South Lanarkshire College East Kilbride

CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

NOTICE
There will be a meeting of the CQD committee on 09 May 2023 at 1730 hours via Microsoft Teams or in the Boardroom at South Lanarkshire College

AGENDA			
Agenda Item		**Paper**	**Lead**
01	Apologies for Absence	No	HS
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items	No	HS
03	Minutes of Previous Meeting – 14 February 2023	Yes	HS
04	Matters Arising from the Previous Meeting	No	HS
	Matters for Discussion		
05	Student Association Report	Yes	RC
06	Curriculum, Quality and Development Update	Yes	SM
07	Quality Update	Yes	LD
08	Education Scotland: Annual Engagement Visit and Letter	Yes	SM
09	Education Scotland: Safeguarding Update and Enhancement Plan	Yes	RH
10	Rolling Governance Review	Yes	PS
	Matters for Approval		
11	Safeguarding Policy and Procedures	Yes	RH
12	Fitness to Study Policy	Yes	RH
	Matters for Information		
13	Developing the Young Workforce Update	Yes	MS
14	Marketing and Communications Update	Yes	RH
15	Complaints Quarterly Report	Yes	WMc
16	Any Other Business	No	HS
17	Summation of Actions and Date of Next Meeting	No	PS

South Lanarkshire College East Kilbride

CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

MINUTES

Meeting of the CQD committee on 14 February 2023 at 1730 hours via Microsoft Teams or in the Boardroom at South Lanarkshire College

	Members Present	In Attendance
	D Morrison R Calin (Student President) A Sherry	A Doherty S McManus (Dep Principal) W MacLeod D Innes L Doonan A Baxter
Agenda Item		
01	Apologies for Absence P Hutchinson, H Stenhouse, F Mullen, T Robertson	
02	**Declaration of any potential Conflicts of Interest in relation to any Agenda items** Non received	
03	**Minutes of Previous Meeting – 14 November 2022** Unanimously approved	
04	**Matters Arising from the Previous Meeting**	
	Matters for Discussion	
05	**Student Association Report**	
06	Curriculum, Quality and Development Update The Depute Principal spoke to the Update which is referred to for its detailed terms. Members were to consider and note progress to the 2022-23 credit target and recruitment update. The Committee were to note the date of the annual engagement visit. Members were to note the work being undertaken by curriculum areas and alternative funding and note the learning, teaching and quality update.	
07	**Self-Evaluation: Progress Reviews Block 1 Update** Members were recommended to note the outcome of the Block One quality enhancement activity. The Committee were recommended to endorse the proposed quality enhancement action actions set out in this report.	

	Members require the Depute Principal to include these actions in the College Quality Enhancement Plan, noting the Quality Enhancement Plan; and require the Depute Principal to bring an update report on the progress against the actions set out in the Quality Enhancement Plan to an appropriate future meeting.
08	**Thriving Learners Report** Members were recommended to note the contents of this report. The Committee should note the increase in demand across the sector for safeguarding and mental health and wellbeing support and to note that safeguarding the mental health of students and members of staff continues to be a priority for the College. Members noted that the current funding for additional counsellors in schools, colleges, and universities in due to end in budget year 2022/23. Members were made aware that additional resources to support student mental health and wellbeing in academic year 2023/24 have not yet been identified.
	Matters for Approval
09	**Curriculum Planning 2023-24** Members were recommended to note the local and national priorities across South Lanarkshire, Lanarkshire and Scotland. They were to note challenges and risks to be considered when planning the curriculum and the College recruitment pattern over the past 4 years especially the decrease in Higher Education provision. The Committee endorsed the proposed curriculum changes set out in this report; and approve the use of an external agency to under a detailed operational environmental review to inform the development of the College curriculum.
	Matters for Information
10	**Developing the Young Workforce Update** Members were recommended to note the contents of this report which include updates on all senior phase activity being offered at the college, this includes: • the student enrolment update; • the performance indicators across all pathways; • the schedule of planned promotional events and • the planned activity for session 2023/2024.
11	**Marketing and Communications Update**

	Members were recommended to note the launch of the new website and subsequent rise in users and page views. The date for the 2023 Graduation – Tuesday 24 October 2023 Open Events planned for the Academic Year The National *#LoveScotlandsColleges* campaign commencing 13 February 2023.
12	Commissioner for Fair Access Letter
13	**College Leaver Destinations 2020-21** Members were recommended to note the contents of this report. The Committee noted that College continues to perform above the national average in positive destinations for learners. Members were happy to endorse that the College continues with its current approach to collecting CLD data.
14	**Complaints Quarterly Report** Members were recommended to note the contents of this report which include: • updates on all complaints received by the College, and to consider and note that all complaints received by the college are logged with the Scottish Public Services Ombudsman. The Committee should consider and note the number of complaints received and consider and note that all complaints were investigated and resolved within the required timeframe.
15	**Student Support Funds Audit** As part of the preparation for the submission of the FES Return for academic year 2022/23, the College should ensure that a full and complete reconciliation of the FES return to the underlying FES data and ledgers is undertaken in advance of the FES submission to the SFC and in preparation for the audit start. The College should undertake a review to identify digital study materials and determine a basis for apportioning costs to Bursary students, ensuring that the cost of any core teaching materials that should be covered by the core grant and any costs relating to non-Bursary students are excluded. As part of the audit testing of Bursary study material costs, we sample tested unit costs of study materials per purchase invoices to the amounts awarded to students for study as part of the total Bursary awards and noted that distribution lists of the students receiving study materials purchased centrally by the College were not always available for audit. The College should ensure that distribution lists identifying Bursary students in receipt of study materials are maintained for each purchase invoice charged to the Bursary fund.

16	**White Ribbon Scotland Update** Members were recommended to note the contents of this report and note the engagement with White Ribbon Scotland as the College seeks to develop its approach to tackling Gender Based Violence as well as request to undertake WRS Project.
16	Any Other Business
17	Summation of Actions and Date of Next Meeting

South Lanarkshire College

Students' Association

Board Report

May 2023

YOUR COLLEGE
YOUR WAY

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Overview

It's been another busy period for the SA with lots of different events and activities taking place towards the end of the year.

The SA was delighted that students were involved in the interview process to appoint a new Principal for the College. It was important to the students that their voice was heard, and they were grateful to be given such a valuable opportunity to be part of this process. We would like to pass on our congratulations to Stella in her new post as Principal!

The SA has been busy conducting class visits to our January starts. We also celebrated Purple Friday (24 February), as part of LGBTQ History month and had lots of fun activities for students to get involved in, including coffee and cake mornings, nail painting, glitter tattoos, and fun stalls on the ground floor.

We helped to promote the Love Scotland Colleges campaign, and students were more than happy to share their thoughts with us, which we promoted on our social media channels.

We had lots of fun celebrating International Woman's Day by creating love hearts with encouraging messages written on them and making engaging video content for TikTok with our female students and staff members. On the same day, the SA and their Student Ambassadors supported the Step into Future Careers event hosted by our Construction team. Our Student Ambassadors led tours for students looking to find out more about careers involving sustainability.

The 2023/24 SA Election campaign is well under way for a new SA President and Vice President. We have promoted this with posters being distributed around the College, posts on social media, newsletters, and class visits. The Student President has also been carrying out class visits and had a stall in the Atrium promoting this at lunch time to answer any students may have.

We are incredibly proud of the work that's been undertaken so far and very much look forward to implementing lots of fun and engaging activities for our students throughout the remainder of the academic year!

New Principal

We are very grateful that students were invited to participate in the recruitment process to appoint a new Principal. They interviewed all the candidates' asking questions of each of them to make sure the student experience continues to be of a high quality for themselves and future students. It was a great opportunity for our students to have the experience of being on an interview panel and having the student voice heard.

Thank you to all our wonderful students for taking the time to be involved. We are delighted to have Stella as our new Principal and very much look forward to working with her.

LGBT History Month

Throughout the month of February, the SA and the College celebrated LGBT History Month. SLC is a community where everyone should feel they are treated with respect, fairness and understanding and hosting events such as this helps to create such an environment.

Throughout LGBT History Month the SA hosted several events such as free coffee, cake, and chat sessions for students in The Study Restaurant. These took place on Thursday 23 February and Monday 27 February. We would like to extend our thanks to the College's fantastic Hospitality lecturers and students for providing the cakes and setting to help us to host such a great event.

Purple Friday – Friday 24 February

Alongside this we took part in Purple Friday on Friday 24 February! On this day we encouraged everyone to wear something purple to show their support for LGBT+ equality. Rainbow badges were available to pick up at the SA stall in the Atrium and we invited different organisations in to provide advice and support to anyone who wants to have a chat with them.

Our fantastic Beauty Students provided free purple nail painting, glitter tattoos and face painting.

Focus on Student Poverty & the Cost-of-Living Crisis

We continue to ensure our students are fully supported during the current cost of living crisis by providing free soup and sandwich, as well as a healthy breakfast. As detailed in the last SA Board Report, we expanded this provision and the uptake has increased even further. In March 2023 we provided 1,087 servings of free soup and sandwich and 2,309 servings of breakfast! As always, we are grateful to Inspire for their support in helping us provide this much needed service to our students.

