CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

NOTICE
There will be a meeting of the Curriculum, Quality and Development committee on 13 February 2024 at 1730 hours in the Boardroom at South Lanarkshire College

AGENDA			
Agenda Item		**Paper**	**Lead**
01	**Apologies for Absence**	No	JG
02	**Declaration of any potential Conflicts of Interest in relation to any Agenda items**	No	JG
03	**Minutes of Previous Meeting**	Yes	JG
04	**Matters Arising from the Previous Meeting**	No	JG
	Matters for Discussion		
05	Student Association Report	Yes	KW
06	Curriculum Quality and Development Update	Yes	AP
	Matters for Information		
07	Developing the Young Workforce Update	Yes	MS
08	Marketing and Communications Update	Yes	RH
09	Complaints Quarterly Report	Yes	WM
10	Regional Outcome Agreement Outcome Agreements (sfc.ac.uk)	Yes	AP
11	Quality Assurance Internal Audit Report	Yes	AP
12	**Any Other Business**	No	JG
13	**Summation of Actions and Date of Next Meeting**	No	PM

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

	CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

MINUTES
Meeting of the CQD committee on 01 November 2023 at 1730 hours via Microsoft Teams and in the Boardroom at South Lanarkshire College

Agenda Item	
	Present in Attendance Prof. Jo Gill (Chair) Fiona Mullen Tarryn Robertson Kayleigh Wither Ellie Hamilton Ann Baxter Anne Doherty David Innes Lisa Doonan Joanne Warwick Rose Harkness Wilma MacLeod Scott Gray (TU Rep) – Remotely. Paul McGillvery Governance Professional acting as Minute Secretary
01	**Apologies for absence** Stella McManus Douglas Morrison Myra Sisi (Joanne Warwick – acting as proxy) Graeme Forrester
02	**Declaration of any potential Conflicts of Interest in relation to any Agenda Items** No declarations
03	**Minutes of Previous Meeting – 29 August 2023** The minutes were duly approved
04	**Matters Arising from the Previous Meeting** 1. Paypal - Concerns were raised that PayPal is not secure however the Head of IT is aware of the issue and will ensure that security of all personal data remains secure. 2. Safeguarding refresher – It was noted that the new Governance Professional is now in post and will ensure that all necessary refreshers are actioned, as appropriate.
	Matters for Discussion

05	**Student Association Report** The Committee considered the Report as submitted and which is referred to for its detailed terms. The Committee noted in particular: - Halloween events were successful. - Social media update - Instagram passed 1000+ followers. - Anxiety webinar nearly ready to be provided to students. - Student Association Freshers Week was successful. - Library became 'well-being zone' for students during fresher's week and was well received. - Students Association provided free healthy breakfast, free soup and sandwich for students through fundraising activities – The Students Association are looking for more funds to keep progressing with these initiatives during cost-of-living crisis. - Free sanitary products provided to Students. - College hoodies sale was a complete success. Sold out in various sizes. - Students Association plan to have further partnership with college and in the local community to have students and others from the community engage in events. - Student officers have been appointed within the Student Association. Details will be provided later. Clarification question asked by Chair if class representatives were voluntary. The Students Association clarified that class representatives were voluntary. The Committee were impressed by the activities that are being undertaken by the Students Association detailed in the report.
06	**Curriculum Report Progress Update** The Committee considered the Paper as presented and which is referred to for its detailed terms: Members noted in particular that: - The College has completed its FES return and credit audit for the academic year 2022/23, and achieved the core credit target; - There had been a change to the Regional Outcome Agreement approval process for 2023-24; - The recruitment figures had been updated; - The progress to the 2023/24 credit target; - The impact of ASOS; - The early retention figures; and - The Committee also considered the work of the Curriculum and Alternative Funding teams. In addition, the College had met the credit target for last year. It was noted the new credit target for this year. - The College had secured 39,000 credits. Clarification by chair asked why there was an increase in declining offers. It was agreed that a full review was to be carried out.

		The committee noted the recommendations in the report.
07		**Quality Update** The Committee considered the Paper as presented and which is referred to for its detailed terms: Members noted in particular: • the development of the student voice processes and student engagement in the College's self-evaluation; • that student voice is embedded in course level evaluation; • the Quality Audit Group activity; • the summary of external quality assurance activity; • the work being undertaken to support the SQA 2023 System Verification Self-assessment activity; • the qualification approval update; • the work undertaken to support external examinations; and • note the quality team's continued engagement with external and internal partners. The Committee noted the recommendations in the report.
08		**Entrepreneurial Campus** The Committee considered the Paper as presented and which is referred to for its detailed terms: Members noted in particular that the College's approach to developing an Entrepreneurial Campus was to try to enable initiatives that will bring college and community together while taking account of resources and funding. Areas of interest are: • Creating a digital industries hub. • Engage with alumni in local businesses and beyond. • Engage with Business Gateway, local organisations and third-sector organisations to enhancing network. • Look at other potential funding streams to help enable an 'entrepreneurial college'. The committee note the recommendations in the report.
		Matters for Approval
09		**The Annual Complaints Report** The committee considered the Paper as presented and which is referred to for its detailed terms: Members: • Approved the Annual Complaints Handling Report, which must be published on the College website by November 2023. • Noted complaints are compliant with SPSO

	The Committee formally approves this complaints report for publication.
	Matters for Information
10	**Developing the Young Workforce Update** The committee considered the Paper as presented and which is referred to for its detailed terms: Members noted in particular • The contents of the report (which includes updates on all senior phase activity being offered at the College) for 2023/2024. • Step into STEM 15th November 2023.
11	**Marketing and Communications Update** The Committee considered the Paper as presented and which is referred to for its detailed terms: Members noted in particular: • 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. • Open evening/clearing event on 27th August 2023 was very successful; • Billboards and national campaigns have been successful; • Work is starting for the August 2024 recruitment campaign • Brand rollout is ongoing. • Positive progress made around all platforms.
12	**Complaints Quarterly Report** The committee considered the Paper as presented and which is referred to for its detailed terms: Members noted in particular: • the number of complaints received by the College within Quarter 1; and • that all complaints received are logged with the Scottish Public Service Ombudsman (SPSO) and resolved within the required time frame.
13	**Any Other Business** No other business.
14	Summation of Actions and Date of Next Meeting – The Clerk summarised the actions and decisions and the action points are as above minuted. The next scheduled Committee meeting was set for 13/02/2024

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.

South Lanarkshire College

Students' Association

Board Report

February 2024

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Student Engagement

Over the past couple of months, the Students' Association have been hosting a variety of fun events and activities for students to participate in, and for a chance to get to know the SA better!

During October, we continued the promotion of our college hoodies. We now only have extremely limited stock left and aim to sell the remainder during Re-Freshers'. They went down a treat and students absolutely loved them!

Our recently elected Student Officers were planning what they want to take the lead on over the next few months, with all five very keen to take part in our future planned activities.

For Halloween we arranged a dress up contest for students, with the best costume winning a £10 gift voucher. Both students and staff really got into the spirit of things, which made it very difficult to choose a winner! The Students' Association also handed out Halloween treats and positive message pumpkins across campus which was a great way to engage with students.

November was a wonderful month - our Hospitality and Events Students organised a fantastic charity "beautifall bake sale" in aid of The Haven charity. The Students' Association promoted the event and staff and students enjoyed the wonderful cakes and pastries that were created by our very talented professional cookery and bakery students. We also saw Learning Development staff and students make The College Way market a permanent addition to our College! To celebrate the grand opening of their new ground floor premises, an opening ceremony was held, and students from across the College participated in a catwalk, showing off the fabulous fashions to be found in the shop. A huge thank you goes to all the different departments who made this fantastic event possible.

In December our Student's Association President and Vice President hosted a drop-in event to raise awareness of the support available for those affected by gender-based violence. This was part of the national 16 Days of Activism against GBV event which takes place each year. The event had a great turnout and many of our students engaged in important conversations on the issues surrounding GBV. The SA also had an information stand at the event and gave away anti-spiking drink covers and bottle stoppers. We gathered some important feedback that will help us shape future events such as this.

Re-Freshers'

Tuesday 30th and Wednesday 31st January

The Students' Association have been working with the Student Services team to organise our Re-Freshers' Event in January for our new and current students. We have a lot of amazing organisations coming to the event including:-

Tuesday 30th January – LAMH; Victim Support South Lanarkshire; Pure Gym; Police Scotland; Partners in Play; Blue Triangle; Kooth; Nuffield Health; Home Energy Scotland; and Men Matter Scotland.

Wednesday 31st January – LAMH; Citizens Advice Bureau; Samaritans; Police Scotland; Skills Development Scotland; Terence Higgins Trust; Dolan Aqua Centre; Fool On; Home Energy Scotland; Co-Op; EK Rugby Club; and SLC's Pastoral Support Team.

The Students' Association will also have a stall on both days of Re-Freshers' where we will be selling our remaining stock of SA branded hoodies. We will also be giving away SLC goodies and our fun Prize Pong will return as it was so successful at our Freshers' event in September.

This event has been promoted on social media, the SA newsletter and student Teams Channels.

Free Soup & Sandwich/Free Breakfast

The Student's Association is committed to tackling student poverty. With the cost-of-living crisis and student poverty at an all-time high, the SA have been providing a free healthy breakfast and free soup and sandwich, on a weekly rotation, throughout the academic year for all students. We rotate this to make sure that all our students have access to this initiative.

In addition to this, we run a food larder directly from our office where students can take what they need at any time. This is stocked with non-perishable foods, hygiene products, sanitary products, and stationery. We have also received many generous donations.

We are extremely happy to say we have received further funding for this initiative from the SLC Foundation. This will allow us to provide this support to students over the next two years. The SA and our whole team are extremely grateful for this, and we know the students will benefit greatly. We are also taking further steps to bolster
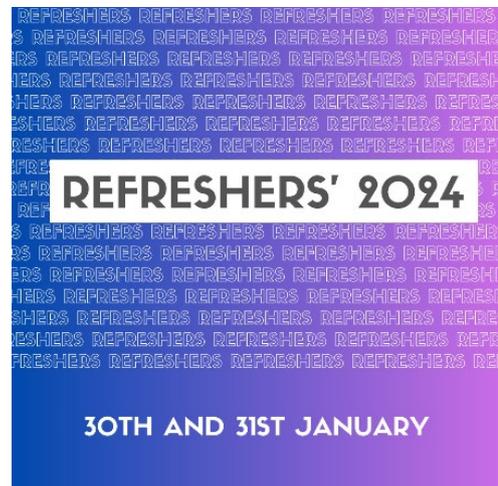
our larder stock by contacting local companies and supermarkets to ask if they can make donations to the food larder for our students.

These initiatives are highly used, and we are glad to see them continue.

Christmas

Christmas Season in the Student Association was packed with fun activities!

We decorated our office to fit the festive season. We used tinsel, lights, and handmade decorations to fill the office! We also decorated our whiteboard to make our office more welcoming to students.

As part of the festivities, the Student Association held a Christmas Stall where we gave away free candy canes and hot chocolate bags. There was a 'Poke the Tree' game that was popular among students. This involved students piercing a tissue paper covered cup to reveal a prize.   We would like to extend our thanks to the Painting and Decorating Department who did a fantastic job creating a fantastic Christmas selfie frame for the SA to use. We even had our very own Santa Claus!

During this Festive Season we also helped to organise a food donation to local food bank 'Loaves and Fishes'. Festive boxes were placed in various locations throughout the College for donations which were split between the SA food larder and Loaves and Fishes. An incredible amount of found was donated and the SA were so grateful to all staff and students who contributed.

LGBT History Month

Purple Friday is on 23 February from 10am–1pm in the ground floor atrium. Our event is being organised by the SA and Student Services. Companies confirmed so far are Women's Aid, Terence Higgins Trust, and Breathing Space. The SA will have their own stall with rainbow gym bags, rainbow laces, Pride face paint and LGBT button badges.

Our Pride Stride will take place on Thursday 22nd February, the day before our Purple Friday, to enable students to attend both events. This will be led by our Student Officer, Maureen McMullan. We will set aside a small supply of our rainbow laces for this and promote this on social media and teams pages.

PURPLE FRIDAY
Friday 23rd February
10AM TO 1PM – GROUND FLOOR ATRIUM

The Hair and Beauty Department have been contacted to request their students create purple nails and glitter tattoos and we have also asked the Hospitality Department if they can provide catering for a Coffee and Chat Event, the date of which is to be confirmed.

Men's Mental Health

On 18 January we hosted a Coffee and Chat session for Men's Mental Health in the Bistro. We named this event 'Manuary' as a play on words for January and Men's Mental Health.

We had a variety of information available to students. We also gave out pens that were kindly sent to us from Prostate Scotland along with information leaflets.

THURSDAY 18TH JANUARY 2024

Manuary Coffee and Chat Afternoon

Free Tea, Coffee, and Sweet Treats!

Our Movember Event is being rescheduled to Thursday 18th January! We will have lots of Men's Mental Health Information!

Located in The Bistro – 3rd Floor

2pm

The Hospitality Department kindly supplied cakes and scones made by our bakery students. Inspire Catering also supplied coffees and teas. The event was so popular that we had to refill the coffee and tea urns several times!

We also started promoting of our Charity Football Match at our 'Manuary' event which caught the eye of some of our students. (Please see below for more details.)

