	0	0%	1	25%	0	0%	1	1%	
5.3/5c	Number and % of Stage 2 complaints closed within 20 working days	0	0%	0	0%	0	0%	0	0%	0	0%	
5.4/5d	Number and % of Stage 2 complaints not closed within 20 working days	0	0%	0	0%	0	0%	1	100%	1	100%	
5.5/5e	Number and % of Escalated complaints closed within 20 working days	0	0%	0	0%	0	0%	0	0%	0	0%	
5.6/5f	Number and % of Escalated complaints not closed within 20 working days	0	0%	0	0%	0	0%	1	100%	1	100%	
6.0	Number and % of complaints closed at each stage where extensions have been authorised											
6.1/6a	Number and % of Stage 1 complaints closed within 10 working days (extension)	0	0%	0	0%	1	100%	0	0%	1	100%	
6.2/6b	Number and % of Stage 1 complaints not closed within 10 working days (extension)	0	0%	0	0%	0	0%	0	0%	0	0%	
6.3/6c	Number and % of Stage 2 complaints closed within 40 working days (extension)	0	0%	0	0%	0	0%	1	100%	1	100%	
6.4/6d	Number and % of Stage 2 complaints not closed within 40 working days (extension)	0	0%	0	0%	0	0%	0	0%	0	0%	
6.5/6e	Number and % of Escalated complaints closed within 40 working days (extension)	0	0%	0	0%	0	0%	1	100%	1	100%	
6.6/6f	Number and % of Escalated complaints not closed within 40 working days (extension)	0	0%	0	0%	0	0%	0	0%	0	0%	

CUSTOMER CATEGORY BY QUARTER2COMPLAINTS SUMMARY 2020/21

CUSTOMER CATEGORY: BY QUARTER	Q1	Q2	Q3	Q4	2022/23
C1: Customer Care	**0**	**1**	**2**	**2**	**5**
C1S01: Health & Safety	0	0	0	0	0
C1S02: Security	0	0	0	0	0
C1S03: Diversity & Equality	0	1	0	0	1
C1S04: Data Protection	0	0	0	0	0
C1S05: Environmental	0	0	1	0	1
C1S06: Staff Conduct	0	0	1	2	3
C1S07: Student Conduct	0	0	0	0	0
C1S99: Other	0	0	0	0	0
C2: Applications to Progression	**0**	**0**	**0**	**0**	**1**
C2S01: Marketing	0	0	0	0	0
C2S02: Application, Admission, Interview, Enrolment, Induction	1	0	0	0	0
C2S03: Progression, Articulation, Withdrawal	0	0	0	0	0
C2S99:Other	0	0	0	0	0
C3: Course Related	**1**	**0**	**1**	**0**	**2**
C3S01: Learning & Teaching	0	0	0	0	0
C3S02: Environment/Resources	0	0	0	0	0
C3S03: Course Management	1	0	1		2
C3S04: Facilitated Learning & Support	0	0	0	0	0
C3S05: Assessment, Exams & Certification	0	0	0	0	0
C3S99: Other (Industrial Action)	0	0	0	0	0
C4: Services	**0**	**0**	**0**	**0**	**2**
C4S01: Finance	0	0	0	0	0
C4S02: Funding / Bursary	0	0	1	0	0
C4S03: Student Records	0	0	0	0	1
C4S04: Providing Learning Support	0	0	0	1	1
C4S05: Library / Learning Technology	0	0	0	0	0
C4S06: Quality etc.	0	0	0	0	0
C4S99: Other	0	0	0	0	0
C5: Facilities	**0**	**0**	**0**	**0**	**0**
C5S01: Catering	0	0	0	0	0
C5S02: Student Accommodation	0	0	0	0	0
C5S03: Maintenance, Lifts, Car Parking	0	0	0	0	0
C5S99: Other	0	0	0	0	0
C6: Others	**0**	**0**	**0**	**0**	**0**
C6S01:	0	0	0	0	0
C6S99	0	0	0	0	0