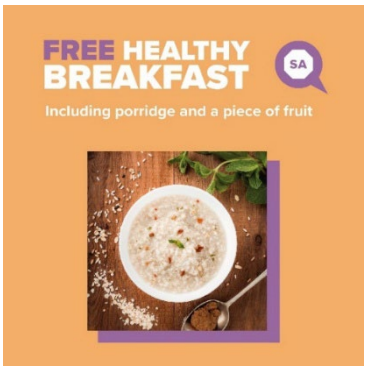
The SA are also delighted to have been allocated a further £10,000 from the SLC Foundation, in addition to the previous £3,000 already provided. This will enable us to support students who are experiencing poverty by providing free soup and sandwich and free breakfast throughout the rest of the academic year. They have also generously provided these funds to help students at the start of AY 2023/24 and to ensure the incoming SA President and Vice President can continue to provide this support.

We would like to express our sincere thanks to the SLC Foundation for these funds. This support is having a real and positive impact on our students by allowing them to focus on their coursework and not worry about how to afford lunch or breakfast throughout the week. As part of the bid to the Foundation, the SA collated student feedback of this service, with the following statements being provided by students directly:

"I think the free soup and sandwich and the breakfast is a great idea, it is a massive help. Money is tight for all students, especially being a mature learner buying breakfast and lunch is too expensive every day. It is a struggle having enough time to make breakfast before coming out as I am getting my daughter sorted for school whilst getting ready myself and taking her to school before coming to college, so the days the free breakfast is on is great as I know I don't need to worry about trying to grab breakfast before I go or going without and having to decide between lunch or breakfast. It is also the same for the soup and sandwich as I don't then need to spend time making lunch the night before, which relieves stress and money worries."

"Free soup and a sandwich helped me out when I was not able to buy anything from the cafe"

"Many students struggle with funds here at South Lanarkshire College and the food larder provides students with food and essentials. During my break and lunch, I have been able to comfortably use the food larder without feeling any stigma, the food larder also includes a variety of different foods and snacks including vegan options and more".



The SA Food Larder also continues to be heavily used with students regularly visiting the office to access foods and toiletries. We've received the following positive feedback from students on this:

"*I think the food larder is a great way for students to feel comfortable with getting something to eat while not being able to afford lunch money. Or even forgetting money or packed lunch, it's a good way to help give that energy boost during the days of college.*"

"The food larder has helped me multiple times when I have forgot my lunch or money for the cafe, I am very comfortable using the food larder as it is located in an office out the way from everything else and the college provide bags so I can walk home without everyone being able to see what I have took."

SA Elections

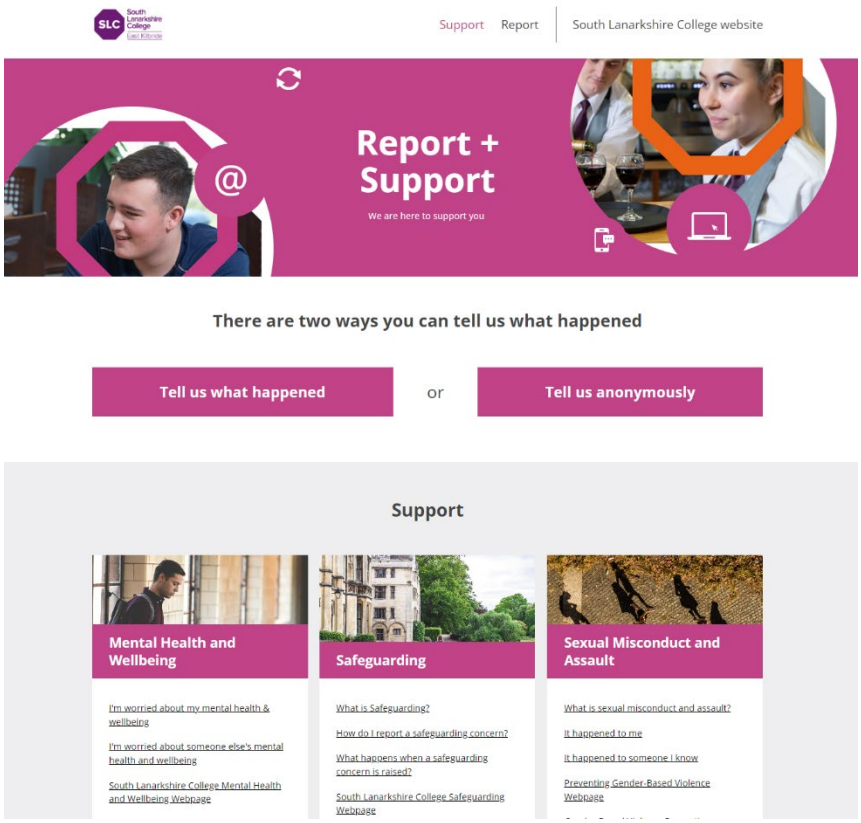
The promotion of the SA elections for AY 2023/24 is now fully underway. We have promoted the elections through the student newsletter, social media, emails to all Curriculum Areas, stalls in the Atrium, posters, and class visits. The timeline for elections has been promoted to both staff and students and is outlined below:

- **Mon 3 – Fri 28 April Nominations:** Open Nomination packs will be available from 3 April on the SLC website or on request from Karen Pirie. Packs must be completed and submitted no later than Friday 28 April.
- **Tue 2 May Candidates Briefing:** Candidates will be given information on how the election will run and how they can campaign for votes.
- **Wed 3 May – Wed 17 May Voting**: Voting will take place online on Moodle, and all students will have one vote for their preferred candidates.
- **Thu 18 May Checking & Counting**: SLC Staff will check and count all votes.
- **Fri 19 May Results**: Results will be announced.

The deadline for nomination packs is Friday 28 April. The current SA President looks forward to working with the College to ensure a smooth handover to the incoming SA for 2023/24.

Report and Support

The SA were involved in recently promoting the College's new Report and Support software to all students. This new addition to the support services available at the College means that students can now make a formal report to the Student Services team directly through the software on the Student Portal. This report can be created either by providing contact details or choosing to make an anonymous report. We will provide support in directing students to this new feature, as well as signposting to our Student Services team as required by students. Further promotion of this will take place throughout the year and into the next academic term.



EmilyTest

We are delighted that the final submission of the EmilyTest GBV Charter took place on Monday 17 April. The College and SA have worked incredibly hard over the last couple of years to raise discussions surrounding gender-based violence and put in place strategies to help tackle this. The SA have been involved in multiple focus groups, along with students to ensure their voice is heard and to help shape the work that is taking place. We look forward to receiving the update on our submission on 26 May. Looking ahead the SA will continue to be heavily involved in GBV prevention work and we already have several initiatives planned for go forward, including a GBV

prevention survey for students, reviewing an e-module by Lanarkshire Rape Crisis that may be rolled out to students and also participating in annual events such as the 16 Days of Action against GBV.

We would like to acknowledge the fantastic support provided by EmilyTest in creating this submission and thank them for the excellent partnership opportunity provided. We look forward to seeing the work conducted by them going from strength to strength in the future.

Events

Step into Future Careers Event – 8 March 2023

We had a great time working with our Construction team in partnership with DYW (Developing the Young Workforce) to host the Step into Future Careers Event on 8 March! The event attracted over 100 visitors and 25 employers with the aim of providing secondary school pupils, and anyone looking for a new career, with a wider understanding of the future green and sustainable jobs sector and industries.

Our Student Ambassadors did a fantastic job of welcoming visitors and employers to the event. They also took tours around the Low Carbon House to showcase the sustainable technologies and skills available to learn at the College. After the event we arranged a thank you session for the students and gave them each a certificate for volunteering.

International Women's Day – 8 March 2023

Wednesday 8 March was a busy time for the College with our Step into Future Careers Event and celebrating International Women's Day! Throughout the day we had stalls in the Atrium and SA volunteers wrote out positive messages to share with staff across the College, celebrating the amazing work they do!

Congratulations to our Foundation Apprentice Students

Our Foundation Apprentice students celebrated completing their apprenticeship courses in partnership with South Lanarkshire Council and placements with local employers. Students spoke about their positive experiences of choosing to undertake an apprenticeship course while at secondary school. The skills they have learned have helped towards being accepted into university, college and employment and the value of experiencing college life befo re leaving school.

The SA had a fantastic time celebrating with our students. Thank you to our lecturers for supporting our students and the commitment from local employers to help make our students such a success. Congratulations to all our students and we wish them good luck in what they decide to do next!

Forthcoming Events

Employer Engagement Event – 27 April 2023

The SA and Student Ambassadors will be providing volunteer support for the Employer Engagement Event on 27 April. The College has invited a host of Built Environment companies to visit the College, which is being organised by Nicola Murray and the Employability team.

We look forward to meeting with all the employers taking part and encouraging students to network and engage with them on the night.

Mental Health Awareness Week – 15 May to 21 May 2023

Mental Health Awareness Week, now in its 23rd year, runs from 15-21 May and is hosted by the charity, Mental Health Foundation.

This year, the theme is 'anxiety'. Across the UK, people are encouraged to get involved by sharing their experience of anxiety and the things that can help with the hashtag #ToHelpMyAnxiety. As part of the campaign, the Mental Health Foundation will be publishing guidance on how we can manage and improve feelings of anxiety and prevent them from developing into a more serious mental health problem.