Overall, this event was an immense success and we had so many students in attendance that by the end of the session, we had run out of all drinks and cakes.

Charity Football Match

Exciting news! The Students' Association is hosting a Charity Football Match. This event is being led by one of our Student Officers, Anton Livingston. This event will be taking place on Wednesday 7 February at K-Park with kick-off at 4pm. Our deadline for sign-up is Thursday 1 February. There are no gender or age barriers for this event, and it is open to all students.

Promotion for the event began at our Manuary Coffee and Chat event on 18 January. To promote this further, we plan to have a stall outside the SA office with flyers and will also schedule class visits.

We are supplying football kits and refreshments on the day. Student Services will also have a stall to provide information and support on the day. Our Student Officers have agreed to help set up before the match with the SA. The College minibus will used to transport students to and from the event.

This event is to raise awareness of Mental Health and to promote support available. To participate, students will pay a fee of £10 (per person) and all money raised will go directly towards future mental health events. There will also be collection buckets at the event. This event will be free to watch, and everyone is welcome to attend - we are very excited for this event and hope to see you there!

BRIT Challenge

The British Inspiration Trust (BRIT) exists to support and improve the mental health, fitness, and wellbeing, of young adults, students, and staff, throughout the UK.

BRIT is a collaborative charity, and their vision is to:
- Improve and support student and staff wellbeing.
- Inspire volunteering and fundraising.
- Destigmatise mental health.
- Champion equality, diversity, and inclusion.

The BRIT Challenge will take place between 24 January 2024 and 24 March 2024 with the theme for this year being 24.

We have produced a variety of ideas for activities and events to tie in with the BRIT Challenge and we have created an Excel spreadsheet to keep track of the activities planned.

Planned activities so far include:-
- Themed Weekly Walks (weather dependent)
- Bingo Card, which has been posted on our social media.
- SA attendance in Mindfulness
- Promotion of Yoga Classes
- Charity Football Match
- Re-freshers'
- Mental Health Event, with funds from Charity Football Match
- Love Your Planet, Climate Change Event
- Purple Friday
- Volunteer Cleanup Project
- Music Therapy Session
- Visit to Recycling Plant

Activity	Date Planned	Progress	Led by	Notes
Weekly Walking Group	Throughout BRIT	Planning	Maureen	Themed
Bingo Card	Throughout BRIT	To create	SA	Post on socials. Prizes to be aquired. Will be posted on 24/01/2024
Tombola	End Feb/March?	Idea	tbc	Numbers ending 24 win
Mindfulness	tbc	Planning	SA/ Student Officers	SA to attend a Mindfulness Class with Student Officers and promote
Yoga	N/A	Promote	SA	Promote Yoga to students
Charity Football Match	07/02/2024	Planning	Anton	Funds go to Mental Health Event
Refreshers	30/01/2024 and 31/01/2024	Planning	Karen/ SA	
Mental Health Event	tbc (Possibly March?)	Idea	Possibly Anton?/ SA	With Funds from Charity Football Match
Love Your Planet	14/02/2024	Planning	Callum + Amy	
Purple Friday	February	Planning	Hazel/ SA	
Volunteer Cleanup Project	14/02/2024	Planning	Climate Change Group/ SA	
Music Therapy Session	tbc	idea	Callum?	Library Group Study. Possibly poll to students? One day thing with guitar?
Visit to Recycling Plant	tbc (Climate Change)	Planning	Climate Change Group	

Climate Change

We are delighted that the College received funding of £1000 from Lanarkshire Climate Action Hub to support Climate Change Events and Activities.

On Wednesday 14 February the Students' Association is hosting a 'Love Your Planet' event to highlight climate change issues. This is being organised by the SA with help from Student Officers Callum Reid and Amy Hind, as well as our Climate Change Group which is open to all students. At this event we will be giving out reusable water bottles and sustainable notebooks. Our Climate Change Group came up with 4 ideas for a slogan for our reusable bottles and we asked our students to choose their favourite in a social media poll - the winner was … *Reduce, Reuse, Rehydrate*.

Confirmed attendees at the event include a representative from South Lanarkshire Council's Clean Air Team. We have also invited Keep Scotland Beautiful, K Woodlands, Home Energy Scotland, and Climate Fresk along and await their response.

On the day we will also be doing a Voluntary Litter Picking Project. This will be at 2pm and open to all students and our Facilities Team will provide the PPE and equipment required. Tying into this event, we are also hoping to visit a recycling plant to show the process of how our waste gets recycled. We will record footage while there to promote recycling to our students.

We are working to redesign the current Recycling Poster to make students aware of what they should be recycling. We are also working on an interactive digital poster directing students to climate change organisations.

We are currently discussing an Art with Waste Project with an exhibition to display this. We will ask all students to get involved and hopefully this will highlight to students why they should get involved and should be recycling.

Forthcoming Events

- BRIT Challenge: 24 Jan - 24 March.
- Re-freshers': 30 Jan – 31 Jan.
- Football Fundraiser: 7 Feb.
- Love Your Planet: 14 Feb.
- Litter Picking Project: 14 Feb.
- Pride Stride: 22 Feb.
- Purple Friday: 23 Feb.
- LGBT Coffee and Chat: tbc

South Lanarkshire College
East Kilbride

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	13 February 2024
TITLE OF REPORT:	Curriculum and Credit Update
REFERENCE	Agenda Item 06
AUTHOR AND CONTACT DETAILS	Angela Pignatelli Vice Principal Learning, Teaching and the Student Experience angela.pignatelli@slc.ac.uk
PURPOSE:	To provide members with an update on the College's credit target and update members on activity taking place across the areas of Learning, Teaching and Student Experience across the College.
KEY RECOMMENDATIONS/ DECISIONS:	• consider and note progress to the 2023-2024 credit target; • note the recruitment and retention update; • note the work being undertaken by curriculum areas in curriculum planning for 2024-25; • note the updated activity with Education Scotland; • note the activity being undertaken in the area of alternative funding.
RISK	• that the College exceeds its overall credit target due to positive recruitment; • that planned curriculum activity, post January 2024, may not run given the credit target has been surpassed.
RELEVANT STRATEGIC AIMS:	• Successful Students • Highest Quality Education and Support
SUMMARY OF REPORT:	• The college has met its 2023-24 credit target pending projected withdrawals; • The early withdrawal, further withdrawal and retention rates for 2023-24 show a marked improvement against the three-year trend; • Student recruitment for January Provision is steady; • Education Scotland visits are underway to plan for upcoming Thematic Review of Care and post Spring Annual Engagement Visit (AEV); • Curriculum Reviews:

| | Eleven Curriculum Planning have taken place in January to review and ensure the validity and viability of the 2024-25 curriculum offering in light of the recent SFC Funding Announcement;

• Alternative Funding opportunities continue to be developed including involvement in the Innovate UK Further Education Innovation Fund as college lead on Sustainability. |
|---|---|

1   INTRODUCTION

1.1   This paper provides an update on the credit target for the academic year 2023/24; a recruitment and retention update; an overview of the learning and teaching activity including curriculum planning; and alternative funding activity since the last Committee in November 2023

2   CREDIT AND RECRUITMENT ACTIVITY 2023-24

2.1 *Credit Activity*

2.2 The 2023-24 credit allocation of 43,600 is a reduction of 5,212 credits from the 48,812 credits academic session 2022-23. As of January 2024, the credit outturn is projected to be 44,095 credits. This equates to a projected 495 credits above target. Table 1 below provides an overview.

2.3 *Table 1: Breakdown of Credits By Curriculum Directorate*

Credits, Potential Withdrawals Credits, Target, Curriculum Planning Projection, Projections Agains...

BY FACULTY

Faculty	Credits	Potential Withdrawals Credits	Target	Curriculum Planning Projection	Projections Against Target
	0.00	0.00		0.00	0.00
ACO	23,596.50	182.50	25,584.00	414.50	-1,755.50
AHH	20,276.00	329.50	18,016.00	320.50	2,251.00
TableTotalLabel	43,872.50	512.00	43,600.00	735.00	495.50

2.4 With 571 credits of additional planned curriculum activity, a re-evaluation of further planned activity is now underway, including an exercise to ensure that the College is delivering within existing resources. This is against the context of the Scottish Funding Council (SFC) 2% positive or negative threshold tolerance (the upper threshold is 44,472 credits). Any perceived over-activity should be balanced out by the withdrawal rate of approximately 4% to ensure the College is operating within its threshold.

2.5 The College continues to monitor the credit target on a weekly basis. The end of academic year outturn is projected to be 44, 095 credits.

2.6 *Recruitment*

2.7 The College held a successful Open Evening on 16 January 2024 with over 120 visitors enquiring about courses, many of whom applied for their January courses on the day and transferred into classes the following week.
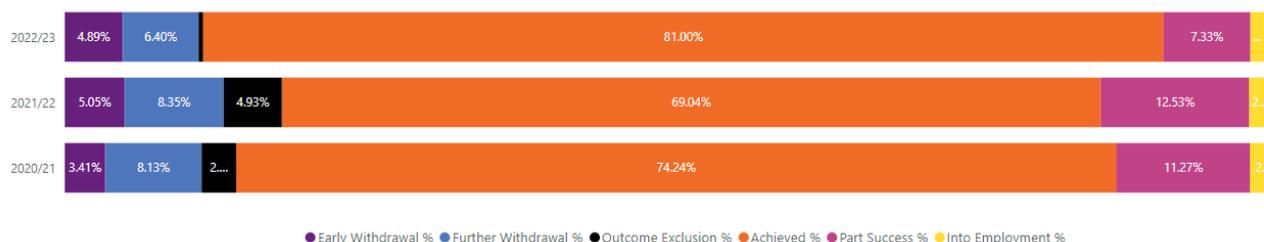
2.8 Conversion rates from volume of students 'applying' translating into 'offers made' continues to be an area requiring attention and action. Curriculum action planning is exploring and addressing this.

2.9 *Retention*

2.10   The chart below shows the 3-year trend for retention at the College from 2020 - 2023.

Performance Indicators - Retention

Year	Early Withdrawal	Further Withdrawal	Outcome Exclusion	Achieve	Part Success	Into Employment
2022/23	4.89%	6.4%	0.38%	81%	7.33%	1.7%
2021/22	5.05%	8.35%	4.93%	69.04%	12.53%	2.1%
2020/21	3.41%	8.13%	2.91%	74.24%	11.27%	2.49%

2.12 The latest College retention information for 2023/24 is as follows:

2.13 Early Withdrawal (EW) rates are 2% which is a 2.89% improvement from last year. The highest EW are in FE/FT at 4.56% with HE/PT next at 2.8%. Curriculum action planning is exploring and addressing this.

2.14 Further Withdrawal (FW) rates are 3.72% which is a 2.68% improvement from last year; The highest FW are in FE/FT at 7.33% with HE/FT next at 7.1%. Overall retention is 93.68% which is a 12.68% improvement from last year at this time, The lowest retention is in FE/FT at 88.1%

2.15 Curriculum teams continue to monitor retention and put in place intervention actions as appropriate. Please see Annex A for a breakdown of curriculum areas.

3 EDUCATION SCOTLAND

3.1 *Link Inspector Visit*

3.1.1 The College's His Majesty's Inspector of Education (HMIe), Joe Mulholland, conducted his first link inspector visit of the new year this month, meeting Principal Stella McManus and Vice Principal Learning, Teaching and the Student Experience, Angela Pignatelli.

3.1.2 Discussions were held in relation to:

- The potential implications of the recent Sector Funding announcement by the SFC in January 2024 https://www.sfc.ac.uk/nmsruntime/saveasdialog.aspx?lID=24800&sID=16133 ;
- The timeframe and approach for this year's Annual Engagement Visit (AEV);
- the upcoming Care Thematic Review.

3.2 *Care Thematic Review*

3.2.1   This national, thematic, one-day review will take place on 28 February 2024. It will focus on the curriculum areas which are part of the SFC Care Grouping with the review team adopting a data-led approach.

3.2.2   The scope of the review includes the curriculum areas of Early Education Childcare and Health and Social Care. The review team is composed of two HMIes and two Associate Assessors, who will use the Quality indicators from the Education Scotland "How Good is Our College" (HGIOC) framework to scope the visit. The review will include:

- observations of learning and teaching practice;
- discussions with learners;
- professional dialogue with staff, managers and college leaders; and
- discussion with eight employers.

3.2.3   A total of eight colleges are included in the review, including Borders College which has been selected as the benchmark college for the review.

3.2.4   There will be a particular focus on, digital care in homecare, partnership working and, government driven workforce pipeline. The scope of the review excludes SVQ provision.

3.2.5   The final Care Thematic Review report, which will include examples of highly effective practice, will be published in spring/summer 2024.

4   CURRICULUM PROGRESS REVIEWS

4.1 Progress reviews took place with all curriculum areas in December. The Review is an important part of the evaluation and quality improvement process. Its purpose is to review the performance of the curriculum area at course level The discussions and actions inform the curriculum offering and the effectiveness of the student experience. The review maps the quality improvements and enhancements required onto the Education Scotland 'How Good is our College' Framework.