Customer Category: by Quarter	Q1	Q2	Q3	Q4	2022/23
C1: Customer Care	0	1	2	2	5
C2: Applications to Progression	1	0	0	0	1
C3: Course Related	1	0	1	0	2
C4: Services	0		1	1	2
C5: Facilities	0	0	0	0	0
C6: Others	0	0	0	0	0

Summary of complaint by category/ subcategory	Upheld/not upheld	Learning from Complaints (Indicator 8)
Customer Care (5 complaints) • Diversity & Equality – 1 • Environmental – 1 • Staff Conduct – 3	**Diversity & Equality** not upheld **Environmental** not upheld **Staff Conduct** not upheld	Raise awareness with lecturers the impact of how students may feel when difficult issues are being discussed. Ensure that lecturers have a greater understanding when giving feedback to students this may be perceived as negative.
Applications to Progression (1 complaint) • Application, Admissions, Interview, Enrolment, Induction	**Admissions** not upheld	Develop a system that student applications are reviewed during lecturer holidays.
Course Related (2 complaints) • Course Management – 2	**Course Management** not upheld	

COMPLAINTS SUMMARY 2020/21

Summary of complaint by category/ subcategory	Upheld/not upheld	Learning from Complaints (Indicator 8)
Services (2 complaints) • Funding/Bursary – 1 • Providing Learning Support – 1	**Funding** 1 upheld **Providing Learning Support** 1 not upheld	Ensure that students are supported to understanding funding implications,
Facilities (no complaints)		

YEAR ON YEAR TOTALS

Totals 2021-22: 23 complaints   **Summary:** 19 upheld, 4 not upheld

Totals: 2020-21: 23 Complaints   **Summary:** 16 upheld. 7 Not upheld.

Totals: 2019-20: 20 Complaints   **Summary:** 11 upheld. 8 Not upheld. One Stage 2 complaint was not closed due to lack of contact from the complainant.

Totals: 2018-19: 14 Complaints   **Summary:** 8 upheld. 6 Not upheld.

Totals: 2017-18: 11 Complaints   **Summary:** 5 upheld. 4 Not upheld. 2 Partially upheld.

INDICATOR 7: CUSTOMER SATISFACTION WITH THE COMPLAINTS HANDLING SERVICE

The College requests formal feedback from complainants regarding their satisfaction with the complaints handling process

In 2022-2023 no feedback was received

ACTION PLAN 2023/24

Action	By whom	Target Date/Update/Action Completed
Publish the 2022-23 Annual Complaints Handling Report on the College website following presentation to and approval by Senior Leadership Team (SLT) and the Curriculum, Quality and Development Committee (CQD) of the Board of Management	Marketing via Depute Head of Curriculum (Complaints Handler)	November 2023
Present the 2022-23 Annual Complaints Handling Published Report to SLT and Curriculum Mangers for discussion of lessons learned.	Depute Head of Curriculum (Complaints Handler).	December 2023-January 2024
Develop a robust system to collate feedback on the complaints handling process	Depute Head of Curriculum (Complaints Handler)	November 2023
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 January 2024 April 2024 June 2024
Review the Complaints Handling Policy and Procedure to reflect the change in college structure with the Vice Principal Learning Teaching and the Student Experience	Depute Head of Curriculum (Complaints Handler).	January to April 2024
Attend curriculum and departmental meetings to raise awareness of any changes to Complaints Handling Policy and Procedure	Depute Head of Curriculum (Complaints Handler).	May to June 2024

SLC
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East Kilbride

COMPLAINTS HANDLING REPORT 2022/23

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	1 November 2023
TITLE OF REPORT	Developing the Young Workforce
REFERENCE	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 2023/2024.
RISK	• That planned recruitment for some programmes may not be achieved. • That the engagement for GradU8 and Winter Leaver programmes decreases leading to low achievement and a drop in students progressing. • That poor recruitment could negatively impact the College's overall target.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• Foundation Apprenticeship provision has increased with the introduction of one new framework in IT Software and the reintroduction of Accountancy. • Only the Creative and Digital Media returning students will be funded via core credits. All other frameworks will be included within the Consortium Agreement with South Lanarkshire Council and will generate additional income for the College. • Senior Phase Independent Options are still offered to St Ninian's High School. • The College continues to infill small number of pupils from East Renfrewshire. • The College continues to engage with schools to showcase SLC as a viable next step in their education and attends a range of school events where possible. • The College will continue to engage with our DYW regions stakeholders.