For more information about this year's Mental Health Awareness Week visit www.mentalhealth.org.uk/mhaw

The SA will work in partnership with the College to promote the event and host activities during the week.

College Way Market – week beginning 15 May & 29 May

The SA is helping to promote the upcoming College Way Market Pop-Up Shop during May. This event is being organised by our Supported Programme students and lecturers to encourage sustainable practices. They are asking students to donate clothes for everyday use and workwear and then during the market students will be able to choose 5 items of clothing each for free!

The SA are helping to highlight the clothing recycling bins that are located around college and promoting the event through our social media channels and student newsletter.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	09 May 2023
TITLE OF REPORT:	Curriculum and Credit Update
REFERENCE	Agenda Item 6
AUTHOR AND CONTACT DETAILS	Stella McManus Stella.mcmanus@slc.ac.uk
PURPOSE:	To provide members with an update against the College's credit target, the indicative funding allocation for 2023-24 as well as to update members of activity taking place across the College.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • consider and note progress to the 2022-23 credit target; • consider and not the indicative funding allocation for 2023-24; • note the industrial action scheduled to take place from 2 May 2023- 14 September 2023; • note the work being undertaken by curriculum areas and alternative funding; and • note the retention update.
RISK	• That the College does not meet its overall credit target due to recruitment challenges. • That the quality of learning, teaching and assessment declines impacting on the student experience.
RELEVANT STRATEGIC AIM:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The College is working hard to meet its credit target of 48,812 and is seeking to address the current gap of circa 700 credits. In a similar way to last year additional activity is being planned to meet the target, although the SFC has allowed for more flexibility with a 2% negative or positive tolerance being applied. • The Scottish Funding Council (SFC) has released the indicative funding allocations for 2023-24, which show a 10.6% credit reduction for the Lanarkshire region as well as 0.7% overall funding reduction in comparison to the 2022-23 academic year. This differs from the rest of the sector which has a 10% reduction and funding levels remain the same as the previous year. • A vast amount of work has been undertaken by the curriculum and alternative funding teams with the highlights including additional courses being delivered in in Lanark and Strathaven, meeting the Flexible Workforce Development target, delivering the Young Person's Guarantee programmes to support students from the most deprived areas.

	• As well as this student excelled in competitions, gained “real life” industry experience and benefitted from high profile speakers. • Retention has dropped slightly to circa 89%, with curriculum teams working hard to support learners to complete their qualifications.

1. INTRODUCTION

1.1 This paper provides an update on the credit target for academic year 2022/23, the indicative funding allocation for 2023-24, and an overview of learning, teaching and alternative funding activity since the February 2023 Committee. .

2 CREDIT AND RECRUITMENT ACTIVITY 2022-23

2.1 For the 2022-23 academic year the College has a core credit allocation of 48,591 and 221 credits for Foundation Apprenticeships totalling 48,812 credits.

2.2 A reminder that the Scottish Funding Council (SFC) has also provided colleges with a 2% positive or negative threshold tolerance against its target, however, should colleges consistently be 2% under their credit targets then clawback of funding should be assumed.

2.3 As of 24 April 2023, there are 5,157 enrolled students which is circa 97 students higher than at the same time last year.

2.4 At the time of writing the College has recorded 47,540.2 credits, with a further 1,189.25 credits projected. Taking account of potential student withdrawals leading to a loss of 603 credits, this would leave a gap of circa - 686 credits from the College target if mitigations were not put in place.

2.5 The College continues to monitor the credit target on a weekly basis, and there is additional activity still being delivered. This includes introductory programmes in Childcare, Bookkeeping and Prepare for Policing, which will be delivered as part of the Rural Academy in Lanark and Strathaven.

2.6 The College anticipates that it will meet its credit target for the academic year, however the Depute Principal will provide an update to Members in advance of the next Committee.

3 INDICATIVE FUNDING ALLOCATION 2023-24

3.1 The Scottish Funding Council announced the indicative funding allocations for the academic year 2023-23 on 13 April 2023. The Scottish Funding Council has rebased credit allocations for all colleges, lowering them by 10%, with a balancing price increase to ensure funding remains unchanged from academic year 2022-23. Note that the credit guidance document has not yet been issued by the Scottish Funding Council.

3.2 However, for the Lanarkshire Region, the reduction in the number of credits to be delivered is from 180,117 in 2022/23 to 160,890 in 2023/24, which is circa a 10.6% decrease. In addition, the Lanarkshire Region has received a funding reduction of 0.7% from £52,699,428 in this current year to £52,308,500 next year. This reduction has also been applied to West College and SRUC. At the time of writing, it is not clear what this reduction is for.

3.3 Following the current regional financial memorandum, the South Lanarkshire College (SLC) allocation arrangement is 27.1%. This would mean the indicative credit allocation

would be circa 43,602 credits, a reduction of 5,210 credits in comparison to the 2022-23 academic year. This is slightly more than the 10% reduction expected, which would have been a reduction of approximately 4,881 credits. The unexpected funding reduction would be circa £106k. Both colleges are meeting in the next two weeks to formally agree the split.

3.4 Associate Principals are working with curriculum areas to plan according to this credit reduction, as despite the Scottish Funding Council stating that colleges are able to deliver above this minimum credit threshold, this flat cash allocation for the 2023-24 academic year would mean that colleges were not funded to do so.

4 ACTION SHORT OF STRIKE ACTION

4.1 The academic teaching union EIS-FELA have announced that they are undertaking "Actions Short of Strike Action" (ASOS) from the 2 May 2023. In accordance with the ballot, the industrial action short of a strike will take the following forms:

4.1.1 'working to rule', where members perform their duties strictly to the letter of their contract i.e. refusing to take on any additional duties or attending voluntary or extracurricular meetings or events; and

4.1.2 a resulting boycott, involving members withholding students' results.

4.2 It is anticipated that the industrial action short of strike action will continue until 14th September 2023, though it will end earlier if a resolution is found. This will affect 142 academic staff at the College.

4.3 This action will have a significant impact on students who require their results to progress onto further study or employment. It will also prevent planned external verification activity from happening as well. Colleges Scotland are expected to issue a sector wide approach to dealing with ASOS.

5 CURRICULUM AND ALTERNATIVE FUNDING UPDATE

5.1 The College has received notification of the Skills Development Scotland Modern Apprenticeship contract. There has been a 13% decrease in the volume of new starts across the sector, however, the College has been allocated a contract worth £498,000 which is £130k higher than the previous academic year and the highest it has ever been.

5.2 The College is pleased to report that it has fully allocated the Flexible Workforce Development Fund allocation to 39 local companies and is set to meet the £170k target**.** Colleges Scotland is lobbying the Scottish Government to release the £3M initially held back, as unmet demand from companies has been significant**.**

5.3 As reported in February 2023 the College is working to deliver the Young Person's Guarantee. The College has received approximately £85k of grant funding which is being used to support initiatives such as Transition to College, Employability Support, Resilience, Health and Well Being Support from April 2023- July 2023.

5.4 The programmes are aimed at students from 16 to 24 years of age, with priority on those from the most deprived or challenging backgrounds. The College is working with

Developing the Young Workforce, a number of local schools and colleagues from South Lanarkshire Council Education Department.

5.5 An extension to the contract for Access Choices and Employability (ACE) Rural Academy was given by South Lanarkshire Council to 30 September 2023. The project is targeting an additional 70 unemployed residents from rural areas in South Lanarkshire to support them into employment or further education. In total, a further 51 local residents will be able to access further education in their community thanks to this local support.

5.6 As reported at previous Committees the College is expecting a contract of £238k for the UK Shared Prosperity Fund, in order to deliver numeracy programmes across two years to the South Lanarkshire community. Planning is in train to deliver in College, in the community and in the workplace. The programme will target students, the unemployed and employees above the age of 19. Voluntary Action South Lanarkshire (VASLAN) are also recipients of their own fund, and we will be collaborating with them to ensure capacity across South Lanarkshire is not duplicated.

5.7 . A sum of £26,714 has been allocated to support thirty-eight 16- to 25-year-old students residing in East Kilbride. The fund came from the EK ITEC Trust via South Lanarkshire Council. It will provide a laptop, case and mobile broadband for a year to help them with their studies.

5.8 South Lanarkshire College in partnership with Developing the Young Workforce Lanarkshire and East Dunbartonshire hosted a “Step into Future Jobs” event during Scottish Apprenticeship Week in March. The aim of the event was to encourage students into the Future Jobs market, which is aimed at sustainable practices, particularly within the Trades.

5.9 It highlighted both the importance of Apprenticeships for students, employers and the economy and also the Future Jobs market and aimed to provide secondary school pupils and those looking for a new career with a wider understanding of the Future Green and Sustainable Jobs Sector. The event, which was hosted in partnership with Developing the Young Workforce (DYW) Lanarkshire and East Dunbartonshire, attracted over 100 visitors and 25 employers on the day including Morrison Construction, McCrae Training, Lang O’Rourke, NHS Lanarkshire, South Lanarkshire Council and Scottish Power

5.10 Graham Simpson, Conservative MSP for Central Scotland attend the event and spoke to local employers, students, staff and College Partners to find out more about the excellent work and apprenticeship opportunities available.