4.2 The identification of 'key actions required' for all courses feeds into the continual improvement for the curriculum area as part of the quality improvement process. The analysis focused on the effectiveness of each course and encompassed operational issues including everything, from transport link barriers to students' ability to access the College, to Performance Indicators (PI) of the course performance and success. In addition, the reviews have identified areas of staffing surplus and staff skills need linking to redeployment exercises and training/reskilling. Identification of best practice and success stories provides an insight into the impact of the improvements year on year**.**

4.3 Top level analysis of PIs has identified areas where courses are at risk due to low recruitment, low retention or high withdrawal, low attainment or partial success. Associated action plans have been created by Curriculum Managers to address the elements raised. Key areas at risk include:

4.4 *Table 2: key areas at risk:*

FE Full Time	SVQ Level 2 Hairdressing (Scottish Vocational Qualification) SCQF level 5
	SVQ Level 2&3 Barbering (Scottish Vocational Qualification) SCQF levels 5/6
	NC Level 5 Beauty (National Certificate) SCQF level 5
	NC Level 6 Makeup (National Certificate) SCQF Level 6
	SWAP HAS SCQF level 6
	HNC Horticulture level SCQF 7
HE Full Time	HNC Makeup Artistry (Higher National Diploma) SCQF level 7
HE Part Time	HNC Counselling (Higher National Certificate) SCQF level 7
	PDA Childhood Practice (Professional Development Award) SCQF level 8
	PDA Demetia Care (Professional Development Award) SCQF level 7

4.4.1 Other key issues include:

4.4.2 *External Factors:* Some challenging external factors such as increased material costs in wet trades and the continued trend of Universities offering to the college target market.

4.4.3 *Internal Processes:* Some internal support processes which need further probing and possible improvements such as, timeous access to bursary funding; a shortage of skilled staff in areas of demand such as the Built Environment, delays in students receiving extended learning support declared at point of entry; the internal verification (IV) electronic process which has been highlighted as requiring improvement; further investigation into conversion rates from application into enrolment and attendance levels across courses.

4.4.4 *Quality Assurance:* The College has a strong reputation for Quality Assurance, as the recent internal audit also confirmed. Robust arrangements around internal verification (IV) will continue to track and monitor the quality standards to give reassurance on the standard of each course on offer. External Verification visits have provided a level of confidence in the quality standards of those areas affected. Staff Training and development continues to be a priority with staff engaging in TQFE, Teaching in Colleges Today (TiCT) and L&D 9/11 units.

The full Internal Audit Paper is attached.

4.4.5 *Student voice:* continues to be captured via the student survey. Participation levels in these need to be improved if the findings are to be proportionately representative of the student views, even though they are high in some areas. In particular, engaging apprentices in the student surveys needs improvement. Work will take place with the student association to elevate the profile and importance of these surveys.

4.4.6 *Evaluative Writing:* A more robust focus on evaluative writing and evaluative analysis will be developed to ensure curriculum teams are reflecting and making critical judgements and decisions in the context of impact and supporting improvement.

5   CURRICULUM PLANNING

5.1 A series of eleven Curriculum Planning meetings have taken place in January to ensure the 2024-2025 curriculum offering is current, relevant, meeting labour market needs, supporting the local community, efficient and feeding into the South Lanarkshire Community Plans. In light of the SFC Funding announcement previously mentioned, these meetings, and the robust analysis of the curriculum on offer, are more important than ever.

5.2 The focus of the meetings is additional efficiencies, cost savings and an increase in the full cost recovery/commercial offer. The quality of learning and teaching has been emphasised to ensure that the student experience is not compromised and meets the strategic aims of successful students and highest quality education and support. There are new opportunities which will arise from the exploration of what the College does and how it is done.

5.3 The meetings have addressed key issues, and risks to be mitigated, which include subject demand/recruitment, retention, subjects/courses at risk, staff utilisation, the possible need for redeployment/retraining, staff skills mapping to meet new emerging opportunities and areas of growth, and further improvements to our support services to better support out students.

6   SYSTEMS VERIFICATION VISIT

6.1 The systems verification Visit took place in December 2023. The systems verification is the process used to ensure that SQA centres comply with the quality assurance criteria and have internal quality assurance systems appropriately documented, effectively implemented and evaluated, and show continuous improvement in their application.

6.2 The full report can be found in Annex C.

6.3 The results indicated that "High Confidence" was identified in the systems that support the maintenance of SQA standards across the six set criteria: management of a centre; resources; candidate support; internal assessment and verification; external assessment; and data management.

6.4 There were 13 elements of good practice identified and 17 Recommendations for continuous enhancement which can be found in Annex D.

7   CURRICULUM AND ALTERNATIVE FUNDING

7.1 *Innovate UK:* Alternative Funding opportunities continue to be developed including involvement in the Innovate UK Further Education Innovation Fund as college lead on Sustainability. Innovate UK, part of UK Research and Innovation, is investing up to £8.8 million in innovation projects in this competition. This opportunity arose due to South Lanarkshire College being part of the Colleges West Partnership arrangement consisting of the Lanarkshire and Glasgow colleges as well as West College Scotland.

7.2 The aim of this competition is to enable Further Education Colleges (FEC) to address local business needs by supporting the adoption and diffusion of innovations. Proposals

demonstrate how applicants can establish, and manage, Local Innovation Centres and advisors.

7.3 This competition is split into four strands, each focused on a specific region:
- West Midlands Combined Authority, £2.5 million
- Greater Manchester Combined Authority, £2.5 million
- Glasgow City Region, £1.2 million (this strand)
- Innovation Mission (Gatsby-AoC ISCEP colleges), £2.6 million

7.4 Total costs can be 100% funded through the project. Marketing costs must be borne by applicants.

7.5 Glasgow Kelvin College is the Lead partner with overall project management role and Lead applicant on behalf of the consortium. City of Glasgow College will provide innovation leadership, led by their Head of Innovation and STEM.

7.6 The fund will create 6 innovation centres with a lead college for each:

1. The Centre for Digitally Enabled Health – led by New College Lanarkshire
2. The Centre for Sustainable Development - led by South Lanarkshire College
3. The Centre for Digital Creativity - led by Glasgow Clyde College
4. The Centre for Industrial Automation - led by West College, Scotland
5. The Centre for Digital Enablement - led by Glasgow Kelvin College
6. The Centre for Innovation Leadership - led by City of Glasgow College

7.7 These are aligned for priority economic sectors identified in Glasgow City Region:
- Health and Life sciences; (Digitally Enabled Health)
- Advanced Manufacturing; (Industrial Automation)
- Energy and Net Zero; (Sustainable Development)
- Digital and Creative Industries; (Digital Creativity)
- Digital and Enabling Technologies and Services. (Digital Enablement)

7.8 Innovation practitioners within the centre will help businesses understand how to adopt new technologies, processes, and business models to grow their businesses and increase their productivity. They will transfer knowledge and, in the process, facilitate innovation.

7.9 The details of this are shared with the committee in strictest confidence as the launch date for this national venture is 15 February 2024.

Modern Apprenticeships

7.10 The volume of Modern Apprenticeship (MA) contracts via Skills Development Scotland (SDS) is shown in Table 3 below.

7.11 Table 3 Modern Apprenticeship Starts

Vocational Qualification	SCQF Level	No of MAs
Carpentry & Joinery	6	82
Plumbing	7	72
Painting & Decorating	6	11
Plastering	6	14
Bricklaying	6	12
Roofing Occupations	6	14

Roofing Occupations	5	5
Social Services and Healthcare	7	19
Social Services and Healthcare	9	11
Care Services Leadership and Management	10	3
Hairdressing	5	17
Hairdressing	6	8
Accounts	6	6
		274

Rural Academy Shared Prosperity Fund

PDA ESA - LANARK	Sep-23	18
PDA ESA - STRATHAVEN	Sep-23	17
NPA ADMIN & NUM	Oct-23	5
PDA ESA - LANARK	Jan-24	19
NPA ADMIN & NUM	Jan-24	11 expected
INTRO TO POLICE SKILLS	Apr-24	
NUMERACY & IT	Apr-24	
INTRO TO CHILDCARE	Apr-24	
INTRO ACCOUNTS	Apr-24	

8   RISK

8.1   that the College exceeds its overall credit target due to positive recruitment;

8.2   that planned curriculum activity, post January 2024, may not run given the credit target has been surpassed, resulting in not being able to teach key skills to the communities the College serves; and

8.3   that the quality of learning, teaching and assessment declines impacting on the student   experience.

9   EQUALITIES

9.1 that planned additional activity in year may not run given the college is above its credit target and must operate within the Scottish Funding Council 2% upper threshold.

10   RECOMMENDATIONS

Members are recommended to:
- consider and note progress to the 2023-2024 credit target;
- note the recruitment and retention update;
- note the work being undertaken by curriculum areas in Curriculum Reviews and Curriculum Planning for 2024-25;
- note the updated activity with Education Scotland; and
- note the activity being undertaken in the area of alternative funding

ANNEX A

Table 3: Curriculum Areas - Enrolments and Retention to date January 2024.

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
Building Service Engineering	348	4	1.15	5	1.44	97.41
Built Environment	424	30	7.08	23	5.42	87.5
Business Management and Media and Accounts	648	21	3.24	26	4.01	92.75
Carpentry and Joinery	346	2	0.58	1	0.29	99.13
Early Education and Childcare	469	8	1.71	12	2.56	95.74
Hairdressing, Beauty and Make Up Artistry	301	8	2.66	30	9.97	87.38
Health and Social Care	447	10	2.24	27	6.04	91.72
Hospitality, Tourism, Legal and Police Studies	312	14	4.49	28	8.97	86.54
Learning Development	416	6	1.44	13	3.13	95.43
Life Sciences	265	7	2.64	8	3.02	94.34
Wet Trades	339	2	0.59	0	0	99.41

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

Good news stories

Health and Social Care

The Health and Social Care Curriculum Team secured a new collaborative agreement with the University of Strathclyde in 2023. The Education & Social Services Degree (BA) responds to the Scottish Government's aspiration for different services to communicate more effectively and to work in a more integrated way to meet the service-user needs of children, young people,

and adults. A major aim of the degree is to develop the leadership qualities and skills required for this challenge.

The degree aims to prepare students for working in settings which combine health education and social work/social care. Students will enter college at a Diploma of Higher Education level, having first studied a relevant HNC in either Healthcare Practice, Childhood Practice or Social Services. Students will then progress on to Year 3 of the BA at the University of Strathclyde. This will provide a new learner pathway for South Lanarkshire College students onto degree level study.

The course successfully recruited to target in August 2023 with 18 students enrolled onto the programme and retention remains high at 88% with students on track to successfully complete their course.

Life Science

The Life Science team, working in partnership with the University of Glasgow, deliver a bespoke HNC in Applied Science that allows students to articulate directly into year 2 of undergraduate degree programmes within Life Sciences. This agreement has been in place since August 2021 and provides a valuable progression pathway for our students. Students enrolled on this articulation programme complete their HNC in college and participate in additional sessions run throughout the year by the university to support transition. Students are also enrolled as University of Glasgow students for the duration of their HNC and have access to a range of university resources.

Eligibility criteria includes those who live in SIMD postcode areas 1 to 4 and includes those students who are care experienced, estranged, or those with caring responsibilities. The programme design also includes a dedicated weekly slot for university engagement.

The College continues to maximise the variety of degree progression opportunities for our students. To date ten students have successfully articulated to year two of degree level study across a range of programmes within Life Sciences. This academic session five students are currently following this pathway and are on track to articulate.

Advanced Craft Painting & Decorating
Recent work is being showcased by the Advanced Craft Painting & Decorating students. The students are mastering the art of glass gilding with 24k Gold and Silver leaf, whilst developing their skills further by applying transfer Gold onto egg and dart cornicing.

British Gypsum

British Gypsum has, yet again, kindly donated hundreds of bags of plaster and plasterboard to support delivery of our plastering training courses. The college supported annually through the "Thistle Partnership" with British Gypsum and this support is enormously appreciated.

These materials are used to deliver training on apprenticeships, national progression awards and plastering units to future craft pupils from local schools.

Annex C

Systems Verification Visit Report

Please see paper apart.

Annex D

The SQA Systems Verification Self-assessment was submitted to the College's SQA Quality Manager, in November 2023. Table 4 lists the criterion where *Good Practice* and *Recommendations* for enhancement were identified by the College; all of which have been endorsed by SQA.

Table 4: SQA Systems Verification Summary

SQA Systems Verification Criterion	Good Practice	Recommendation(s) for Continuous Enhancement
1.1 Policies and procedures must be documented and reviewed to ensure full compliance with SQA quality criteria.	1	1
1.2 Policies and procedures must be endorsed by senior management and disseminated to all relevant staff.	1	0
1.4 The roles and responsibilities of those involved in the administration, management, assessment and quality assurance of SQA qualifications across all sites must be clearly documented and disseminated.	0	1

1.6 No-one with a personal interest in the outcome of an assessment is to be involved in the assessment process. This includes assessors, IVs and invigilators.	0	2
1.8 Feedback from candidates and staff must be sought and used to inform centre improvement plans.	1	0
1.9 The centre must comply with requests for access to records, information, candidates, staff and premises for the purpose of external quality assurance activities.	1	1
2.1 Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.	1	2
2.2 Assessors and internal verifiers must be given induction training on SQA qualifications and requirements.	0	1
2.5 All sites where candidates undertake assessments for SQA qualifications must be safe and appropriately resourced, and must provide access for candidates, staff and SQA personnel.	1	0
3.1 Candidate induction must include information about the SQA qualification and SQA requirements.	0	1
4.1 Internal assessment and verification procedures must be documented, monitored and reviewed to meet SQA requirements.	2	1
4.5 Assessment materials and candidate evidence (including examination question papers, scripts and electronically-stored evidence) must be stored and transported securely.	0	1
6.1 Candidates' personal data submitted by centres to SQA must accurately reflect the current status of the candidate.	1	2
6.2 Data on candidate entries submitted by centres to SQA must accurately reflect the current status of the candidate and the qualification.	2	3
6.3 Data on candidate results submitted by centres to SQA must accurately reflect the current status of the candidate and the qualification.	2	1
Overall	**13**	**17**

SQA noted in System Verification Report, "I'd like to highlight the dedication and professionalism of each member of staff I spoke with. The quality team in particular are very experienced and foster a warm and welcoming environment for college staff to access support. Every person I spoke with understood and valued the quality assurance systems the centre has in place, and for me this is a clear indicator of the success of your team."