1. INTRODUCTION

1.1. The College continues to work closely with South Lanarkshire and East Renfrewshire Councils to ensure the Senior Phase offer takes account of labour market trends and that courses provide clear progression pathways for 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	Actual	GradU8	Actual	GradU8	Planned Enrolments	Actual
Beauty	29	Beauty	34	Beauty	32	30
Early Years & Childcare	52	Early Years & Childcare	35	Early Years & Childcare	36	30
Hair & Barbering	32	Hair & Barbering	36	Hair & Barbering	32	29
Health & Social Care	29	Health & Social Care	30	Health & Social Care	36	25
Make-Up	24	Make-Up	13	Make-Up	32	29
Sport	15	Uniformed & Emergency Services	49	Uniformed & Emergency Services	36	28
Business & Marketing	15	Business & Marketing	Did not run	Personal Develop	32	27
Digital Media	19	Digital Media	Did not run	Digital Media	32	14
Hospitality	27	Hospitality	18	Hospitality	32	18
		Beauty & Make-Up	17	Prep for Workplace	48	22
Construction	93	Construction	28	Construction	28	25
Total	**335**	Total	**260**	Total	**376**	**277**

2.2 Across the GradU8 pathway programmes planned enrolments were set to increase by 116 students this academic session, however recruitment has not been fully realised and enrolments are sitting at 74% to target. Two new subjects have been introduced this session, Personal Development and Preparation for the Workplace, with Digital Media being reintroduced.

2.3 Recruitment across these programmes has been lower than expected with Personal Development being the most popular. Low recruitment in Digital Media and Hospitality has resulted in smaller cohorts being delivered in each area. Attendance is being closely monitored across these programmes to review viability.

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 will only be delivered to East Renfrewshire pupils in St Ninian's High School.

3.2 *Table 2: East Renfrewshire Schools College Infill Enrolments*

2021/22		2022/23		2023/24		
East Renfrewshire Infill in-college	Actual	East Renfrewshire Infill in-college	Actual	East Renfrewshire Infill in-college	Planned Enrolments	Actual Enrolments
HNC Business Studies	1	HNC Business Studies	2	HNC Business Studies	0	0
HNC Police Studies	3	HNC Police Studies	4	HNC Police Studies	3	2
HNC Quantity Surveying	0	HNC Quantity Surveying	4	HNC Quantity Surveying	0	0
Total	**4**	**Total**	**10**	**Total**	**3**	**2**

3.3 The number of pupils who infill into a College course remains low. The College will continue to work in partnership with East Renfrewshire Council to monitor demand and review the curriculum offer maintaining the capacity to infill into HNC programmes. In 23/24 the College expected a maximum of 3 infill students into HNC Police studies currently 2 students have enrolled.

3.4 Table 3: St Ninian's High School in School Delivery Enrolments

2021/2		2022/223		2023/24		
Area	Actual	East Renfrewshire provision in-school	Actual	East Renfrewshire provision in-school	Planned Enrolments	Actual Enrolments
Construction	14	Construction	n/a	Construction	n/a	n/a
Creative Nails	19	Creative Nails	14	Creative Nails	18	10
Playworker	34	Playworker	36	Playworker	36	28
HIV/First Aid	14	HIV/First Aid	14	HIV/First Aid	NA	n/a
Total	**81**	**Total**	**64**	**Total**	**72**	**38**

3.5 St Ninians provision (in school delivery) was set to increased slightly this session following the removal of the Construction programme in 2022/23. However, demand has dropped dramatically this session with recruitment to target sitting at 53%. HIV/First Aid failed to recruit and will not run this session.

3.6 The school are delivering more senior phase pathway provision through their own local authority East Renfrewshire Council, this has had a direct impact on demand across our subject offer. It is unlikely that we will continue to deliver to St Ninian's next session if this trend continues, this will create more capacity for the College to grow our mainstream provision.