5.11 Professional Cookery students recently “cooked up a storm” at the MasterChef of Great Britain annual lunch event which was held at the prestigious Gleneagles Hotel. The students were tasked with the preparation, production and finishing of five varieties of canape for 300 esteemed guests. The team worked tirelessly in advance of the event allowing for precision, detail and more importantly enhancement of the flavour profiles. Each student was presented with a framed certificate for their efforts from MasterChef Chairman George McIvor.

5.12 The College has enjoyed a successful partnership with house builders Taylor Wimpey since 2017. For more than 5 years, students studying National Progression

Awards (NPAs), have gone on to secure apprenticeships with the experienced house builders. At present, Taylor Wimpey has an array of students honing their skills and craft in areas including bricklaying, plastering and Joinery.

5.13 Roofing students continue their winning streak with apprentice Sean Comaskey ‘unlocking his potential’ in the run up to Scottish Apprenticeship Week 2023. The Glasgow based apprentice, who studies at the College is celebrating success, after winning the prestigious Cupa Pizaras Slate Apprentice of the Year award.

5.14 The Early Education and Childcare Team were delighted to welcome the Children and Young People's Commissioner, Bruce Adamson to the College on the 9 March to speak to HNC Childhood Practice students. The students were inspired by the Commissioner who spoke about his work to promote and protect children's rights in Scotland, which included making the physical punishment of children (smacking) illegal and for raising the age of criminal responsibility for children in Scotland. In addition, the Commissioner has worked to incorporate the United Nations Convention into the Rights of the Child (UNCRC) into law which grants all children and young people (aged 17 and under) a comprehensive set of rights.

5.15 This was an exceptional learning experience for the students who maximised the opportunity to engage directly with the Commissioner. Students discussed and debated confidently with him throughout and demonstrated a deep knowledge and understanding of their subject area by asking pertinent questions while also sharing their own examples of rights-based practice with him from their work placements.

5.16 South Lanarkshire College students studying on the University of the West of Scotland (UWS) BA in Accountancy have shown that they are still the top performing cohort across all campuses undertaking the 3rd year of this programme. UWS are interested in extending their engagement with the College and have agreed that the College can now offer places to students (outwith the College) who hold a HND Accounting qualification and wish to complete their 3rd year and gain the BA in Accountancy Degree. This offer provides additional opportunities for students within the community and across the wider Lanarkshire area.

6 RETENTION

6.1 The table below shows the retention and withdrawal figures as of 30 January 2023. Retention has decreased by 2.9% since February 2023. Intervention and support actions continue to take place by Curriculum Areas to support students to remain and complete their courses. Further withdrawals have increased slightly by 2.6%. The College’s key focus is to improve attainment rates especially for those students on FT FE (Full Time Further Education) programmes as per the College’s enhancement plan.

6.2 *Table 1: Enrolments, Retention, Early and Further Withdrawals January 2023*

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
FT FE	1,451	115	9.1	123	9.7	81.2
FT HE	867	50	6.5	67	8.7	85
PT FE	2,562	43	1.8	55	2.3	96
PT HE	302	22	8.2	9	3.4	88.4
Overall	**5,189**	**230**	**4.8**	**254**	**5.4**	**89.8**

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

7 RISK

7.1 That the College does not meet its overall credit target due to recruitment challenges.
7.2 That the quality of learning, teaching and assessment declines impacting on the student experience.

8 EQUALITIES

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

9 RECOMMENDATIONS

9.1 Members are recommended to:

- consider and note progress to the 2022-23 credit target;
- consider and not the indicative funding allocation for 2023-24;
- note the industrial action scheduled to take place from 2 May 2023- 14 September 2023;
- note the work being undertaken by curriculum areas and alternative funding; and
- note the retention update.

ANNEX 1

Table 2: Overall Curriculum Area Enrolments, Retention, Early and Further Withdrawals 28 April 2023

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
Accounting and Legal	385	19	5.6	27	8	86.4
Beauty Therapy	355	21	6.5	13	4	89.7
Building Service Engineering	437	8	1.9	16	3.6	94
Built Environment	458	39	9.8	30	7.6	83
Business Management and Media	512	23	5.3	16	3.7	91
Carpentry and Joinery	372	2	0.5	4	1.1	98
Early Education and Childcare	356	14	4.1	34	9.9	86
Hairdressing and Make Up Artistry	268	29	12.4	27	11.5	76.1
Health and Social Care	626	15	2.6	30	5.2	92
Hospitality, Events and Tourism	287	16	6.2	12	4.6	89
Learning Development	425	12	3.1	12	3	94
Life Sciences	341	20	6.6	23	7.6	86
Wet Trades	367	12	3.3	10	2.7	94

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	9 May 2023
TITLE OF REPORT:	Quality Update
REFERENCE	Agenda Item 7
AUTHOR AND CONTACT DETAILS	Lisa Doonan lisa.doonan@slc.ac.uk
PURPOSE:	To update members on the College self-evaluation, quality enhancement and quality assurance activity.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: • note student engagement in the College's self-evaluation processes; • note the further development of the self-evaluation proforma and supporting materials; • note the work being undertaken to support the SQA 2023 System Verification Self-evaluation activity; • note the qualification approval update; • note that the SFC CLD 2021-22 data return submission; • note the external examination activity; and • note the quality team's continued engagement with external and internal partners.
RISK	• That the College does not meet the quality assurance requirements of awarding and/or scrutiny bodies. • Self-evaluation processes do not demonstrate satisfactory progress against college, SFC and or HM Inspection improvement priorities, which may result in an Education Scotland Progress Visit.
RELEVANT STRATEGIC AIM:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours

SUMMARY OF REPORT:	• Student voice remains central to the College's self-evaluation process, and enhanced engagement is evident. • Curriculum teams continue to engage in the revised self-evaluation process. • The Quality Audit Group have made progress against the planned annual programme. • Fully compliant external qualification verification and quality assurance activity. • The College will be conducting a full SQA Systems Verification Self-evaluation over the coming months. • Qualification approval activity is on-going. • The SFC CLD 2021-22 return has been submitted. • External examination activity planning is underway. • Quality continues to engage with external partners to promote enhancement, develop practice and knowledge share with internal and external partners.

1. INTRODUCTION

1.1 This paper seeks to provide members with an update on self-evaluation, quality enhancement and quality assurance activity for 2022-23.

2 STUDENT VOICE AND COURSE EVALUATION

2.1 The *Student Experience Survey: How is it going? – SFC SSES* survey was open for 6 weeks between 5 March 2023 and 28 April 2023, as per the SFC's College Student Satisfaction and Engagement Survey 2022-23 guidance. Early indicators demonstrate a significant improvement in return rates from 2021-22. Course, curriculum and college-wide reports will be produced via QDP Services Ltd software, which will inform the Block 3 self-evaluation process.

2.2 The Block 2 Course Evaluation proforma was updated in response to direct feedback from Class Representatives during the Block 1 cycle, whilst continuing to map directly to Education Scotland's How Good Is Our College quality framework.

2.3 In addition, a classroom-based task was piloted to promote engagement in Gradu8 groups and for those who would benefit from engagement through participating in a practical task. The information was collated by Quality to include in the overall analysis.

2.4 Class Representatives submitted 130 course evaluations for Block 2, which is an increase of 51 from Block 1, demonstrating continued engagement with the College's self-evaluation process.

2.5 Quality continues to provide direct support, advice and guidance to Class Representatives via the *Class Reps. 2022-23* Teams page.

3 COURSE TEAM AND CURRICULUM SELF-EVALUATION

3.1 The Block 2 Course Team Self-evaluation proforma was updated in response to direct feedback from curriculum staff. Materials were developed and are hosted on the Quality Hub (web-portal), to support all curriculum staff in enhancing their evaluative practice.

3.2 Course Teams submitted 88 self-evaluations in Block 2, which is an increase of 4 from Block 1.

3.3 In Block 2 the Curriculum Progress Review process was further developed, to include specific review of staff and student engagement in the self-evaluation process. One-to-one meetings were conducted with Curriculum Managers. Actions to promote student and course team engagement across all modes of delivery, and quality enhancement actions in response to feedback, and the detailed review of key performance indicators across the curricula have been agreed. The resulting actions have been included in the Curriculum Action Plans

3.4 A briefing paper summarising the Block 2 self-evaluation college-wide themes and recommendations will be presented to the SLT by the end of May 2023.

3.5 The Progress Review process will be further developed for Block 3.

3.6 Quality continues to work with Curriculum Managers to capture qualitative data to support evaluation of short-courses and courses below the SFC criterion of 4-credits/160 notional learning hours.

4 QUALITY AUDIT GROUP

4.1 The Quality Audit Group continue to make progress against the annual *Audit Programme 2022-23*. The EMA (2nd Audit) and Review of SVQ Construction Craft Assessment and Verification audit reports are due for publication in May 2023.

5 EXTERNAL VERIFICATION AND QUALITY ASSURANCE ACTIVITY

5.1 The College is anticipating a total of 60 external quality assurance visits across 5 awarding bodies, which is an increase of 24 from 2021-22. Note that this activity may impacted by the industrial action, action short of strike action (ASOS) being carried out by EIS-FELA members.