The quality enhancement actions will be included in the associated departmental action plans and have been agreed with the appropriate Associate Principal/Curriculum Manager.

Systems Verification - Visit Report

Systems verification is the process we use to ensure that SQA centres comply with the quality assurance criteria and have internal quality assurance systems appropriately documented, effectively implemented and evaluated, and show continuous improvement in their application. Guidance for centres relating to the systems verification visit can be found at www.sqa.org.uk/qualityassurance.

Rescheduled date		Reason	
Centre Name	**South Lanarkshire College**	Centre Number	**8461652**
Systems Verifier Name	**Kelly Gray**	Systems Verifier Contact Details	**kelly.gray@sqa.org.uk**
Double Banker Name (if applicable)		Date/Time of Visit	**11 Dec 23 - 10:00**
Head of Centre Name	**Ms Stella McManus**	Head of Centre Email Address	**Lisa Doonan**
SQA Co-ordinator Name	**Lisa Doonan**	Centre Email Address	**centrecoordinator@slc.ac.uk**

Summary of Visit		
	Outcome Statement	Non-Compliant Criteria
Management of a Centre	**High Confidence identified in the systems that support the maintenance of SQA standards within this centre**	
Resources	**High Confidence identified in the systems that support the maintenance of SQA standards within this centre**	
Candidate Support	**High Confidence identified in the systems that support the maintenance of SQA standards within this centre**	
Internal Assessment and Verification	**High Confidence identified in the systems that support the maintenance of SQA standards within this centre**	
External Assessment	**High Confidence identified in the systems that support the maintenance of SQA standards within this centre**	
Data Management	**High Confidence identified in the systems that support the maintenance of SQA standards within this centre**	

Sanctions	

Records of Discussions	
Discussions with Candidates	No
if YES, please provide a brief summary of the discussion:	
Discussions with Assessors	Yes
if YES, please provide a brief summary of the discussion:	You structured the day really well and I was able to meet with a range of staff who positively contributed to the professional discussion. Details are recorded under each of the sampled criterion.
Discussions with Internal Verifiers	Yes
if YES, please provide a brief summary of the discussion:	Details of discussions are noted under each of the sampled criterion.

Outcome Summary

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
2.1	2.2	2.3	2.5						
3.1	3.4	3.5	3.6						
4.1	4.5	4.7	4.8						
5.1	5.2	5.3							
6.1	6.2	6.3	6.4						

Management of a Centre

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations

1.1	Policies and procedures must be documented and reviewed to ensure full compliance with SQA quality criteria.	High	Green	I discussed this criterion with Audrey Jamieson and John Carr. QA policies and procedures are available to all staff via the college intranet. Audrey's demonstration of the policies and procedures menus and the Quality Hub confirmed all staff have easy access and that there is consistent formatting and method of version control across all documents. There are effective procedures in place for tracking changes and version control of individual documents and you also make use of the version control features on SharePoint to track uploads and ensure the most up to date version is available to staff. Each member of staff I spoke with confirmed this is the single source of quality assurance policies and procedures, and they had easy access. John advised that all policies and procedures owned by the Quality Team are updated in February each year and this was confirmed by my sampling as all documents have "reviewed date" and "next review date" listed in the Document Information table, and corresponding version control information is noted in the Version History table below. Our professional discussion and your demonstration of the college intranet support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.		You noted the following in the "Areas of Good Practice" Section: A Policies and Procedure (P&P) Portal [SharePoint site] has been developed and hosts all P&Ps. Each specialist area, including Quality, have their own assigned button to sign-post staff to P&Ps, documents and supporting materials. In addition, this provides active weblinks to a Quality Hub, where updates and revisions are easily accessible, and can be promoted directly to staff. This can also be used to host key documents from awarding bodies and ensure that they are available to all, without relying on cascading information. The system provides a tracker to identify review dates etc. The new document proforma cites the "Reviewed date" and "Approval by".	You noted the following in the "Areas for continuous improvement" section: From January 2024, a new VP will be in position, so the college documents will be updated to reflect the changes to the College structure. The new P&Ps e-system will also support an active link to be included in staff induction pack.

1.2	Policies and procedures must be endorsed by senior management and disseminated to all relevant staff.	Low	**Green**	Please see my comments under 1.1. I also met with David Innes and Myra Sisi who explained the role of the Senior Leadership Team and the Quality Enhancement Group in the approval and endorsement of all quality policies and procedures. Our professional discussion and your demonstration of the Quality Hub support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.		You noted the following in the "Areas of Good Practice" Section: The Quality Enhancement Group consists of the Quality Manager, Principal, Associate Principals, Depute Head of Curriculum and Head of MIS who meet regularly throughout the academic year to discuss quality issues. General policies and procedures are also presented to the Senior Leadership Team for endorsement.	
1.3	SQA must be notified of any changes that may affect the centre's ability to meet the quality assurance criteria.	High	**Green**	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.			
1.4	The roles and responsibilities of those involved in the administration, management, assessment and quality assurance of SQA qualifications across all sites must be clearly documented and disseminated.	Medium	**Green**	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.			You noted the following in the "Areas for continuous improvement" section: An organisational chart to show SQA responsibilities is required to reflect changes to the College structure, once the new VP in in post.
1.5	Suspected candidate or staff malpractice must be investigated and acted upon, in line with SQA requirements.	High	**Green**	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.			
1.6	No-one with a personal interest in the outcome of an assessment is to be involved in the assessment process. This includes assessors, IVs and invigilators.	Low	**Green**	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.			You noted the following in the "Areas for continuous improvement" section: The definition of conflict of interest and examples to be defined in staff handbook and induction documentation. Conflict of Interest section to be added to the new staff Code of Conduct.

| 1.7 | There must be an effective process for communicating with staff, candidates and SQA. | Medium | **Green** | I discussed student and staff communications (1.7) and feedback (1.8) with Audrey Jamieson and John Carr and also with Rose Harkness and Wilma McLeod.

Audrey's demonstration of the college intranet helped me to understand how staff access information. The Quality Hub provides a central place for formal updates, and alerts on the front page can be used to highlight new information.

There is a dedicated mailbox in place for SQA communications, you use a tracker to record receipt and dissemination.

As well as having frequent contact with their lecturing staff, Rose explained how students have easy access to lots of information via the Student Advice Centre and on the SLC website and social media pages.

Our professional discussion and your demonstrations support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met. | | | |

1.8	Feedback from candidates and staff must be sought and used to inform centre improvement plans.	Low	**Green**	Feedback from students and staff is gathered from a range of sources: student questionnaires, class representatives, curriculum reviews and Education Scotland feedback. All feedback is analysed to inform the College Quality Enhancement Action Plan. Audrey demonstrated the MS Teams site used to communicate with class representatives. She provided an overview of how volunteers are sought from each class and the training available to them and explained how they use the Chat Room, Student Association, and Student View channels. We also discussed the "Tell Us" function on the student portal which allows students to provide direct feedback on any issue. This is monitored by your team who pass on the feedback to the most appropriate department. Our professional discussion and your demonstrations support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.		You noted the following in the "Areas of Good Practice" Section: Many Class Reps. are sparqs trained and encouraged to give feedback.	
1.9	The centre must comply with requests for access to records, information, candidates, staff and premises for the purpose of external quality assurance activities.	High	**Green**	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met. My thanks to all staff who met with me during my visit.		You noted the following in the "Areas of Good Practice" Section: The quality cycle details the College's QA activity for the academic year.	You noted the following in the "Areas for continuous improvement" section: As the HNVQ verification process develops – documents should be reviewed to ensure IT permissions are valid and up-to-date, such as: SQA Hub, Office 365 and Teams.
1.10	Outcomes of external quality assurance must be disseminated to appropriate staff and any action points addressed within agreed timescales.	Medium	**Green**	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.			

Resources

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations

| 2.1 | Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification. | High | **Green** | I discussed 2.1 and 2.2 with Caroline Watson and John Carr.

As you outlined in the Self-Assessment, the College HR department own and implement the recruitment policy and provide support to the department who will select appropriately qualified and experienced staff for advertised roles.

Caroline demonstrated the My HR system which facilitates and records both the Career Review process and CPD records. I'm very grateful to Caroline for allowing me to view her personal records so I could fully understand how the system works and the reports which can be produced.

John described the internal approval process in place to ensure that Group Awards/Units are suitably resourced before they can be delivered. He shared a completed Qualification Approval Report (QAR) from October 2023 which shows the approval process to be robust and requires the teaching department to provide evidence of staff competence against the relevant SQA specification before approval is granted. John also described the training he delivered to all internal verifiers, which is highlighted under criterion 4.1 in your Self-Assessment.

.

In your Self-Assessment you had rated this criterion as amber and identified an action to develop a system which would allow the Quality Team to have access to staff qualifications to better | | You noted the following in the "Areas of Good Practice" Section:

All lecturers are required to obtain assessor and/or internal verifier qualifications suitable to their particular curriculum area. Academic and vocational pathways are available, in advance of staff completing the CDN's Teaching in College's Today (SCQF L7 or L8) qualification, then staff are required to progress to TQFE. | You noted the following in the "Areas for continuous improvement" section:

Human Resources in the process of adopting a system which may enable line- mangers and quality to review staff qualifications live, which could then support audit and approval activity. Alternatively, we may build a system which enables us to extract a live report.

Policy on staff training and development, to be developed from the new Strategic Plan for Continued Professional Development 2023-24 document. |

			Green	facilitate spot checks, audits and approvals. While I understand why this would be an improvement and encourage the development, I viewed sufficient evidence to confirm that your systems which ensure the competence of assessors and internal verifiers meet SQA requirements. I have therefore changed this RAG rating to green.			
2.2	Assessors and internal verifiers must be given induction training on SQA qualifications and requirements.	Medium	**Green**	In the Self-Assessment this criterion has also been marked amber, but I think this may have been a mistake as you've provided a good explanation of both the new start and qualification specific induction Curriculum staff receive, and you have referenced appropriate sources of evidence. To confirm compliance, I asked to sample some records and I'm grateful to Caroline for providing access to the Staff Handbook which includes the new staff induction checklist, and for demonstrating information saved in the Master Folders. I have therefore changed this RAG rating to green.			You noted the following in the "Areas for continuous improvement" section: Develop an e-master folder system to support easy spot-checks, audits and reviews of staff induction records.

2.3	There must be a documented system for initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.	Medium	**Green**	As outlined in 2.1, John explained the two stage approval process for new qualifications or additional units. The completed QAR provided shows this to be robust and ensures compliance with all SQA requirements for the award before delivery begins. The professional discussion and my sampling support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.			
2.5	All sites where candidates undertake assessments for SQA qualifications must be safe and appropriately resourced, and must provide access for candidates, staff and SQA personnel.	Medium	**Green**	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.		You noted the following in the "Areas of Good Practice" Section: Completed 'Site Selection Checklists' from Competence Matters for each Candidate undertaking Construction Craft SVQs.	

Candidate Support

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations
3.1	Candidate induction must include information about the SQA qualification and SQA requirements.	High	**Green**	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.			You noted the following in the "Areas for continuous improvement" section: Evaluate the effectiveness of the revised standardised guidance and feedback approach.
3.4	Policies and procedures must give SQA candidates equal opportunities for assessment.	Low	**Green**	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.			
3.5	Individual candidates' requirements for assessment arrangement must be discussed, identified, implemented and recorded.	Medium	**Green**	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.			

| 3.6 | Candidate complaints must be handled in line with a documented complaints procedure which meets SQA requirements. | Medium | **Green** | I discussed this criterion with Rose Harkness and Wilma McLeod.

The Making a Complaint to the College leaflet is available on the SLC website and in hard copy at the Student Advice Centre.

The leaflet sets out what students can complain about, timescales and how to make their complaint. It also explains the support available to help them make their complaint. Information on their options to escalate their complaint once they have exhausted the college's internal procedures are noted. There is clear reference to SQA awarding body, and for regulated qualifications, the regulator SQA Accreditation. Information on complaining to SPSO is also noted.

During our discussion Rose and Wilma explained the many ways students can raise their concerns and how each contact is assessed to establish if this can be resolved informally. Annual Complaint Handling Reports are published on the SLC website.

The professional discussion and my sampling support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met. | | | |

Internal Assessment and Verification

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations

| 4.1 | Internal assessment and verification procedures must be documented, monitored and reviewed to meet SQA requirements. | Medium | **Green** | I discussed this criterion with Audrey Jamieson, Caroline Watson and John Carr.

The Internal Verification Policy & Procedures are set out in the three stages required by SQA.