4   PATHWAY THREE: SENIOR PHASE WINTER LEAVERS PROGRAMME

4.1 *Table 4: Winter Leavers Programme Enrolments*

Course	2021/22	2022/2023 Pupils Enrolled	2023/2024 Actual Enrolments
Creative winter	16	n/a	10
Construction winter	27	13	12
Total	43	13	22

4.2 The Winter leavers programmes in Construction and Creative Hair and Beauty (which didn't run last session) will run this session with 22 students. Both pathways are open to pupils across South Lanarkshire who are intending to leave school in December 2023. Courses are delivered on a three full days delivery mode.

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

5   PATHWAY FOUR SENIOR PHASE FOUNDATION APPRENTICESHIPS (FA)

5.1 Foundation Apprenticeships (FAs) are delivered in conjunction with South Lanarkshire Council and Skills Development Scotland, which realises approximately £230k worth of income. They are open to pupils across the South Lanarkshire region. This income is set to increase further with the College delivering all frameworks (including one new framework) for the Council as part of the Consortium Agreement. The College has strong links in place and includes partnership agreements with South Lanarkshire Council and local employers to provide work experience for students.

5.2 For the 2023-24 academic session, the College will offer four Foundation Apprenticeship options: Accountancy (two-year options), Business Skills (one-year and two-year options), Social Services and Healthcare (one year and two-year options) and Social Services Children and Young People (one year and two-year options).

5.3 One two year Creative and Digital programme along with a new two-year Information Technology Software programme will be included as part of the Consortium Agreement. The College will continue to deliver the second year of the Creative and Digital Media FA using credits as part of the College's core credit allocation.

5.4 *Table 5: Foundation Apprenticeship Programme*

2021/22		2022/23		2023/24		
Foundation Apprenticeships	Actual	Foundation Apprenticeships	Actual	Foundation Apprenticeships	Planned Enrolments	Actual Enrolments
Accounting						
Accounting Returners	4	Accounting Returners	n/a	Accountancy 2 year	16	13
Business Skills						
Business Skills 1 year programme	2	Business Skills 1 year programme	10	Business Skills 1 year programme	6	5
Business Skills 2-year programme	5	Business Skills 2-year programme	2	Business Skills 2-year programme	9	7
Business Skills Returners	9	Business Skills Returners	3	Business Skills Returners	tbc	NA
Creative and Digital Media						
Creative & Digital Media 2-year programme	14	Creative & Digital Media 2-year programme	20	Creative & Digital Media 2-year programme	18	18
				Creative & Digital Media returners	13	12
Children and Young People						
Children & Young People 1 year programme in college	22	Children & Young People 1 year programme in college	12	Children & Young People 1 year programme in college	22	18
Children & Young People 2-year programme in hubs	40	Children & Young People 2-year programme in hubs	33	Children & Young People 2-year programme in hubs	38	26
Children & Young People Returners	29	Children & Young People Returners	25	Children & Young People Returners	15	12
Healthcare						
Healthcare 1 year programme in college	14	HealthCare 1 year programme in college	16	HealthCare 1 year programme in college	13	13
HealthCare 2-year programme in hubs	20	HealthCare 2-year programme in hubs	11	HealthCare 2-year programme in hubs	28	25
HealthCare Returners	11	HealthCare Returners	12	HealthCare Returners	10	8
IT Software 2 year						
				IT Software 2 year	20	12
Total	170	Total	170	Total	208	156

5.5 Overall, recruitment to target is 75%, numbers are down by 52 students on 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 continue 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 6: School Event Schedule 2023-24*

Date	Time	Type of Event	Location	Audience	Expected numbers
20 September 2023	6:30pm – 8:30pm	Pathway Evening	Calderglen High School	S2-S6	100
21 Nov 2023	4pm – 6pm	Careers Evening	St Lukes High School	S3-S6	100
23 Nov 2023	6:30pm – 8:30pm	Careers Evening	Mearns Castle High School	S3-S6	TBC
5 February 2024	6:30pm – 8:30pm	Pathways Evening	Mearns Castle High School	S2-S6	TBC

6.3 The College is hosting the "Step into STEM" event on the 15 November 2023. The event is run in partnership with Developing the Young Workforce (DYW) East Dunbartonshire, for Senior Phase pupils S1-S2 from across the South Lanarkshire area. A range of workshops covering STEM subjects will be delivered on the day designed to inspire pupils to think creatively, collaborate, and solve problems.