5.2 *Table 1: Summary of Planned Activity*

Awarding Body	No. of Planned Visits	No. of Completed Visits	Outcome Compliant or High Confidence	Outcome Noncompliant or Reasonable Confidence	Outcome Remediation Actions Completed	Success at 1st Visit Rate
Association of Accounting Technicians (AAT)	1	1	1	0	0	1
British Computer Society (BCS)	1	1	1	0	0	1
British Plumbing Employers Council (BPEC)	1	0	0	0	0	1
City & Guilds (C&G)	7	1	1	0	0	1
Scottish Qualifications Authority (SQA)	50	19	19	0	0	19
Overall	**60**	**22**	**22**	**0**	**0**	**22**

5.3 From the activity to date, 12 incidences of Good Practice and 4 Recommendation have been noted, which are shared with the course teams and curriculum managers, and the Quality Forum. An annual review of Good Practice and Recommendations will be conducted on completion of the 2022-23 activities.

6 SELF-EVALUATION TO SUPPORT SQA SYSTEMS VERIFICATION

6.1 The College has been allocated a new SQA Quality Enhancement Manager who will be supporting the SQA Systems Verification Self-evaluation process throughout the remainder of 2023. The College has been provided with a data profile, which is being used to support our self-evaluation activity. The Quality Forum will support the on-going activity, led by Quality and MIS. Further detail will be reported at the beginning of the 2023-24 session.

7 QUALIFICATION APPROVAL ACTIVITY

7.1 Further enhancement of the curriculum was support through the successful approval of 5 additional SQA programmes. of which 4 were devolved approvals. In addition, 2 applications to add additional units to existing programmes were successful.

8 COLLEGE LEAVER DESTINATIONS 2021-22

8.1 The 2021-22 CLD data collection was completed and returned to the Scottish Funding Council (SFC) by the agreed submission date. The data will be used to produce sector figures for *the National Performance Measure: number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying*, and which college regions will report and set targets for in 2023-24 Outcome Agreements.

8.2 The SFC report on *First Destination of College Leavers data: Academic Year 2021-22 student cohort* will be published in October 2023.

9 EXTERNAL EXAMINATIONS

9.1 Plans to support a successful SQA National Qualifications examinations diet for 2023 are well under way, and the SQA invigilator pool has been expanded to support students with assessment arrangements, for example, at least 5 SQA invigilators are required to support Higher English. The SQA Chief Invigilator delivered on-line to support the activity.

9.2 The main UWS Bachelor of Accountancy degree programme examinations are due to conclude on 2nd May 2023.

10 KEY ENGAGEMENTS WITH INTERNAL AND EXTERNAL PARTNERS

10.1 Quality continue to participate across a range of national fora, including: the CDN Quality Development Network, CDN Quality Steering Group, SQA College Quality Forum and, more recently, the Independent Review of Qualifications and Assessment in Scotland Collaborative Community Group.

10.2 The Quality Forum continues to provide a vehicle to share knowledge and practice across internal and external partners. For example, in March 2023 cross-college managers contributed to a workshop which informed the Phase 3 feedback to the Independent Review of Qualifications and Assessment in Scotland Collaborative Community Group.

10.3 Internal and external qualification verification processes to support the HN Next Gen HNC Childhood Practice pilot project are on-going. An Internal Quality Assurance Panel will convene to ratify the final grades in June 2023.

11 RISK

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

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

12 EQUALITIES

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

13 RECOMMENDATIONS

13.1 Members are recommended to:

- note student engagement in the College's self-evaluation processes;
- note the further development of the self-evaluation proforma and supporting materials;
- note the work being undertaken to support the SQA 2023 System Verification Self-evaluation activity;
- note the qualification approval update;
- note that the SFC CLD 2021-22 data return submission;
- note the external examination activity; and
- note the quality team's continued engagement with external and internal partners.

CURRICULUM, QUALITY AND DEVELOPMENT (CQD) COMMITTEE

DATE:	9 May 2023
TITLE OF REPORT:	Education Scotland Annual Engagement Visit Report
REFERENCE	Agenda Item 8
AUTHOR AND CONTACT DETAILS	Stella McManus, Principal Stella.mcmanus@slc.ac.uk
PURPOSE:	To provide members with a summary of the positive Education Scotland His Majesty's Inspectorate Annual Engagement Visit Report.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • note that there were no main points for action identified: and • note that Education Scotland stated that the College had made significant progress against the actions identified at the progress visit last February.
RISKS	• That the College does not make sufficient progress in enhancing the learner experience.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The College had its Annual Engagement Visit in March 2023, which focused on progress made against the College's enhancement priorities. • The AEV was a very positive visit, with the inspection team thanking staff for their openness and honesty. • HMIe reported that the College had made significant progress against the actions identified at the progress visit last February and stated that the College had in fact moved beyond these, in particular they could now see the results of the processes implemented. • There were no main points of action identified. • Areas for development were reflective of the College's analysis of its position.

1. INTRODUCTION

1.1 This paper provides a summary of Education Scotland His Majesty's Inspector Annual Engagement Visit (AEV) Report that took place in March 2023. Annual Engagement Visits (AEVs) are planned collaboratively between the College, HM Inspectors, and the Scottish Funding Council (SFC).

1.2 During the AEV, a team of HM Inspectors evaluated progress made by the College towards its improvement priorities, and outcomes of previous engagement with HM Inspectors. During the visit, the team met with staff, learners and other stakeholders and explored the following overarching themes linked to the college's enhancement plan; priorities around COVID-19 recovery; learner recruitment; retention; attainment; and progression.

1.3 The data used throughout this report relates to SFC published data for academic year 2020/2021. The letter is being published on the Education Scotland website on 2 May 2023 and Joe Mulholland will present the findings of the annual engagement visit at the June 2023 Board of Management meeting.

2. AREAS OF POSITIVE PROGRESS

2.1 The AEV visit focussed on following areas: Recruitment, Retention, Attainment, and Progression. Then under these headings the following sub areas were considered:

2.1.1 learner progress and outcomes;
2.1.2 curriculum, learning, teaching and assessment;
2.1.3 services to support learning;
2.1.4 learner engagement; and
2.1.5 evaluation to facilitate improvement.

2.2 The following key strengths were highlighted. Students articulated that they felt valued and supported, curriculum design was robust based on engagement with stakeholders and that middle managers showed autonomy in identifying and driving improvements in their curriculum areas**.**

2.3 The following statements provide key highlights from the areas of positive progress that Education Scotland identified across the College:

2.3.1 Partnership working with external stakeholders and staff involved in the delivery of ESOL provision, has significantly increased the recruitment of learners whose first language is not English**.**

2.3.2 All teaching departments work responsively and flexibly to meet the needs of employers and local communities. This has increased the levels of recruitment to part-time FE programmes and Modern Apprenticeships.

2.3.3 All curriculum teams make effective use of labour market intelligence (LMI), employer feedback and information from secondary schools to plan and adjust programmes to meet the needs of learners.

2.3.4 Curriculum managers have autonomy to design curriculum flexibly and ensure that programmes align with the requirements of learners and key stakeholders. They adjust programmes promptly to respond to changing needs.

2.3.5 Learner feedback is used effectively by staff to inform and influence the redesign of college services including the college website and admission arrangements.

2.3.6 Staff are making effective use of college data systems to better target support for learners that have protected characteristics or are experiencing hardship.

2.4 It was a very positive visit, with the inspection team thanking staff for their openness and honesty. HMIe reported that the College had made significant progress against the actions identified at the progress visit last February and stated that the College had in fact moved beyond these, in particular they could now see the results of the processes implemented.

3. AREAS FOR DEVELOPMENT

3.1 There were no main points for action identified. Areas for development, which were highlighted, include:

3.1.1 that while there is good practice of embedding meta skills in a few areas such as, Childhood Practice and Health and Social Care, the College requires to roll this out across all curricular areas. The College is only one of two colleges in the sector delivering meta skills in this way.

3.1.2 more students need to complete the mandatory external student surveys; and

3.1.3 Further Education Full Time (FEFT) attainment rates are slightly under the national rates.

3.2 These development points reflect the College's analysis of the position currently.

4. RISK

4.1 That the College does not make sufficient progress in enhancing the learner experience.

5. EQUALITIES

5.1 There are no new matters for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report. The College will continue to put in place strategies to support attainment levels in particular FE FT learners.

6. RECOMMENDATIONS

6.1 Members are recommended to:

6.1.1 note that there were no main points for action identified; and

6.1.2 note that Education Scotland stated that the College had made significant progress against the actions identified at the progress visit last February.

2 May 2023

Stella McManus
Principal and Chief Executive
South Lanarkshire College

Dear Ms McManus,

A team of HM Inspectors from Education Scotland visited South Lanarkshire College in March 2023 to undertake an Annual Engagement Visit (AEV). During our visit, we talked to learners, staff, and stakeholders, and worked closely with the senior managers.

The team found the following major strengths in the college's work.