As highlighted in your Self-Assessment and in the 2017 SV report, the electronic IV System is an easy to use and effective way to manage IV sampling and records. My thanks to Caroline for demonstrating the system. There are steps in place which ensure robust internal verification across all units. The eight "challenge questions" which determine selection for sampling ensure that the selection is risk based. There is automation built in, which sends an email to the IV to notify when the CM has allocated them a unit. A pre delivery checklist needs to be uploaded before IV activities can be recorded, and results for units selected for sampling cannot be input until IV records are complete. The system provides each CM and the Quality Team with a good overview of all IV activity across all courses. The IV System User Guide uses screenshots and common examples to help staff navigate the system.

The College is fortunate to have John Carr in post. As an experienced assessor, internal, and external verifier John provides annual training to all new assessors and verifiers.

The professional discussion and your demonstrations of the IV System support the evidence presented in your | | As noted previously, the electronic IV System is an excellent tool. The way it is set up ensures risk based sampling, and the checks built into the system ensure effective IV takes place before results are processed, reducing the chances of wrongful certification.

You noted the following in the "Areas of Good Practice" Section:

Risk based selection of units for IV using challenge questions.

E-system prevent resulting.

Annual training programme, delivered by experienced practitioners, to support new academic staff in the development of effective internal verification practice. The Quality Lecturers will be delivering further sessions throughout 2023-24 | You noted the following in the "Areas for continuous improvement" section:

Moving system to a new platform for 2024-25, and further enhance the process. Formal dissemination to staff of the changes will be cascaded in advance of 2024-25. |

				Green	Self-Assessment. I can therefore confirm this criterion is fully met.		
4.5	Assessment materials and candidate evidence (including examination question papers, scripts and electronically-stored evidence) must be stored and transported securely.	High		Green	Access to SQA Secure is restricted to the Library Team who maintain a detailed log of which materials have been downloaded and shared.\n\nOur professional discussion and your demonstrations support the evidence presented in your Self-Assessment. I can therefore confirm this criterion is fully met.		You noted the following in the "Areas for continuous improvement" section:\n\nCreate a policy which specifically considers security of assessment in light of technological advances and the new Master Folder Portal, which is under development.
4.7	Candidate evidence must be retained in line with SQA requirements.	High		Green	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.		
4.8	Internal assessment appeals must be handled in line with a documented procedure which meets SQA requirements.	Medium		Green	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.		

External Assessment

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations
5.1	Assessment evidence must be the candidate's own work, generated under SQA's required conditions.	High	**N/A**	This criterion was not reviewed during this pilot model of systems verification			
5.2	Assessment materials and candidate evidence, (including examination question papers, scripts and electronically-stored evidence) must be securely stored and transported.	High	**N/A**	This criterion was not reviewed during this pilot model of systems verification			
5.3	The centre must submit, where appropriate, within published timelines, results services requests.	Medium	**N/A**	This criterion was not reviewed during this pilot model of systems verification			

Data Management

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations
6.1	Candidates' personal data submitted by centres to SQA must accurately reflect the current status of the candidate.	High	**Green**	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.		You noted the following in the "Areas of Good Practice" Section: In many of the data checking processes we utilise Power BI to ensure that the data being issued to SQA is accurate and is sense checked.	You noted the following in the "Areas for continuous improvement" section: Changes to curriculum plan that review the units at the planning stage allowing for further data checks before adding the units/group awards to the systems that output to SQA New Learning Management System that will have better validation for resulting. This is a long program of work that could last around 18-24months.

| 6.2 | Data on candidate entries submitted by centres to SQA must accurately reflect the current status of the candidate and the qualification. | High | **Green** | I discussed data management procedures with Chris Sumner and Christina Penman.

I viewed the SLC SQA Data Management Procedure and discussed with Christina how her team process the entry and results data provided by departments and submit this to SQA. She described the schedule for processing SQA entries which factors in SQAs published Key Dates for National Qualifications and academic timetabling for Higher National and other awards. To help me understand how these procedures work in practice Chris demonstrated the Curriculum Planning and Results Processing Systems.

We discussed the Data Profile provided to the College in January 2023. This highlighted a large number of outstanding unit and group award entries. Chris and Christina have made significant progress to cleanse these entries and await the results of further checks with teaching departments to finish this task. The majority of the outstanding entries predate both Chris and Christina's time in post, so there isn't a clear explanation why this has happened, but Chris provided strong reassurance about new systems he has introduced which will prevent any further occurrences. He demonstrated how he uses Microsoft Power BI to monitor the results expected each year. The interactive dashboard provides up to date and accurate information on outstanding results and outcomes for the current | | The introduction of Microsoft Power BI to gather and present the data on expected results provides easy to understand visual oversight of current entries and ensures effective monitoring of results.

Chris also described further development work he is undertaking with SQA to build a report for unit level reference and approval. | The Data Profile also shows a significant number of Group Awards which have been resulted after the estimated completion date. Many of these are for SVQs or other work based awards. This may suggest that the estimated completion date is being set too soon. When calculating this date, it's important to factor in time for internal verification activities and data processing via the college systems to take place. I recommend the MIS and Quality Teams work with teaching departments to ensure that the estimated completion date for Group Awards and units provided via the Curriculum Planning Systems is achievable.

You noted the following in the "Areas for continuous improvement" section:

Liaison with SQA to further enhance the College's approval processes – exploring unit approval data transfer between systems. Currently Group Award status is shared via a report.

Utilising potentially new exports and tools from SQA to ensure planning and preparing units for courses are correct. |

				session. In your Self-Assessment you had rated this criterion as amber and included an action to cleanse the outstanding entries. I have changed this rating to green as this is a historical issue. Your current systems for sharing data with SQA are well documented and effectively applied.			
6.3	Data on candidate results submitted by centres to SQA must accurately reflect the current status of the candidate and the qualification.	High	**Green**	Please see my comments under criterion 6.2		You noted the following in the "Areas of Good Practice" Section: Communication to students using our systems/portal IV processing system	You noted the following in the "Areas for continuous improvement" section New system being planned in the new few years will allow in year progress of modules to be displayed to the student. The student can see their results any time but the ability to clearly show what stage of the assessments will help with the communication of the course. Currently this is being done by assessments on MS Teams.
6.4	There must be an effective and documented system for the accurate recording, storage and retention of assessment records, internal verification records and candidate records of achievement in line with SQA requirements.	Medium	**Green**	I agree the evidence presented in your Self-Assessment confirms this criterion is fully met.			

Summary of Feedback to Centre	This systems verification is part of a pilot model which placed the responsibility for conducting self-assessment of policies, procedures and practices against SQA's Systems Verification Quality Criteria with your centre. I have followed this up by sampling selected criteria and engaging in professional discussion with college staff. These discussions and the demonstrations of the electronic systems you use, helped me to understand how your quality assurance systems work in practice. Lisa, I'm very grateful for the work you undertook to complete the Self- Assessment and organise my visit. I was sorry you were not able to be a part of the day, but I was looked after very well by John, Audrey and Caroline. Thanks also to Wilma, Rose, Chris and Christina who took time to meet and talk me through your evidence for the sampled criteria, and to Associate Principles David and Myra who explained the role of your Quality Enhancement Group. My sampling has confirmed that your QA systems meet SQAs requirements. I explained to John that I felt you have been too harsh in your self-assessment of 2.1, 2.2 and 6.2. I viewed more than sufficient evidence for these criteria, so have rated them green in this final report. I have accepted your self-assessment rating for all other criteria, so am therefore happy to confirm that there are no required actions from this verification, your quality assurance systems continue to be well documented and applied effectively. I'd like to highlight the dedication and professionalism of each member of staff I spoke with. The quality team in particular are very experienced and foster a warm and welcoming environment for college staff to access support. Every person I spoke with understood and valued the quality assurance systems the centre has in place, and for me this is a clear indicator of the success of your team.

Name of Centre Representative present during feedback	
Name	**Designation**
Audrey Jamieson	Quality Officer
Caroline Watson	Lecturer:Quality
John Carr	Lecturer:Quality

Evidence Seen	You provided the centre's self-assessment in November 2023. During my visit I sampled selected policies, procedures and records and viewed live demonstrations of a range of electronic systems. Details are recorded under the relevant criterion in this report.
Staff Interviewed	Audrey Jamieson, Quality Officer Caroline Watson, Lecturer: Quality (secondee) Chris Sumner, Head of MIS & Services Christina Penman, Senior Student Records Administrator David Innes, Associate Principal John Carr, Lecturer: Quality Myra Sisi, Associate Principal Rose Harkness, Head of Student Services Wilma McLeod, Depute Head of Curriculum
General Information	The college operates from a single site campus in East Kilbride.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	13 February 2024
TITLE OF REPORT	Developing the Young Workforce
REFERENCE	Agenda Item
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 Foundation Apprenticeship Completer Destinations for 2022/23 and updates on all senior phase activity being offered at the College for 2024/2025.
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:	• GradU8 programmes for 24/25. • Foundation Apprenticeship provision has expanded with the introduction of one new framework in IT Software and the reintroduction of Accountancy. • Only the Creative and Digital Media returning students 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 offered to St Ninian's High School have experienced a significant drop in demand this academic session with future delivery in 24/25 under review. • 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 our Senior Phase offer takes account of labour market trends and that courses provide clear progression pathways for our young people. The College offer is divided into four pathway options to Senior Phase pupils from across each Council area, delivered either in college or in a school hub. This paper outlines the activity taking place in these four pathway options.

2 PATHWAY ONE: SENIOR PHASE GRADU8 PROGRAMME 2023-24

2.1 Table 1: GradU8 Programmes

2021/22				2022/23				2023/24		
GradU8	Enrol	Ret	Ach	GradU8	Enrol	Ret	Ach	GradU8	Enrol	Ret
Beauty	29	50%	41%	Beauty	27	100%	82%	Beauty	30	94%
Early Years & Childcare	52	90%	67%	Early Years & Childcare	35	86%	86%	Early Years & Childcare	30	100%
Hair & Barbering	32	72%	53%	Hair & Barbering	36	92%	92%	Hair & Barbering	29	100%
Health & Social Care	29	93%	68%	Health & Social Care	26	100 %	81%	Health & Social Care	25	100%
Make-Up	25	72%	64%	Make-Up	-	-	-	Make-Up	29	
				Uniformed & Emergency Services	44	93%	75%	Uniformed & Emergency Services	28	89%
Business & Marketing	15	100%	100%	Business & Marketing	-	-	-	Personal Develop	27	100%
Digital Media	19	84%	84%	Digital Media	-	-	-	Digital Media	14	100%s
Hospitality	27	93%	82%	Hospitality	16	100%	69%	Hospitality	18	92%
				Beauty & Make-Up	25	88%	80%	Prep for Workplace	22	100%
Construction	93	89%	68%	Construction	27	100%	85%	Construction	25	100%
Total	321	83 %	70%	Total	236	95%	81%	Total	277	96%

2.2 Across the GradU8 pathway programmes 277 enrolments were realised this was an increase of 17 on the previous year. Two new subjects were introduced this session, Personal Development and Preparation for the Workplace, with Digital Media being reintroduced. Overall retention is high at 96%. This is 1% above last year's figure.

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

2.3   Table 2: GradU8 Programmes 2024/25

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

2.4   In agreement with the Local Authority, the Personal Development course will be removed from the GradU8 offer next session, however Sanderson and Rutherglen High schools and the support bases want the supported provision to continue.

2.5   Moving forward this will be coordinated via the School Leads. In addition, the pre-work experience programme will also be removed as this was part of the Covid recovery plan.

3   PATHWAY TWO: SENIOR PHASE INDEPENDENT OPTIONS 2023-24

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

3.2 Table 3: East Renfrewshire Schools College Infill and Retention

2021/22		2022/23		2023/24		
East Ren infill	Actual	East Ren infill	Actual	East Ren infill	Actual Enrolments	Retention
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**	**67%**

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 we enrolled 3 students into HNC Police studies and current retention is sitting at 67%.