6.4 18 local employers have confirmed they will support the event providing an Employment Hub where pupils will be given the opportunity to speak to a wide range of local employers directly about career options and progression pathways. The event will be supported by curriculum and support teams, the Student Association and 30 student ambassadors. A total of 180 pupils are set to attend on the day.

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 early withdrawals could negatively impact the College's overall target.

8   EQUALITIES

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

9   RECOMMENDATIONS

9.1 Members are recommended to:

9.1.1   note the contents of this report which include updates on all senior phase activity being offered at the College for 2023/2024.

CURRICULUM, QUALITY AND DEVELOPMENT (CQD) COMMITTEE

DATE:	1 November 2023
TITLE OF REPORT:	Marketing and Communications Update
REFERENCE	11
AUTHOR AND CONTACT DETAILS	Lisa Brown, Marketing and Communications Lead Lisa.brown@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 which have taken place over the past 3 months.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: • the success of open evenings and social media strategies. • staffing resource in the team has decreased from four members of staff to two, due to absence and a member of staff leaving. A new Marketing & Communications Manager has now been appointed.
RISKS	• That there is negative press due to industrial action. • That there is further negative press due to the historic governance enquiry. • Applications for courses not meeting target for October and January starts. • That there are challenges in meeting key targets due to current staffing resource.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	This paper includes: • College event information. • A noted increase in applications for August start courses • August Recruitment Campaign • Social Media summary • Awards • Positive news stories

1. INTRODUCTION

1.1 This report provides an overview of Marketing, Communications and Recruitment activity from 1 August 2023 to mid-October 2023. During this 3-month period the August recruitment campaign has remained the key priority.

1.2 The past 3 months have seen a continued period of transition and changes within the Marketing and Communications team. A new Marketing and Communications Manager, Marie King has been appointed to the College and will commence in post 20 November, and the Digital and Graphics Lead remains on long-term absence.

1.3 There has still 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   92 attendees at the Open Evening in August 2023.
2.1..2   An increase in applications by 378 year on year.
2.1..3   The promotion of 2023 courses; and
2.1..4   The roll out and finalisation of the new brand to August recruitment campaign.

3   ANALYSIS OF RECRUITMENT AND APPLICATIONS

3.1 As of now, the College has received a total of 5,625 applications for courses set to commence in August 2023. This marks a notable increase of 378 applications compared to the previous year (5,625 vs. 5,247). These applications are divided into full-time and part-time programs, with 4,313 for full-time courses (an increase of 247 compared to the previous year) and 1,519 for part-time courses (an increase of 378). It is important to highlight that the surge in part-time applications may be attributed to the introduction of new, shorter courses being offered by the College for the 2023-24 academic year.

3.2 In recent months, the College has made substantial enhancements across promotional areas, including course content, maintaining keep warm communication, promotional activities, and direct messaging. Additionally, the College is actively reviewing factors such as customer service enhancements, system improvements, and curriculum planning to better align with the needs of our stakeholders and to help achieve future targets.

3.3 Recruitment continues to be a top priority for the Marketing team to mitigate any potential shortfall in meeting recruitment targets in the coming months and years. The Team have made significant improvements in crucial areas, including ongoing updates to the new website, the implementation of targeted campaigns, and a comprehensive assessment of the customer journey over the past 12 months. Further enhancements are in progress as part of the College's marketing improvement plans.

3.4 Facebook paid advertisements are continuously updated to promote any courses requiring an application boost. Paid promotion was also attributed to events such as the Open night which was held on 22 August 2023.

4   EVENTS

4.1 Since the last Committee Report in August 2023 there have been three major events:

4.1..1 Freshers' 2023 – week commencing 11 September 2023;

4.1..2 Mining Memorial unveiling at Rutherglen Town Hall in conjunction with Bob McDonald and Rutherglen Heritage Society. At the event 60 guests including from the Scottish Government and local communities were welcomed. The marketing promotion of this significant occasion was prominently featured on various community pages and in both local and regional press articles.