Recruitment

Staff use recently revised admissions procedures to support learners well throughout the application process. Learners are encouraged to highlight support needs, and support staff work collaboratively with teaching departments to ensure support arrangements are in place at the start of programmes. Prior to the start of programmes, most curriculum teams provide good opportunities for learners to get to know teaching staff and other learners and familiarise themselves with the college facilities. Learner feedback is used effectively by staff to inform and influence the redesign and development of college services including the college website and admission arrangements. All curriculum teams make effective use of labour market intelligence (LMI), employer feedback and information from secondary schools to plan and adjust programmes to meet the needs of learners. All teaching departments work responsively and flexibly to meet the needs of employers and local communities. This has increased the levels of recruitment to part-time FE programmes and Modern Apprenticeships. Partnership working with external stakeholders has significantly increased the recruitment of learners whose first language is not English.

Retention

The overall rate of learner withdrawal for full-time further education (FE) programmes is 5% lower than the sector norm. Curriculum teams make effective use of newly introduced college systems to monitor and evaluate learner performance. Staff make good use of this facility to intervene early and support learners to stay at college. Almost all learners value the flexibility, enthusiasm, and responsiveness of teaching staff to meet their individual needs. Staff in almost all curriculum areas make good use of the virtual learning environment (VLE) to support learners out with class times. Teaching departments make good use of opportunities to share effective practice in curriculum planning and design. Arrangements are in place to support learners experiencing significant financial hardship, including provision of free breakfasts and lunches. In all curriculum areas learners provide purposeful feedback on their learning experience. Support Services staff make good use of neurodiversity training to meet the varied needs of learners and provide good access to a range of services to support wellbeing.

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Attainment

The overall rates of attainment for part-time FE, and HE learners are high and above sector norms. Curriculum managers have autonomy to design curriculum flexibly and ensure that programmes align with the requirements of learners and key stakeholders. They adjust programmes promptly to respond to changing needs. All curriculum areas use alternative assessment arrangements effectively to ensure learners have the opportunity to successfully achieve their qualification. Most teaching staff are continuing to develop and use portfolio and project-based assessment methods to motivate learners and minimise any assessment burden. In a few curriculum areas, the incorporation of meta-skills within lessons is supporting learners well. Student services staff make effective use of a texting service to encourage those who may be at risk of withdrawal to continue on their programme. All learners have access to a class representative and learners undertaking this role benefit from the support they receive from the college. Learners provide useful feedback to staff on the delivery of summative assessments and staff adjust assessment strategies in response to learner views. Staff are making effective use of college data systems to better target support for learners that have protected characteristics or are experiencing hardship.

Progression

Almost all learners enter a positive destination on completion of their college programme. Most teaching teams provide learners with well-planned opportunities for work-based experience to enable learners to gain hands-on experience in industry. All curriculum areas incorporate input from external partners to provide learners with insight into the range of industry and academic options. Staff support learners well to plan, apply, and prepare for progression to employment or further study at college or university. Learners draw productively on their engagement with external partners to increase their knowledge of work standards and practices and extend their awareness of career pathways. Learners report high levels of satisfaction with the quality of their learning and the guidance they receive from academic and support staff. Almost all curriculum teams draw constructively on feedback from industry to adjust the curriculum and support progression to employment.

The following areas for improvement were identified and discussed with the senior managers:

- The incorporation of meta skills within programmes is at an early stage of development in most curriculum areas.
- The overall rate of learner attainment on full-time FE programmes has declined and the number of learners completing with partial success has increased.
- The participation rate for the SFC Student Satisfaction and Engagement Survey (SSES) is lower than the sector norm. Satisfaction rates from learners who responded are below the sector norm.

Main points for action

No main points for action were identified.

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What happens next?

We are confident that the college has the capacity to continue to improve. We will continue to monitor progress through on-going engagement with the college link HM Inspector.

Joe Mulholland
HM Inspector

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Annual Engagement Visit Report

South Lanarkshire College

25 April 2023

College Principal	**Alan Sherry**
Annual Engagement Visit Date	**7 March 2023**
College Nominee	**Stella McManus**
Lead HMI	**Joe Mulholland**

1. Background

Annual Engagement Visits (AEVs) are planned collaboratively between the college, HM Inspectors, and the Scottish Funding Council (SFC).

During the AEV, a team of HM Inspectors evaluated progress made by the college towards its improvement priorities, and outcomes of previous engagement with HM Inspectors. During the visit, the team met with staff, learners and other stakeholders and explored the following overarching themes linked to the college's enhancement plan; priorities around COVID-19 recovery; learner recruitment; retention; attainment; and progression.

The data used throughout this report relates to SFC published data for academic year 2020/2021.

This report summarises the findings from the visit and highlights areas of positive progress, areas for development, and any associated main points for action. The report will be shared with the college Principal, college Board of Management, and/or Regional Strategic Body, and SFC. An accompanying short report will be published on Education Scotland's website.

2. The college and its context

South Lanarkshire College is one of two colleges within the Lanarkshire region overseen by the Lanarkshire Regional Strategic Board (LRSB). The region encompasses the local authority areas of North and South Lanarkshire, as well as parts of East Dunbartonshire.

South Lanarkshire College is a single campus college located in East Kilbride and offers a range of further education (FE) and higher education (HE) programmes and Modern Apprenticeships from Scottish Credit and Qualifications Framework (SCQF) levels 2 to 7. The college has 4,842 enrolled learners and employs approximately 360 staff.

The college works with local secondary schools in the region to provide taster programmes, skills for work programmes and Foundation Apprenticeships.

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3. Summary of findings

3.1 Recruitment

Areas of positive progress

Learner progress and outcomes

- Partnership working with external stakeholders and staff involved in the delivery of English for Speakers of Other Languages (ESOL) provision has significantly increased the levels of recruitment of learners whose first language is not English.

- All teaching departments work responsively and flexibly to meet the needs of employers and local communities. This has increased the levels of recruitment to part-time FE programmes and Modern Apprenticeships.

Curriculum, learning, teaching, and assessment

- Prior to the start of programmes, most curriculum teams provide good opportunities for learners to get to know teaching staff and other learners and familiarise themselves with the college facilities and resources.

- All curriculum teams make effective use of labour market intelligence (LMI), employer feedback and information from secondary schools to plan and adjust programmes to meet the needs of learners.

Services to support learning

- Staff use recently revised admissions procedures to support learners well throughout the application process. Learners are encouraged to highlight support needs, and support staff work collaboratively with teaching departments to ensure support arrangements are in place at the start of programmes.

Learner engagement

- The Students' Association (SA) contributes productively to events and activities to promote the college. This includes participating in open days for local schools and producing and sharing short videos of learner testimonials on social media to support recruitment of new learners. These activities have enhanced the profile of the college.

- All learners spoken to during the visit demonstrate a good awareness of college safeguarding arrangements.

Evaluation to facilitate improvement

- Learner feedback is used effectively by staff to inform and influence the design and development of college services including the college website and admission arrangements.

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Areas for development

- None identified.

3.2 Retention

Areas of positive progress

Learner progress and outcomes

- The overall rate of learner withdrawal for full-time FE programmes is 5% than the sector norm.

- Recently introduced college-wide systems for capturing learner attendance and progress are enabling teaching and support staff to identify learners that may be at risk of withdrawal. Staff are making good use of this facility to intervene early and support learners to stay at college.

Curriculum, learning, teaching, and assessment

- Almost all learners value the flexibility, enthusiasm, and responsiveness of teaching staff to meet their individual needs.

- Staff in almost all curriculum areas make good use of the virtual learning environment (VLE) to allow learners to access feedback out with class times and view recorded lessons. This is helpful to learners who are revising or unable to attend classes due to caring or work commitments.

- Teaching departments make good use of opportunities to share effective practice in curriculum planning and design.

Services to support learning

- Support Services staff make good use of neurodiversity training to meet the wide and varied needs of learners. They deliver useful in-house training to curriculum teams to promote the range of support services available to learners.

- Learners have good access to a range of services to support wellbeing. These include access to yoga and mindfulness sessions and online support for mental health. Arrangements are in place to support learners experiencing significant financial hardship, including provision of free breakfasts and lunches.

Learner engagement

- In all curriculum areas learners provide purposeful feedback on their learning experience through end-of-unit questionnaires, learner surveys, focus groups and course team meetings. Teaching staff draw productively on learner views to adjust and amend programmes to meet the needs of learners.

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Evaluation to facilitate improvement

- Curriculum teams make effective use of newly introduced college systems to monitor and evaluate learner performance across programmes.

Areas for development

- None identified.

3.3 Attainment

Areas of positive progress

Learner progress and outcomes

- The overall rate of attainment for part-time FE learners is high and is 3% above the sector norm.
- The overall rate of attainment for HE learners is high and above sector norm.

Curriculum, learning, teaching, and assessment

- Curriculum staff engage productively in arrangements to identify success criteria, for example by ensuring that summative assessments align with industry practice to enable learners to plan their learning effectively.
- Curriculum managers have autonomy to design curriculum flexibly and ensure that programmes align with the requirements of learners and key stakeholders. They adjust programmes promptly to respond to changing needs.
- All curriculum areas use alternative assessment arrangements effectively to ensure learners have the opportunity to successfully achieve their qualification.
- Most teaching staff are continuing to develop and use portfolio and project-based assessment methods to motivate learners and minimise any assessment burden.
- In a few curriculum areas, the incorporation of meta skills within lessons is supporting learners well, to develop skills and attributes for progression to employment or further learning.