3.4 Table 4: 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	Retention
Construction	14	Construction	n/a	Construction	NA	NA	
Creative Nails	19	Creative Nails	14	Creative Nails	18	10	10
Playworker	34	Playworker	36	Playworker	36	28	28
HIV/First Aid	14	HIV/First Aid	14	HIV/First Aid	NA	NA	NA
Total	**81**	**Total**	**64**	**Total**	**72**	**38**	**38**

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

3.6   The school are delivering more senior phase pathway provision through their own local authority East Renfrewshire Council; 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

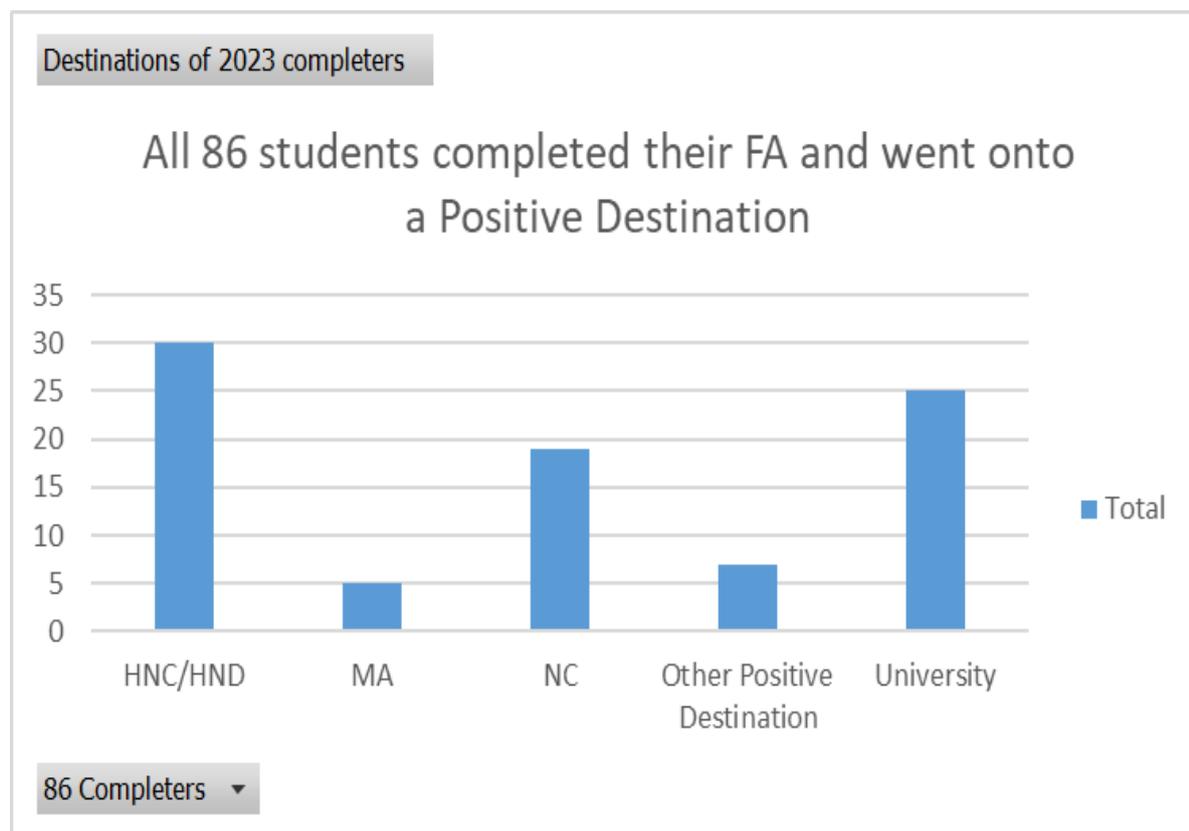4.1   *Table 5: Winter Leavers Programme Enrolments and retention*

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

4.2   The Winter leavers programmes in Construction and Creative Hair and Beauty (which didn't run last session) have recruited 22 students this session with current retention sitting at 100%. Both pathways are open to pupils across South Lanarkshire who are intending to leave school in December 2023. Th course delivery mode is three full days in college.

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

5   PATHWAY FOUR SENIOR PHASE FOUNDATION APPRENTICESHIPS (FA)

5.1   Table 6: Completer Destinations 2022/23

Destinations of 2023 completers

All 86 students completed their FA and went onto a Positive Destination

86 Completers ▾

5.2   Overall, most FA pupils progressed to either College or University with a low percentage progressing to a Modern Apprenticeship.

5.3   In 2022/23 there were fewer withdrawals. This is a reducing trend which is a positive. There was also improved work placement opportunities, and these now include in the Private and Public sectors, the NHS, as well as South Lanarkshire Council.

5.4   Foundation Apprenticeships (FAs) delivered in conjunction with South Lanarkshire Council and Skills Development Scotland and will deliver £230k worth of income this academic session.

5.5   This year the College is delivering a total of six Foundation Apprenticeship frameworks across fourteen class groups: Accountancy (two-year option), Business Skills (one-year and two-year options), Social Services and Healthcare (one year and two-year options), Social Services Children and Young People (one year and two-year options) and Creative and Digital (two-year option). One new Framework in Information Technology Software (two-year option) has been introduced this session.

5.6   All courses are within the Consortium Agreement except for the FA Creative and Digital Media returners group. The College will continue to deliver the second year of the FA Creative and Digital Media using credits as part of the College's core credit allocation.

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

5.8   Table 7: Foundation Apprenticeship Programme 2023/24

2021/22		2022/23		2023/24			
Foundation Apprenticeships	**Actual**	**Foundation Apprenticeships**	**Actual**	**Foundation Apprenticeships**	**Planned Enrolments**	**Actual Enrolments**	**Retention**
Accounting							
Accounting Returners	4	Accounting Returners	n/a	Accountancy 2 year	16	14	12
Business Skills							
Business Skills 1 year programme	2	Business Skills 1 year programme	10	Business Skills 1 year programme	6	5	5
Business Skills 2-year programme	5	Business Skills 2-year programme	2	Business Skills 2-year programme	9	7	7
Business Skills Returners	9	Business Skills Returners	3	Business Skills Returners	tbc	NA	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	19	19
				Creative & Digital Media returners	13	12	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	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	30	30
Children & Young People Returners	29	Children & Young People Returners	25	Children & Young People Returners	15	12	12
Healthcare							
Healthcare 1 year programme in college	14	HealthCare 1 year programme in college	16	HealthCare 1 year programme in college	13	13	13
HealthCare 2-year programme in hubs	20	HealthCare 2-year programme in hubs	11	HealthCare 2-year programme in hubs	28	25	23
HealthCare Returners	11	HealthCare Returners	12	HealthCare Returners	10	8	8
IT Software 2 year							
				IT Software 2 year	20	12	12
Total	**170**	**Total**	**170**	**Total**	**208**	**175**	**171**

5.9   Overall, recruitment to target is 84%, enrolment numbers are up by five on the previous year with current retention sitting at 98%.

6   SCHOOL EVENTS 2023-24

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

6.2   *Table 8: School Event Schedule 2023-24*

Date	Time	Type of Event	Location	Audience	Expected numbers
11 Jan 24	6:30pm – 8:30pm	Pathway Evening	Holy Cross High School	S2	100
16 Jan 24	4pm – 6pm	Careers Evening	Barrhead High School	S2-S4	100
31 Jan 24	6:30pm – 8:30pm	Careers Fayre	Duncanrig High School	S4-S6	TBC
1 February 2024	12:45-1:30 pm	Course Information 2024	Duncanrig High School	S6	TBC
5 February 2024	2:00pm – 3:30pm	Pathways Afternoon	Mearns Castle	S2-S6	TBC
7 March 24	5pm -7pm	Foundation Apprentice Open Evening	South Lanarkshire College	S4-S6	TBC
18 April 24	1:30-2:30 pm	Foundation Apprentice Celebration Event	South Lanarkshire College	S5-S6	80

6.3   The College played host to 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 S2 and S4 from across the South Lanarkshire area. A range of bespoke workshops covering STEM subjects were delivered on the day designed to inspire pupils to think creatively, collaborate, and solve problems.

6.4   Twenty local employers supported the event by providing an Employment Hub where pupils were given the opportunity to speak to a wide range of local employers directly about career options and progression pathways. The event was supported by curriculum and cross college teams, the Student Association and 30 Student Ambassadors. A total of 180 pupils attended 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:

- Note the contents of this report which include FA completer destinations figures for 2022/23, updates on all senior phase activity being offered at the College for 2023/2024 and GradU8 activity plan for 2024/25.

CURRICULUM, QUALITY AND DEVELOPMENT (CQD) COMMITTEE

DATE:	29 January 2024
TITLE OF REPORT:	Marketing and Communications update
AUTHOR AND CONTACT DETAILS	Marie King, Marketing and Comms Manager Marie.King@slc.ac.uk Rose Harkness, Head of Student Services Rose.Harkness@slc.ac.uk
PURPOSE:	To provide the Board with a summary of marketing, communications and student recruitment activities that have taken place over the past 3 months.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: • The success of open evenings and social media strategies. • Staffing resource in the team has now increased from two to three team members, with the appointment of a new Marketing & Comms Manager who joined the team on 20 November. A member of the team remains on long term absence.
RISKS	• That there is negative press due to industrial action. • That there is further negative press due to the historic governance enquiry. • Applications for August 24 courses not meeting target due to a later launch date of February 24. • That there are challenges in meeting key targets due to current staffing resource. • Funding cut of 4.7% to the sector that will require other sources of funding to be explored i.e. increase of Commercial course offering.
RELEVANT STRATEGIC AIM:	• Successful Students. • The Highest Quality Education and Support. • Sustainable Behaviours.
SUMMARY OF REPORT:	This paper includes: • College Event Information. • An increase in applications for January 24 start courses. • Results of January 24 Recruitment Campaign. • Planning for August 24 Recruitment Campaign. • Social Media Summary. • Awards. • Positive News Stories.

1   INTRODUCTION

1.1 This report provides an overview of Marketing, Communications and Recruitment activity from mid-October 2023 to mid-January 2024. During this 3-month period the January recruitment campaign has remained a key priority as well as planning for Graduation in February 2024.

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 Comms Manager, Marie King, was appointed to the College and joined on 20 November. The Digital and Graphics Lead remains on long-term absence.

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

2   REPORT HIGHLIGHTS (THE PAST 3 MONTHS)

2.1   Highlights over the past three months include:
2.1..1   62 attendees at the Open Evening in November 2023.
2.1..2   129 attendees at the Open Evening in January 2024.
2.1..3   An increase in January applications: 1265 in 23/24 versus 1172 in 22/23.
2.1..4   The promotion of January 2024 courses; and
2.1..5   The roll out and finalisation of the new brand.

3   ANALYSIS OF RECRUITMENT AND JANUARY 2024 APPLICATIONS

3.1   To date, the College has received a total of 1265 applications for January 2024 courses. This marks an increase of 93 applications compared to the previous year (1265 vs. 1172). These applications are divided into full-time and part-time programs, with 866 for full-time courses (an increase of 134 compared to the previous year) and 440 for part-time courses (an increase of 1).

3.2   In recent months, we have made substantial enhancements across promotional areas, including course content, maintaining keep warm communication, promotional activities, and direct messaging. Additionally, we are 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 us achieve our 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. We have made significant improvements in crucial areas, including ongoing updates to our 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 success of two recent Open Evenings which were held on 28 November and 16 January.

4   EVENTS

4.1 Since the last Committee Report in October 2023 there has been the very successful STEM event in November and two Open Evenings:

4.1..1 August start course Open Evenings on 28 November (62 attendees) and 16 January (129 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

EVENT DATE	TARGET MARKET	PURPOSE
Graduation 2022/23 27 February 2024	Graduands, friends and families	To celebrate graduate success
4 to 8 March 2024 – Scottish Apprenticeship Week Hairdressing Showcase (4th) DYW event TBC Business Breakfast (7th)	School leavers, influencers, those looking to upskill, retrain and community members – with as specific interest in Modern Apprenticeships	To showcase the campus and facilities and promote MAs starting in August 2024
Late March 2024 (date TBC) – August starts Open Evening	School leavers, influencers, those looking to upskill, retrain and community members	To showcase the campus and facilities and promote courses starting in August 2024
Late May 2024 (date TBC) – August starts Open Evening	School leavers, influencers, those looking to upskill, retrain and community members	To showcase the campus and facilities and promote courses starting in August 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).

5.1..6 Capital Radio (4 weeks during Dec/Jan); Focusing on January course recruitment and the January Open Evening.

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

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

5.1..9 The next main campaign period will be promotion of August 2024 start courses and plans are underway 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   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..2   Work continues to be undertaken on the website on content to ensure longevity and accuracy; and
6.1..3   In 2023, The College officially launched the SLC TikTok channel. The marketing team plans to leverage 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 identity continues to be rolled out. The lamppost flag artwork is with the Facilities Team to go out to print, with installation in the next few weeks.

7.2   The email signature and screensaver are also being progressed and are due to roll out in the coming weeks.

7.3   There is still more to do regarding the brand roll out, including a review of all College external and internal signage. The Marketing and Comms Manager will lead on this project, working in partnership with the Facilities Team.

7.4   Examples of flag artwork below:
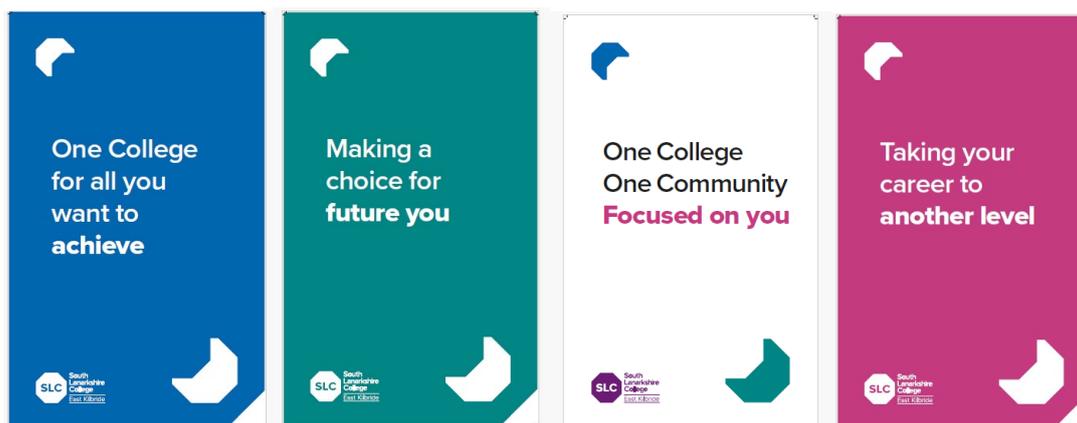
8   GRADUATION

8.1   Graduation (postponed from Tuesday 24 October owing to lecturers taking part in ASOS) is taking place on Tuesday 27 February 2024. Plans are well underway to ensure an

enjoyable and memorable day for Graduands, College staff and invited guests. However, it's noted that further planned strike action could impact the ceremony.