4.1..3 August start course Open Evening on 22 August which attracted 91 attendees 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: Planned Events

EVENT DATE	TARGET MARKET	PURPOSE
Late November – January 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 January 2024
Late January 24 – August start Open Evening	School leavers, influencers, those looking to upskill, retrain and community members	To launch August 2024 course and showcase the campus and facilities. Promoting courses starting August 2024
Graduation 2022/23 27 February 2024	23 graduands, their friends and families	To celebrate graduate success
W/B 27 March in line with Scotland's College Big College Open week – August start Open Evening	School leavers, influencers, those looking to upskill, retrain and community members	To promote August 2024 courses and showcase the campus and facilities.
Late May 2024	School leavers, influencers, those looking to upskill, retrain and community members	To promoting August 2024 course

4.3 Due to the ongoing impact of Action Short of Strike Action (ASOS) the Graduation Ceremony for 2022-23 students has been postponed to Tuesday, 27 February 2024. Graduation date for 2023/24 students has been set for Tuesday, 12 November 2024

5 CAMPAIGNS

5.1 The following campaign plans 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 evenings.

5.1..5 Online and offline press (Glasgow Live, EK News, Herald, and Scotsman).

5.1..6 Capital Radio (4 weeks August and September); Focusing on last minute place availability.

5.1..7 Banners updated to spread College key message around campus and East Kilbride.

5.1..8 Focus/ banner on homepage of website.

5.1..9 Tying in with the National #ChooseCollege campaign – this is a sector wide college awareness campaign; and

5.1..10 The next main campaign period will be promotion of January start courses and plans are ongoing for this activity.

6 DIGITAL AND WEBSITE IMPROVEMENTS

6.1 As noted in the previous Committee Paper, some key digital and website improvements are currently being undertaken. These include:

6.1..1 Change to GA4 from Google Analytics.

6.1..2 Work is being undertaken 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.

6.1..3 Work continues to be undertaken on the website on content to ensure longevity and accuracy; and

6.1..4 In 2023, The College officially launched the SLC TikTok channel. The marketing team is frequently leveraging this platform to reach the SLC target audience through captivating video content, in collaboration with the Student Association.

7 BRAND ROLL OUT

7.1 The new brand project continues to be rolled out with ongoing activity to finalise all on and offline materials around the campus. Work has commenced on design of lamppost flags to be placed across the campus containing the new brand roll-out and key messages.

7.2 New letterhead, compliment slips and continuation slips have been created by the marketing team with Principal Stella McManus' details included and incorporating the new brand design.

7.3 The Marketing Team developed and produced a fresh set of publicity materials for Student Services in alignment with the new brand guidelines. This suite of materials encompasses pop-up banners, social media graphics, and posters, all aimed at effectively promoting our services to students throughout the College.

7.4 There is still more to do regarding consistency of approach of brand, the new Marketing and Communications Manager will lead on this.

7.5 Example of brand roll out below:

**One College.
One Community.
Focused on You.**

South Lanarkshire College
East Kilbride

8   VIDEO CONTENT

8.1 Filming videos on campus which can be used for advertising in particular testing using user-generated style content will be a focus for the Marketing team in the next quarter. The videos will take the form of student and answer sessions where students are stopped on campus to be asked their opinions on life at South Lanarkshire College. Similar videos receive high engagement on the College social media pages.

9   GRADUATION

9.1 A decision was made to postpone the 2023 Graduation ceremony which was due to be held on Tuesday 24 October. As lecturers have been participating in ASOS the College was unable to confirm awards and attendance of students at Graduation and have therefore postponed and rescheduled to Tuesday 27 February 2024. The College is aware that this is very disappointing for all students, but it is hoped that by postponing the graduation until the national industrial action is resolved, all eligible students will be able to graduate, and experience a graduation ceremony which is enjoyable, memorable, and well-deserved.