Services to support learning

- Student services staff monitor online attendance and make effective use of a texting service to check in with learners and encourage those who may be at risk of withdrawal to continue on their programme.

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Learner engagement

- All learners have access to a class representative and learners undertaking this role benefit from the support they receive from the college to carry out their duties.
- Learners provide useful feedback to staff on the delivery of summative assessments and where possible, staff adjust assessment strategies in response to learner views.

Evaluation to facilitate improvement

- Staff are making effective use of college data systems to better target support for learners that have protected characteristics or are experiencing hardship.

Areas for development

- The incorporation of meta skills within programmes is at an early stage of development in most curriculum areas.
- The overall rate of learner attainment on full-time FE programmes has declined and the number of learners completing with partial success has increased.

3.4 Progression

Areas of positive progress

Learner progress and outcomes

- Almost all learners enter a positive destination on completion of their college programme.

Curriculum, learning, teaching, and assessment

- Most teaching teams provide learners with well-planned opportunities for work placements and work-based experience to enable learners to gain hands-on experience of industry.
- All curriculum areas incorporate input from external partners to provide learners with insight into the range of industry and academic options and pathways. Activities include engagement with industry representatives, involvement with community stakeholders and presentations from university partners.

Services to support learning

- Staff support learners well to plan, apply and prepare for progression to employment or further study at college or university.

Learner engagement

- Learners draw productively on their engagement with external partners to increase their knowledge of work standards and practices and extend their awareness of career pathways.

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- Learners speak very highly of teaching staff. They report high levels of satisfaction with the quality of their learning and the guidance and encouragement they receive from academic and support staff.

Evaluation to facilitate improvement

- Almost all curriculum teams draw constructively on feedback from employers and industry representatives to adjust the curriculum to support progression to work.

- Throughout their programme learners provide purposeful feedback to staff on the student experience that is used well by staff to improve programmes.

Area for development

- The participation rate for the SFC Student Satisfaction and Engagement Survey (SSES) is lower than the sector norm. Satisfaction rates from learners who responded are below the sector norm.

4. Main Points for Action

- There are no main points for action.

5. What happens next?

We are confident that the college has made satisfactory progress and has the capacity to continue to improve. We will continue to monitor progress through regular engagement with the link HM Inspector.

Joe Mulholland
HM Inspector

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CURRICULUM, QUALITY AND DEVELOPMENT (CQD) COMMITTEE

DATE:	9 May 2023
TITLE OF REPORT:	Education Scotland Safeguarding Update
REFERENCE	Agenda Item 9
AUTHOR AND CONTACT DETAILS	Rose Harkness, Head of Student Services rose.harkness@slc.ac.uk
PURPOSE:	To provide Members with a safeguarding update from Education Scotland following a review meeting that took place during the recent Annual Engagement Visit (AEV) in March 2023. This was a follow up meeting to review and discuss progress in response to previous actions identified under areas for further development as part of the summary of finding by Education Scotland in 2022.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • Note the areas of positive practice identified by Education Scotland (Appendix 1); • note the actions identified in the Safeguarding & Child Protection Action Plan (Appendix 2); • note the College's intention to revise the Safeguarding Policy and Procedures; • note the increase and complexity of safeguarding and mental health and wellbeing support; • note that the current funding for additional counsellors in schools, colleges, and universities is due to end in the academic year 2022/23; and • note that additional resources to support student safeguarding, mental health and wellbeing in academic year 2023/24 have not yet been identified in the indicative allocations.
RISKS	• That the College does not comply with child protection/ safeguarding legislation and national guidelines. • That instances of safeguarding are not dealt with appropriately leaving the College at risk of legal challenge and reputational damage. • That the College has insufficient resources to continue to offer the same level of support services in relation to mental health and wellbeing due to the Scottish Government cutting the funding for counselling. • That staff are impacted negatively due to the challenges associated with supporting learners with mental health and wellbeing issues especially with the increase in numbers and level of complexity.

RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The areas of safeguarding positive practice identified by Education Scotland. • The responses by Education Scotland on safeguarding areas of development progress to date. • To share the Safeguarding & Child Protection Evaluation Action Plan with Members • TFunding for additional counsellors is due to end in the financial year 2022-23. Funding has not yet been confirmed by the Scottish Funding Council (SFC) for the period April 2023-July 2023. There is a further risk that funding will not be renewed for the 2023-24 academic year.

1. INTRODUCTION

1.1 This paper provides a safeguarding update following the recent Education Scotland Annual Engagement Visit (AEV) that took place in March 2023.

2. AREAS OF POSITIVE PRACTICE

2.1 The following statements provide key highlights from the areas of positive practice that Education Scotland (Appendix 1) identified across the College which include:

2.1.1 the structures and arrangement for child protection and safeguarding are robust. They clearly identify the roles and responsibilities of managers and staff;
2.1.2 the College provided a detailed and comprehensive self-evaluation report, supported by a wide range of evidence;
2.1.3 the College ensures all employees complete a mandatory training programme, with refresher training every three years. College managers systematically monitor this training and update the contents regularly to comply with the most recent legislation;
2.1.4 The College offers a comprehensive range of support services to class groups and on a one-to-one basis, which can be accessed online, in-person, or via telephone. Access to support services and peer support is also available for staff members; and
2.1.5 the College works effectively with a wide range of partners and agencies to signpost support for learners and help inform future safeguarding arrangements.

3 KEY RESPONSES FROM THE AEV MARCH 2023

3.1 The key findings from the recent AEV include:

3.1.1 in recognising there was scope to expand the existing Safeguarding Group, there will now be a designated safeguarder for every curriculum area and department. The Safeguarding Team meet quarterly to monitor safeguarding arrangements and identify any issues that may arise across the College;
3.1.2 the College intended to review its policies and procedures for safeguarding and child protection to ensure they are fully compliant with recent changes in legislation. A revised safeguarding policy and procedures has now been produced and is presented to the Curriculum, Quality and Development Committee for approval;
3.1.3 the College has a Safeguarding and Child Protection Action Plan (Appendix 2). The key actions identified are designed to progress the priorities to ensure implementation across all areas of the College in the annual year 2022-23; and
3.1.4 to help support and improve data collection in relation to safeguarding incidents the College has purchased an online reporting tool “Report & Support”. This will streamline the recording, reporting and analysis of safeguarding incidents and provide data analytics to help identify trends.

3.2 All staff have been provided with safeguarding cards with essential information on safeguarding arrangements. These cards are designed to be inserted behind staff ID badges to enable staff to have easy access to safeguarding information for staff and learners.

4 RISK

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

4.2 That the College does not meet its attainment targets due to increased safeguarding and mental health and wellbeing withdrawals.

4.3 That the quality of support services declines impacting on the student experience.

4.4 The College has insufficient resources to meet ongoing student expectation for support services.

4.5 Staff are impacted negatively due to the challenges associated with supporting learners with safeguarding issues and poor mental health and wellbeing.

5 EQUALITIES

5.1 The College acknowledges that students with Protected Characteristics are at greater risk of having a serious mental health and wellbeing concern.

5.2 Having a long-term mental health condition is recognised under equality legislation (Equality Act 2010) and that the College has a duty to make reasonable adjustments to help support learners, with which it is compliant.

6 RECOMMENDATIONS

Members are recommended to:

- note the contents of this paper;
- note the actions identified in the Safeguarding & Child Protection Action Plan;
- note the College's intention to revise the Safeguarding Policy and Procedures;
- note the increase and complexity of safeguarding and mental health and wellbeing support;
- note that the current funding for additional counsellors in schools, colleges, and universities is due to end in the academic year 2022/23; and
- note that additional resources to support student safeguarding, mental health and wellbeing in academic year 2023/24 have not yet been identified in the indicative allocations.

Summary of findings

Safeguarding Visit South Lanarkshire College – 16th May 2022

To be completed by college HMI/LI/member of the evaluation team

I have discussed with relevant staff the safeguarding, Child Protection and care experienced returns provided by the college. Based on the evidence provided by the establishment, we have agreed the following with the college:

Areas of positive practice:

- The structure and arrangements for child protection and safeguarding are robust. They identify clearly the roles and responsibilities of managers and staff.
- The college provided a detailed and comprehensive self-evaluation report, supported by a wide range of evidence.
- The college Child Protection/Safeguarding coordinator is a member of the CDN Safeguarding Group. This supports members of the safeguarding team to share best practice and inform college safeguarding policies and procedures.
- The college ensures all employees complete a mandatory training programme, with refresher training every three years. College managers systematically monitor this training and update the contents regularly to comply with the most recent legislation.
- Contact persons for safeguarding and child protection, with out-of-hours cover arrangements, are publicised well and all staff are aware of these arrangements.
- The college offers a comprehensive range of support services to class groups and on a one-to-one basis, which can be accessed online, in-person, or via telephone. Access to support services and peer support is also available for staff members.
- The college has embedded monitoring tools to flag unwanted behaviour presented by learners using college IT platforms for online learning. (e.g. chat function)
- The college works effectively with a wide range of partners and agencies to signpost support for learners and help inform future safeguarding arrangements.
- All staff are confident and comfortable with passing on concerns for learners' wellbeing, safety and protection to support services staff.
- All learners, including Student Association representatives, regard the college as a place of safety. Learners know who to contact with any concerns and are aware of contact information and helplines for safeguarding, mental health and other health issues through college leaflets and posters in the lavatories.
- The college offer free health and wellbeing classes for learners in yoga and mindfulness.