9   STAKEHOLDER ENGAGEMENT

9.1 The date of the next Stakeholder communication is TBC.

10   STAFF COMMUNICATION

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

11   IN THE PRESS

11.1 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 any potential industrial action.

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

11.2..1 [Rutherglen Mining Memorial unveiled at Town Hall – Daily Record](#) 2 Oct

11.2..2 [South Lanarkshire College launches student community larder – Daily Record](#) 20 Nov

11.2..3 [South Lanarkshire College receive EmilyTest Award](#) 28 Nov

11.3 There have been no direct instances of negative press over the past 3-month period.

11.4 There is potential for negative press in relation to any potential strike action. The Marketing and Communications team will continue to undertake horizon scanning on any negative PR and report this through the appropriate channels.

11.5 Normal College business and highlighting positive news stories, case studies and other good news continues to be a focus to ensure that stakeholders know it is business as usual across the college during this period. There are a number of future press releases in the pipeline including the appointment of the new Vice Principals to the College and the 10th Anniversary of the South Lanarkshire College Foundation.

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

12   SOCIAL MEDIA

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

12.1   **Facebook –** Over the past three months, the Facebook page has had a reach (from posts, stories or ads) of over 128K (up nearly 50% on the previous three months). Content interactions is 2.3K and link clicks is 4.9K. The total reach can be split into organic and paid activity – Facebook reach is over 180% higher when running paid activity. The page has gained 64 new followers taking the total to 9.7K.

12.2   **Instagram** – Over the past three months, the Instagram account has had a reach of over 9.3K (up nearly 95% on the previous three months). The number of followers has increased by 182 taking the total to 2766.

12.3   **Twitter** – Access to any free analytics on this platform has now changed so we can only report on followers, which is now 3327.

12.4   **Linkedin –** In the last three months, we have gained 152 new followers taking the total to 2071 and have achieved over 25.5k impressions.

12.5   **Snapchat –** Utilised as a key advertising channel from November to January, the results were very encouraging. Achieving 4010 clicks, over 170K impressions and an impressive CTR of 2.35%. To put this in context, anything above 1% CTR is fantastic.

12.6   **TikTok –** The plan is to fully leverage this channel with engaging content. We currently have 264 followers and 552 likes.

12.7   Engagement has been consistently high across all platforms, driven by various events and updates. Top performing organic posts include the College Way Market model show, being awarded the EmilyTest Gender Based Violence (GBV) Charter Award and two prestigious CDN Awards. College events (such as Halloween, charity bake sale), external visits (such as the visit to Scottish Parliament) as well as focused course recruitment posts (Garden to Plate and DIY Plumbing) received great engagement.

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

13 AWARDS

13.1   Following award submissions to the College Development Network in June 2023, South Lanarkshire College was successful in winning two awards as detailed below. The awards ceremony took place at Radisson Blu in Glasgow on 30 November, with the College team proudly receiving their accolades in the presence of over 280 guests.

13.2   College Community Learning Award - The Rural Academy for a Thriving Rural Community – Delivery of a Professional Development Award.

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

13.4   In November, South Lanarkshire College received the EmilyTest Gender Based Violence (GBV) Charter Award, being recognised as a pioneering College that not only takes gender-based-violence seriously but demonstrates an ongoing commitment to working towards a safer campus for students and staff.

14 MARKET RESEARCH AND DATA ANALYSIS

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

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

15 MISCELLANEOUS

15.1   Following discussions with Photography lecturers a new bank of photography was organised in conjunction with HND Photography students during November and December. As yet, the images have not been received so there are plans for a professional photoshoot in early February to produce new, fresh assets for all marketing collateral.

15.2   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.

16 KEY PRIORITIES

16.1   Some key priorities over the next 3 months include:

16.1.1 promotion of the College brand and courses to drive applications to places on August 2024 start courses;

16.1.2 launch of August 2024 courses on website.

16.1.3 enhance internal and external comms to get across good news stories to stakeholders.

16.1.4 Development and implementation of postponed Graduation Ceremony.

16.1.5 launch the College's first bespoke commercial brochure.

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

16.1.7 better quality open evenings, which include tasters, to showcase the College curriculum offer.

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

17 RISK

17.1   That there is negative press due to industrial action.

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

17.3   That the College does not achieve recruitment targets.

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

17.5   That there are challenges owing to 4.7% funding cut in the sector.

18 EQUALITIES

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

19 RECOMMENDATIONS

19.1   Members are recommended to note:

19.1.1 The success of open evenings and social media strategies; and

19.1.2 Staffing resource in the team has now increased from two to three team members, with the appointment of a new Marketing & Comms Manager who joined the team on 20 November. A member of the team remains on long term absence.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	13 February 2024
TITLE OF REPORT	Complaints Handling
REFERENCE	
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the: complaints received by the College during Quarter 2 (1 November 2023 to 28 February 2024), progress of the 2022/2023 Annual Complaints Handling Action Plan, and the ongoing governance of the complaints handling process.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: • the number of complaints received by the College in Quarter 2 • all complaints received are logged in the Complaints Handling System and resolved within the Scottish Public Service Ombudsman (SPSO) required timeframe; • the Annual Complaints Handling Report was published by the statutory SPSO deadline; and • the 2022/2023 Annual Complaints Handling Action Plan is progressing.
RISK	• That the College does not deal with complaints within the time frame required by the SPSO resulting in a poor experience for our learners and stakeholders.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• There is an increase of one complaint received in Quarter 2 of 2023/24 compared to 2022/2023. • A system has been developed to ensure that lessons learned are implemented. • The 2022/2023 Complaints Handling Action Plan is progressing

1. INTRODUCTION

1.1. This paper provides an update on the progress the 2022/23 Annual Complaints Handling Action Plan and the continuing governance of the 2023/2024 complaints handling process.

2 DISCUSSION

2.1 All complaints received are logged within the Complaints Handling System and resolved within the SPSO required time.

2.2 In Quarter two of the Academic Year (AY) 2023/24 two complaints were received: one was resolved at Stage 1 and one partially upheld at Stage 2; this is an increase of one from the complaints received within Quarter 2 2022/2023.

2.3 Lessons learned are recorded within the Complaints Handling System and shared appropriately. A system has been developed to ensure that lessons learned are implemented.

2.4 The College's 2022/23 Annual Complaints Handling report was published on the College website by the required SPSO timeframe.

2.5 A system to collate feedback from complainants regarding the progress has been implemented.

2.6 Annexes 1 and 2 provide a summary of complaints and the action plans to date.

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 asked to note:

5.1.1   the number of complaints received by the College in Quarter 2

5.1.2   that all complaints received are logged in the Complaints Handling System and resolved within the Scottish Public Service Ombudsman (SPSO) required timeframe;

5.1.3   that the Annual Complaints Handling Report was published by the statutory SPSO deadline; and

5.1.4   that the 2022/2023 Annual Complaints Handling Action Plan is progressing.

ANNEX 1

Table 1: Summary of 2023/24 Quarter 2 Complaints Handling Report

Complaint Category	Complaints Received	Outcome of Complaint	Lessons Learned (what we can do better)
Customer Care	1	Partially upheld	Lecturers to be more aware of the terminology used when communicating sensitive issues to students
Applications to Progression			
Course Related	1	Resolved	
Services			.
Facilities			
Other			

ANNEX 2

Table 2: 2023-2024 Action Plan

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

CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

DATE:	13 February 2024
TITLE OF REPORT:	Regional Outcome Agreement
REFERENCE	Agenda Item 10
AUTHOR AND CONTACT DETAILS	Angela Pignatelli Vice Principal Learning, Teaching and the Student Experience angela.pignatelli@slc.ac.uk
PURPOSE:	To alert members to the publication of the Regional Outcome Agreement by the Scottish Funding Council.
KEY RECOMMENDATIONS/ DECISIONS:	Note that the Regional Outcome Agreement has been published.
RISK	• The college fails to achieve the aims outlined in the Regional Outcome Agreement;
RELEVANT STRATEGIC AIMS:	• Successful Students • Highest Quality Education and Support
SUMMARY OF REPORT:	• Following the last board meeting, and LRSB approval, the final ROA was submitted to the SFC and has now been published: Regional Outcome Agreement Outcome Agreements (sfc.ac.uk)

CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

DATE:	13 February 2024
TITLE OF REPORT:	Quality Assurance Internal Audit report
REFERENCE	Agenda item 11
AUTHOR AND CONTACT DETAILS	Lisa Doonan Quality Manager lisa.doonan@slc.ac.uk
PURPOSE:	To provide members with an update on the Quality Assurance Internal Audit which took place in December 2023.
KEY RECOMMENDATIONS/ DECISIONS:	• consider and note the findings of the internal audit
RISK	Quality processes and/or standards fail to be robust, adopted and achieved.
RELEVANT STRATEGIC AIMS:	• Successful students • Highest quality education and support
SUMMARY OF REPORT:	• The overall level of assurance is good; • Identified strengths include strong culture of continuous improvement; IV processes; strong collaboration between curriculum and quality departments; action plans are developed to address identified quality concerns; • There were no significant weaknesses identified. • The audit was also discussed the last Audit and Risk Committee in November 2023.

South Lanarkshire College

Quality Assurance

Internal Audit report No: 2023/05

Draft issued: 2 November 2023

Final issued: 6 November 2023

Henderson
Loggie

Contents

Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

Good	System meets control objectives.
Satisfactory	System meets control objectives with some weaknesses present.
Requires improvement	System has weaknesses that could prevent it achieving control objectives.
Unacceptable	System cannot meet control objectives.

Action Grades

Priority 1	Issue subjecting the organisation to material risk and which requires to be brought to the attention of management and the Audit and Risk Committee.
Priority 2	Issue subjecting the organisation to significant risk and which should be addressed by management.
Priority 3	Matters subjecting the organisation to minor risk or which, if addressed, will enhance efficiency and effectiveness.

Management Summary

Overall Level of Assurance

Good	System meets control objectives

Risk Assessment

A review of the South Lanarkshire College ('the College') risk register (August 2023), identified the following specific risks relating to Quality Assurance:

- Risk 9 – That there is failure to achieve high standards of learning and teaching (risk score 4, Low).

Background

As part of the Internal Audit programme at the College for 2022/23 we carried out a review of the systems in place in relation to quality assurance (internal verification). The ANA identified this as an area where risk can arise and where Internal Audit can assist in providing assurances that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

Internal verification (IV) is a crucial element of both the College's and awarding bodies quality assurance processes. It ensures that all candidates entered for the same qualification are assessed fairly and consistently to the specified national standard.

The College must ensure that internally-assessed qualifications are credible with staff, students, partner organisations and regulatory bodies. This requires an effective quality assurance system within the College. The College is responsible for operating an effective and documented internal quality assurance system. This is an essential requirement of awarding bodies, including the Scottish Qualifications Authority (SQA).

Arrangements for IV are managed by Curriculum Managers (CMs), who are supported by the College's Quality Unit, who have also developed a suite of guidance for academic Assessors and Internal Verifiers. External verifications completed by the SQA are tracked by the Quality Unit and managed locally by curriculum areas. Feedback from the internal and external verifications are reported to the Quality Unit for monitoring reporting, and continuous improvement purposes.

Scope, Objectives and Overall Findings

The scope of this assignment was to carry out a review of the College's quality procedures for internal assessment and verification of units and programmes made on behalf of awarding bodies, with a view to providing assurance that the procedures reflect good practice and identifying opportunities for procedural improvements and efficiencies.

The table below notes the objective for this review and records the results:

Objective	Findings				
The objective of this review was to ensure that the College can demonstrate that:		**1**	**2**	**3**	**Actions in progress**
		No. of Agreed Actions			
1. The internal verification model is valid and accords with guidance and good practice published by awarding bodies such as the SQA.	**Good**	-	-	-	
2. The assessment process ensures that sufficient evidence is obtained in order to demonstrate that students have met the national standard for the qualification.	**Good**	-	-	-	✓
3. All Assessors have access to awarding bodies standards, are familiar with the standards and can evidence that they have been applied.	**Good**	-	-	-	
4. Assessors reach accurate and consistent assessment judgements for the same qualification for all candidates in line with the national standard of the qualification.	**Good**	-	-	-	✓
5. Systems are in place which facilitate collaboration between Assessors and Internal Verifiers, ensuring that standards are met across the College, whilst maintaining appropriate segregation and access to results.	**Good**	-	-	-	✓
6. Systems are in place which allow quality concerns to be captured and addressed.	**Good**	-	-	-	✓
7. Record-keeping and resulting of students is accurate.	**Good**	-	-	-	✓
		-	-	-	
Overall Level of Assurance	**Good**	System meets control objectives.			

Audit Approach

We completed one-to-one interviews with members of the Quality Unit, the College's two Associate Principals, and a sample of five CMs responsible for the IV of the following SQA courses in the 2022/23 academic year:

- NC Level 5 Beauty Therapy;
- NC5 Creative Industries;
- HNC Applied Science;
- NPA 5 Plastering SCQF5; and
- SVQ3-SCQF7 Plumbing.