10   STAKEHOLDER ENGAGEMENT

10.1 The Rutherglen Mining Memorial unveiling allowed for key engagement with local community stakeholders, elected members, partner organisations and local employers.
10.2 The next Stakeholder communication is due to be circulated in November detailing ongoing activity and promoting training courses to external partners.
10.3 The promotion of EmilyTest and the STEM event in November will act as key Stakeholder Engagement Events

11   STAFF COMMUNICATION

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

12 IN THE PRESS

12.1 A 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 one College for all you want to achieve message and to continue to combat any negative press arising from ASOS action.

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

12.2..1 [Rutherglen Mining Memorial Unveiling](#)

12.2..2 [Chef Auchie cooks up a Storm – STV footage](#)

12.3 There have been no direct instances of negative press over the past 3-month period, however South Lanarkshire College has been named alongside other Scottish Colleges in articles about ongoing strike action across the sector. An example can be seen below (please note articles are hyperlinked):

12.3..1 [Lanarkshire Colleges Strike](#)

12.4 There is potential for negative press in relation to ASOS action from 2022/23 students who have not yet been resulted. To date there have been a number of negative comments on social media with regards to the situation, and there is a risk that this may continue over the upcoming weeks and months. The Marketing and Communications team will continue to undertake horizon scanning on any negative PR and report this through the appropriate channels.

12.5 Normal College business and highlighting positive news stories, case studies and other good news continues to be a focus to ensure that stakeholders know it is business as usual across the college during this period. There are a number of future press releases in the pipeline including releases on Student Support and the appointment of the new Vice Principal's to the College.

13 SOCIAL MEDIA

13.1 The return to college campaign to welcome students back to South Lanarkshire College ran over August and September with the new hashtag #OurSLC being incorporated into promotion.

13.2 70.7% of South Lanarkshire College Facebook followers come from South Lanarkshire and Glasgow, with 16.5% of those from the Glasgow and area and 23.5% from the East Kilbride conurbation.

13.3 A new social media post has posted by the College every day in August, September and October to promote courses, and encourage participation in events and activities such as Freshers' and Open evenings.

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

13.4.1 **Facebook –** Post reach has reached 15.2 K, showing a significant rise compared to the three-month period leading up to August. This increase can be attributed primarily

to heightened engagement during the start of the term. Notably, our Facebook reach has surged by 27% since May. Furthermore, our Facebook following remains predominantly female, with 74.9% of the South Lanarkshire College Facebook audience identifying as women.

13.4.2 **Facebook –** Over the past quarter, the college's follower count has seen a boost of 187, bringing us within 400 followers of reaching the milestone of 10,000. To achieve this goal, the Marketing team plans to conduct social media contests and campaigns over the upcoming three months to attract more user likes**.**

13.4.3 **Instagram** – The number of users on Instagram has surged by 84.8% compared to the rise on the previous three months. Instagram continues to be a high-performing platform, boasting its highest engagement rate since the account's inception.

13.4.4 **Twitter –**116.4 k Twitter post reach since 1 August 2023. Twitter has increased followers by 102 and engagement is up 2.4% year on year, this is mainly due to an increased sharing of Tweets from current staff across the College.

13.4.5 **TikTok –** New and up and coming, results will be gauged for the next Committee report.

13.5 Engagement has been consistently high across all platforms, driven by various events and updates. These include Freshers' activities, staff retirements, the Mining Memorial events, and updates on student activities, such as the Police Studies students visiting the regional Police Training College. Additionally, courses designed to accommodate students' lifestyles, like the Classroom Assistant course, have also contributed to the elevated engagement levels.

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

14 TARGET UPDATES

14.1 **Snapchat –** The Marketing Team had begun paid promotion on SnapChat to target school leavers although from 25 August there were platform updates and under 18s can now only be targeted with an awareness objective and cannot be retargeted. This will minimise recruitment on this platform.

14.2 **Meta –** From summer 2023, targeting under 18s by postcode or locations smaller than cities is no longer available. This adds to the previous removal of interest targeting and retargeting of under 18s.