We also reviewed the College's quality procedures and IV documentation held within Master Folders for the sample of courses above.

We were unable to walk through the IV assessment steps for 2022/23 reviews completed due to recent changes in the College's IV System. Changes had meant that the previous academic year's IV records had been archived. However, we reviewed the IV process underway for 2023/24 and assessments held within the new system and any records retained in Master Folders from last year's assessments with CMs interviewed.

This allowed our assessment of the following:

- internal stakeholder needs;
- opportunities for removing inefficiencies from the IV process; and
- ways to improve the process to maintain compliance with awarding bodies guidance, where appropriate.

Summary of Main Findings

Strengths
- There is a strong culture of continuous improvement in the quality of teaching provided to students and the support to enhancements brought by the IV and external verification processes, as well as academic staff and student feedback to the Quality Unit who work closely with MIS to ensure systems are established to support the assessment processes.
- The College's IV processes reflect requirements set by SQA guidance.
- Procedures have been established which ensure the availability and retention of assessment evidence in line with the requirements of qualification awarding bodies, and for the purposes of internal and external verification.
- There is strong collaboration between the Quality Unit and CMs to ensure that the IV process is consistent across curriculum areas and any cross-College IVs are standardised.
- Locally, curriculum areas sample tested work closely and ensure there is peer support for Assessors and lecturing staff and that the delivery and assessment standards are applied consistently.
- Internal Verifiers are selected by CMs who ensure there is no conflict of interest. Internal Verifiers are identified on the College's IV System.
- CMs and Internal Verifiers have restricted access to the College's internally developed IV System, that has been SQA approved.

Summary of Main Findings

Strengths (continued)

- The IV System allows a centralised database for all IV reviews and provides automated workflow to ensure each IV is applied consistently across the College. It also integrates with SITS ensuring all courses and student information is up to date.
- The IV System allows for a risk-based assessment that sets eight challenge questions that ensure that higher risk courses, such as new courses or those with new teaching staff are always reviewed, and a fail-safe that ensures that all courses are internally verified at least every three years.
- The IV System also allows the College to clearly identify students selected for verification within each unit and provides links to the verification results which conclude on record-keeping and that resulting of candidates is accurate.
- The IV System provides reports for quality assurance checks by the Quality Unit, such as on the courses selected for IV and any red flags on courses not yet verified.
- The Quality Unit has centralised tracking of the status and outcomes of external verifications with action plans.
- There are good arrangements which allow robust review and root cause analyses when quality concerns are raised to identify underlying issues and develop appropriate corrective and preventive actions. This includes transparent and open communication about quality concerns, actions taken to address them, and the outcomes of any external verification visits, investigations, or improvement initiatives.
- Action plans are developed to address identified quality concerns and monitor the progress of the implementation of these plans.
- Wider improvements to quality are tracked by the Quality Enhancement Group that is attended by the Quality Unit, Associate Principals, and the College's Principal. A Quality Forum is also established to discuss enhancements and planning with CMs.

Opportunities for Improvement

No significant weaknesses were identified during our review.

Acknowledgments

We would like to take this opportunity to thank the staff at South Lanarkshire College who helped us during our audit.

Main Findings

Objective 1 – The internal verification model is valid and accords with guidance and good practice published by awarding bodies such as the SQA.

The College has set out its internal verification (IV) arrangements within the IV Policy and Procedures (February 2023). These are supported by separate guidance for the Internal Verifier, Lecturer - Assessor and Principal Assessor. All guidance is reviewed annually by the Quality Unit to ensure they align to National Standards. They are available to all staff internally via the Quality Portal and provided to new teaching staff during induction.

Our review of the guidance provided to staff noted they align to the SQA methodology.

Discussions also highlighted:
- Consistency and awareness of roles and responsibilities in relation to internal and external verification processes and assessment requirements.
- The Quality Unit provide training on Assessor and IV processes. The last formal training for current staff was completed during the pandemic. However, any new staff will have one to one training with the Quality Unit. Plans are underway to re-establish the formal refresher training programme during 2023/24 that will include training on soft skills such as Internal Verifiers providing constructive feedback to Assessors.
- Master Files are established to capture student assessment evidence and record the results of assessments to demonstrate to the College and students that they have met the national standard for the qualification. Management have recognised that the format of Master Files may differ between areas, such as on Teams or One Note. Plans are established to centralise all Master Files onto SharePoint. Risks to the development of Master Files to SharePoint will be assessed as part of the project, for example data protection, archiving and data transfer.
- The College has a quality framework that is embedded within the curriculum areas sample tested and that ensures standardisation, peer discussion and review and analysis of performance information to ensure that Assessors reach accurate and consistent assessment judgements in line with the national standard of the qualification.

There is close working between the Quality Unit and MIS to ensure that systems are established to provide the necessary audit trails and reporting for IV. The College has developed an IV System that ensures a consistent approach is taken by Internal Verifiers. The system has been SQA approved. The system integrates with SITS allowing the CM to risk assess every course within their portfolio against eight risk categories. If any questions identify as "yes", the course is internally verified.

The Quality Unit will allocate a CM to support any cross-College unit IVs. Otherwise, the CM also plans who is to complete the IV process for the courses identified after the timetabling process for the block is completed. The Internal Verifier then allocates the Assessor and the Internal Verifier on the system together and sets the completion date for the IV. Guidance is established for the system to ensure it is used consistently across curriculum areas, and was recently updated to capture system changes introduced for the 2023/24 academic year.

Quality Assurance

Objective 1 – The internal verification model is valid and accords with guidance and good practice published by awarding bodies such as the SQA.

CMs are granted access to only the courses allocated on the IV System by the Quality Team. Internal Verifiers are also provided access only to their courses through selection by the CM.

Arrangements were noted to be in line with good practice. Discussions highlighted a strong culture of continuous improvement and quality enhancement within the College documented within the Quality Enhancement Plan. Part of future planning will review needs of CMs, such as reports on the status of IVs underway via dashboard reporting.

Recommendations arising from IVs are managed locally by CMs who bring actions into staff Continuous Personal Development (CPD), where necessary. Wider, cross-College quality recommendations are led by the CM: Quality. There is a Quality Forum held with CMs and the Quality Unit to review themes from IVs and external verifications, and the Quality Enhancement Group, that is attended by the College's Principal, Associate Principals and Quality Unit, providing peer review and support on quality enhancements.

Quality Assurance

Objective 2 - The assessment process ensures that sufficient evidence is obtained to demonstrate that students have met the national standard for the qualification.

Digitalised student assessment evidence is retained within Master Folders that are held either in Teams (within specific course and student files – linked to the MIS system) or on secure folders within One Drive. Hardcopy assessments, such as paper examination papers, are held in secure cabinets (not physically audited by us). Document retention practices between the courses we sample tested differed. Plans are established to implement a new Learning and Teaching Support System that will centralise and digitalise all assessment outcomes and progress of all students and complement the IV System already established.

The IV process takes a sample of students to assess the quality of Assessor assessments, including the standardisation of assessments made. A risk-based sample of the student class cohort is selected in the IV System by the Internal Verifier (the sample can be dependent on the size of the cohort or needs of the student group). There is a general principal that this is also based on risk to ensure assessments for a range of outcomes are verified.

Standardisation procedures have been established which ensure that there is a shared understanding of the assessment criteria within the Delivery Team, and the awarding of grades is clear and in line with each unit's learning outcomes. New lecturers and Assessors are supported by experienced staff. The IV process then ensures that the students are marked equally and fairly against the assessment criteria set out by the learning outcomes. We were able to evidence commentary on Master Folders on student feedback and decisions made by Assessors in line with good practice.

Standardisation meeting minutes and student assessment information are retained by CMs interviewed. These will be held centrally in Master Folders when they are developed on SharePoint. Through our review of systems and documentation we noted that procedures have been established, which ensure the availability and retention of assessment evidence in line with the requirements of qualification awarding bodies, and for the purposes of internal and external verification. Our review of the system confirmed that these procedures are being followed in practice.

Quality Assurance

Objective 3 - All assessors have access to awarding bodies standards, are familiar with the standards and can evidence that they have been applied.

Assessment evidence retained can differ depending on the course and assessment processes that are based on the current SQA Assessment Support Packs (ASPs) guidance. ASPs are checked annually on the SQA website by the Library on request from CMs. This was highlighted as an inefficiency by some CMs. However, from the 2023/24 academic year onwards, the SQA has provided a list of courses that have updated ASPs that the Quality Unit now also retains on the Quality Portal. All current ASPs are securely held by academic areas.

Access to Master Folders is restricted to members of the Delivery Team and the Interval Verifier. There are two pre-delivery checklists: one held on the Master Folder and a digital version on the IV System. While completion of two checklists creates some duplication of effort, management are aware and there are plans to combine the checklists when the Master Folders move to SharePoint. CMs interviewed are fully aware of planning. The project for the move to SharePoint will also include the review of data protection requirements to ensure record retention and archiving is in line with the College Record Retention Policy and SQA requirements. Any risks to business continuity with the move to SharePoint will also be assessed as part of the project.

Checklists are completed by the Pre-Delivery Team (Assessor and Internal Verifier) and includes the requirement to ensure that details of any updates to unit standards, specifications and assessments are identified and shared. CMs review the completeness of checklist and Master Folders ensuring that pre-delivery tasks have been completed on the IV System. Only on approval will the IV proceed to the next stage.

The Quality Unit also perform quality checks on Master Folders to provide additional assurance that these requirements are being met in practice.

Quality Assurance

Objective 4 - Assessors reach accurate and consistent assessment judgements for the same qualification for all candidates in line with the national standard of the qualification.

Assessors are provided with clear and detailed assessment criteria and guidelines from the awarding body or qualification authority. The criteria outline the specific skills, knowledge and performance expectations for each aspect of the qualification. As noted previously, training is provided by the Quality Unit, curriculum area, and through CPD to ensure Assessors are familiar themselves with the assessment criteria, methods, and standards set by each awarding body, such as the SQA. Managers ensure that the appropriately experienced and qualified staff are assigned the roles of Assessor within the Delivery Team.

Standardisation sessions are held to ensure that all Assessors have a common understanding of the assessment expectations and grading standards (as discussed in Objective 2).

Objective 5 - Systems are in place which facilitate collaboration between Assessors and Internal Verifiers, ensuring that standards are met across the College, whilst maintaining appropriate segregation and access to results.

Regular meetings are conducted among Assessors and Internal Verifiers to discuss assessment decisions, review sample work, and align their understanding of the standards. Outcomes are recorded on the IV System. However, given that the 2022/23 IV System had been archived so to implement the new version for 2023/34, we were unable to verify correspondence for the 2022/23 IVs sample tested.

The system workflows help minimise subjectivity and ensure consistency in assessment judgments. Internal Verifiers provide feedback to lecturing staff on assessment processes to identify areas of improvement. Draft reports are also provided to CMs who discuss any recommendations with individual Assessors, consider any needs for CPD, or quality changes to be shared across courses. Final reports are submitted to the Quality Unit for review and trend reporting.

Our review of Master Folders sample tested also noted links to sampled assessment records, feedback, decisions and verification sampling and results are recorded allowing a full audit trail of assessments made. This ensures transparency and easy access to results, while maintaining appropriate segregation of duties.

We noted that there are clear and transparent reporting mechanisms for sharing assessment and verification outcomes and findings between Assessors and verifiers and other stakeholders, including CMs and the Quality team. Internal Verifiers are encouraged to provide constructive feedback to Assessors, highlighting areas of improvement and best practice to ensure ongoing enhancement of assessment practices.

The status of external verifications is also tracked by the Quality Unit on a database that is also used to track positive outcomes and any improvement recommendations. Action plans are monitored by the Quality team. There are plans to use intelligence from this database to report on trends and any lessons to be shared across the College when the new Vice Principal for Learning and Teaching begins in their role.

Quality Assurance

Objective 6 - Systems are in place which allow quality concerns to be captured and addressed.

Through discussion with Quality Unit and curriculum staff interviewed, and our review of procedures, we noted that there are embedded arrangements which allow robust review and root cause analyses when quality concerns are raised to identify underlying issues and develop appropriate corrective and preventive actions. This includes transparent and open communication about quality concerns, any actions taken to address them, and the outcomes of any external verification reviews, investigations, or improvement initiatives. Action plans are developed to address identified quality concerns and to monitor the progress of the implementation of these plans.

Improvements are monitored by the Quality Enhancement Group that is attended by the Associate Principal, Quality Unit, and the College's Principal.

Objective 7 - Record-keeping and resulting of students is accurate.

Through discussion with CMs, and review of system information, we noted that the College maintains clear and well-documented records of assessment decisions, feedback, and any adjustments made to results. This documentation provides a trail of evidence for any subsequent reviews or audits.

The verification checks are designed to provide confirmation that adequate and appropriate evidence is available to ensure that Assessor judgements are supported. Training is provided to staff where required and there is planning underway for the Quality Unit to develop refresher training for academic staff involved in assessments and the IV process.

The Principal is also proposing to implement a new Learning and Teaching Support System that will ensure that all student assessment information is retained centrally and to assure business continuity in absence of key academic staff.

Analysis of performance indicators across curriculum teams and programmes is conducted by CMs, as well as high level reviews by the Quality Unit and wider management team. These reviews allow inconsistencies, discrepancies or errors to be identified and investigated.

Henderson Loggie