15   AWARDS

15.1 Following award submissions in June, South Lanarkshire College has been shortlisted for two awards at the CDN Awards which will be held in Glasgow on 30 November. The Marketing team have been working with staff across the College to prepare the submission forms, they are creating the video footage to represent the submissions on the evening and working with CDN on the guest list for the event itself. Entries are:

15.2.1   College Community Learning Award - The Rural Academy for a Thriving Rural Community – Delivery of a Professional Development Award; and

15.2.2   Sustainability Action Award - College Way Market – A Sustainable Second-Hand Clothing Exchange

16   MARKET RESEARCH AND DATA ANALYSIS

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

16.2 An induction survey is planned to be circulated to new and returning students to gauge communications, induction and customer service performance and guide improvements. 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.

17   MISCELLANEOUS

17.1 Following discussions with Photography lecturers a new bank of photography is currently underway in conjunction with HND Photography students. The photography will be used supplement on and offline campaigns, while working towards the Photography student portfolio and coursework.

17.2 Internal graphics and photography requests for key projects have continued to increase from all areas across the College. Due to the current staffing issue, artwork is being created by Adobe Acrobat for minimal changes to PDFs, while priority graphic artwork activity has been outsourced to ensure we meet ongoing key targets.

18   KEY PRIORITIES

18.1 Some key priorities over the next 3 months include:

18.1.1 promotion of the College brand and courses to drive applications to places on October 2023 and January 2024 start courses;

18.1.2 launch of August 2024 courses on website;

18.1.3 appointment of a new Marketing and Communications Manager;

18.1.4 enhance internal and external comms to get across good news stories to stakeholders;

18.1.5 Development and implementation of postponed Graduation Ceremony;

18.1.6 launch the College's first bespoke commercial brochure;

18.1.7 refinement and understanding in need for printed materials (e.g., prospectus).

18.1..1 better quality open evenings, which include tasters, to showcase the College curriculum offer;

18.1..2 The development of a Community Open Day for Spring 2024;

18.1..3 Continued engagement with curriculum teams; and

18.1..4 Digital improvements on SEO and analytics tracking.

19 RISK

19.1 That there is negative press due to industrial action.

19.2 That there is further negative press due to the historic governance enquiry.

19.3 That the College does not achieve recruitment targets.

19.4 That there are challenges in meeting key targets due to current staffing resource.

20 EQUALITIES

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

21 RECOMMENDATIONS

21.1 Members are recommended to note:

21.2 the success of open evenings and social media strategies;

21.3 the appointment of a new Marketing and Communications Manager;

21.4 the marketing activity noted in this paper.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	1 November 2023
TITLE OF REPORT	Quarter 1 Report Complaints Handling Report
REFERENCE	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 1 (1 August 2023 to 31 October 2023), and an update on the continuing governance of the complaints handling process.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: • the number of complaints received by the College within Quarter 1; and • all complaints received are logged with the Scottish Public Service Ombudsman (SPSO) and resolved within the required time frame.
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 two complaints received in Quarter 1 2023/24 compared to 2022/23. • The College complies with SPSO governance.

1. INTRODUCTION

1.1. This paper provides an overview of the complaints received during 2023/2024 Quarter 1, and the continuing good governance of the complaints handling process.

2 DISCUSSION

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

2.2 Within 2023/24 Quarter 1 four complaints were received, three were resolved at Stage 1 and one was resolved at Stage 2. This is an increase of 2 from the complaints received within the 2022/203 Quarter 1.

2.3 Lessons learned are recorded within the Complaints Handling System and shared appropriately.

3 EQUALITIES

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

4 RISK AND ASSURANCE

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

5 RECOMMENDATIONS

5.1 Members are recommended to note**:**

5.1.1 the number of complaints received by the College within Quarter 1; and all complaints received are logged with the Scottish Public Service Ombudsman (SPSO) and resolved within the required time frame.

ANNEX 1

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

Complaint Category	Complaints Received	Outcome of Complaint	Lessons Learned (what we can do better)
Customer Care	1	upheld	Improve student guidance regarding the demands of blended learning programmes and secure learning support requirement prior to students commencing on programmes
Applications to Progression			
Course Related	1	not upheld	Review timetable to improve consistency of class cover during periods of staff absence.
Services	2	1 upheld	Review student repayment process when classes are cancelled.
		1 upheld	Improve communication with students regarding the outcome of bursary applications.
Facilities			
Other			