- The college has taken part in the Emily Test Charter along with a few other colleges who are moving forward with this Charter.

Ares for further development:

- The college recognises that there is scope to expand the Safeguarding Group to support the rise in both safeguarding and mental health cases experienced by learners. The college recognises that there is scope to increase the number of Safeguarders in the college, particularly with members of staff from curriculum teams.

- **JM Response:** Plans are underway to recruit more safeguarding officers in the college. There will now be a safeguarding officer in every curriculum area and training will take place for those who have been recruited. The wider safeguarding team will meet quarterly to monitor safeguarding issues across the college.

- The college is currently reviewing all policies, procedures and arrangements for safeguarding and child protection to ensure they are fully compliant with recent changes in legislation and the new era of remote learning.

- **JM Response:** A comprehensive Safeguarding & Child Protection Evaluation Action Plan has been developed and will go for board approval at the next board meeting in May.

- The college is exploring new systems that will streamline the recording, reporting and analysis of safeguarding incidents and how to best categorise the type of issues raised to improve response times further.

- **JM Response:** College senior management have purchased an online reporting and support tool that will categorise safeguarding issues. This tool can be accessed by safeguarding officers and will provide data analytics to identify unwanted trends.

- Reissue of Safeguarding ID badges and a new staff awareness campaign with safeguarding topics delivered throughout an academic year.

- **JM Response:** All staff have been provided with safeguarding cards with essential information. These cards are placed behind staff ID badges to enable staff to readily provide an efficient and discreet method of supplying learners with necessary support information.

Signature of senior manager or college/centre nominee	Sheila Memans

Post held	Depute Principal
Date	**08/03/2023**

Signature of College HMI/LI:	
Name	Joe Mulholland
Date	**09/03/2023**

South Lanarkshire College - Safeguarding our Community

Safeguarding & Child Protection Evaluation Action Plan. Key actions designed to progress the priorities and ensure implementation across all areas of the College during AY 2021-22 through to AY 2022-23.

Quality Indicator	Strengths (Evidence)	Areas for development/ enhancement	Tasks	To be completed by whom / timeline	Arrangements for monitoring progress / impact	Progress to date
QI 2.1 How good is the quality of our arrangements for safeguarding and child protection?	All staff and volunteers undergo a PVG Disclosure prior to taking up any post in the College. All staff are provided with guidelines on child protection and safeguarding as part of the induction documentation. Staff undertake a range of mandatory child protection and safeguarding training as part of the staff induction process. Police Scotland PREVENT POC delivers Counter Terrorism training to CLT/Staff Emily Test GBV Charter Awareness training delivered. Anti-terrorism Security Training has been delivered to all reception and front facing	To ensure safeguarding arrangements remain up to date and encompass national guidance, policies and procedures require review for updating/replacement. With the ongoing transition to on campus teaching and delivery there is an increasing need for staff to undergo safeguarding refresher training. This is to ensure all staff are aware of safeguarding arrangements. To raise awareness about the safeguarding arrangements re-issue Safeguarding ID Badges to all staff. Due to the increase in safeguarding incidents, rise in mental health issues and	Produce new Safeguarding Policy and Procedures. Refresher Safeguarding Training for all Staff. Produce new Safeguarding Cards for ID Badges to be issued to all staff. Each curriculum area and department	Head of Student Services August 2022 Head of HR/Training Officer August 2022 Head of HR/Head of Student Services August 2022 SLT, Head of Student Services and	Review by Safeguarding Group and SLT. Approval by Committee & Board May 2023. Monitored by Safeguarding Group and SLT. Monitored by Safeguarding Group and SLT. Monitored by Safeguarding Group and SLT.	Draft policy and procedures produced. Under review. Scheduled to be completed by May 2023. Scheduled to take place April 2023 once a review of the mandatory units carried out. Completed August 2022. To be rolled out in the AY 2022-23. Planned for

Safeguarding & Child Protection Evaluation Action Plan. Key actions designed to progress the priorities and ensure implementation across all areas of the College during AY 2021-22 through to AY 2022-23.

	staff. This includes the introduction of the 'Red Folder'. Procedure for dealing with bomb threats, suspicious behaviour, and suspicious packages. Safeguarding document 'Now is our time…to safeguard our community'.	crisis intervention the College has identified a need to expand the network of safeguarders across all curriculum areas and departments. This will ensure more effective collaboration and support arrangements.	should have a designated safeguarder. A safeguarder role and training remit devised to help support the new arrangements.	Training Officer August 2022		Curriculum Managers' Session. Scheduled for March 2023.
	The College have a Safeguarding Group. This group is chaired by the College's Safeguarding Co-ordinator and meets quarterly. The College Safeguarding team are clearly identified in the telephone directory. This is available from the Portal for all staff to access. Designated safeguarding page on the College website. Safeguarding information is regularly featured in the Students' Association fortnightly email communications.	We have identified a growing need to develop and deliver a more streamlined and collaborative approach to how we record and report child protection, safeguarding and GBV incidents This is to allow for improved reporting and data analysis. To improve Gender-based Violence Prevention and Support for students and staff, and to further our activity in this area, the College has applied to be assessed for the GBV Charter for Colleges and Universities.	Explore software options that would fit with our specifications. College has applied for the GBV Charter in January 2022 and to be assessed for minimum standards and Excellence awards. In support of this	Head of Student Services/DH of Student Services Head of IT December 2022 Head of Student Services/DH of Student Services June 2022	Monitored by Safeguarding Group and SLT. Monitored by Safeguarding Group and progress updated to SLT.	College purchased Support + Support software. Student launch planned for March 2023. Evidence portfolio being produced. Some activity for example Staff/Students Focus Groups being impact due to industrial action.

Safeguarding & Child Protection Evaluation Action Plan. Key actions designed to progress the priorities and ensure implementation across all areas of the College during AY 2021-22 through to AY 2022-23.

	Student Support email address widely promoted and circulated (student.support@slc.ac.uk). T his inbox is monitored and responded to within the same day. There is an automated safeguarding communication re-sent to all enquirers. Comprehensive safeguarding information is included in the Student Handbook Safeguarding learner induction video produced each year. The College is a member of the CDN Safeguarding Forum Collaborative approach with a wide range of external agencies including for example local authority Child Protection team, Health & Social Partnerships, Police Scotland, Social Work, Schools, Criminal Justice. Joint working with many organisations in the third sector including for example Women's Aid, Lanarkshire Rape Crisis, Victim Support	Due to ongoing developments in Prevent activity there is an ongoing need to work closely with our Prevent Police Scotland POC who sits on the local authority based PMAP's. Training requirements continue to be monitored to ensure staff skills and training remain up to date. College is identified on the Police Scotland website as a 3rd Party Reporting Centre. To ensure staff skills remain	activity, we have produced a GBV Charter Action Plan and Statement of Ambition. Ongoing Police Scotland updates to the College Safeguarding Group and CLT.	Head of Student Services/CLT June 2023	Monitored by Safeguarding Group and SLT.	Emily Test provided recommendation to work through. Further submission due April 2023. Members of the Safeguarding Group have recently undertaken Incel Awareness training through CDN and training is being arranged for the CLT by our Police Scotland POC. Staff recently reviewed the new Home Office Prevent training which is being rolled out – Prevent Awareness Course/Prevent Referrals Course.

Safeguarding & Child Protection Evaluation Action Plan. Key actions designed to progress the priorities and ensure implementation across all areas of the College during AY 2021-22 through to AY 2022-23.

	Active partnership with Police Scotland. Police Scotland deliver class group presentations, attend college group meetings, and attend many of the events organised throughout the year. Named staff contact for care experienced, carers, veterans and their families and estranged students. A range of strategies are delivered to support these students. The College has a Corporate Parenting Strategy and Action Plan. There is a designated webpage on the College website. Included as part of the learner induction process including a learner induction video. The College have a Student Carers Support Policy and Carer Support Plan. There is also a Carers Action Plan which looks to implement a range of strategies to support student carers.	up to date deliver 3rd Party Hate Crime Reporting training to front line staff. There remains an ongoing need to continue promotion of safeguarding and child protection arrangements for both students and staff. This is to ensure staff and students feel safe whilst on campus and that they know who to turn to if they want support/advice or wish to make a disclosure. We have identified an increasing need to consider more preventative support/activity in response to the increase in mental health concerns impacting students.	Liaise with Police Scotland to deliver training. Confirmed college is still a reporting location. Review the safeguarding video. Promote this regularly in the fortnightly SA and staff email communications Produce a safeguarding poster for display across	Head of Student Services/CLT October 2022 Head of Student Services/SA/ Marketing team December 2022	Monitored by Safeguarding Group Monitored by Safeguarding Group	Police Scotland Prevent POC's meeting to discuss partnership approach with SLT February 2023 Contact made to Police Scotland awaiting confirmation of dates. A further contact made to Police Scotland in February 2023. Awaiting confirmation. Video and safeguarding poster to be available at the start of the AY 2022-23. Ongoing promotion in conjunction with SA/Marketing team.

Safeguarding & Child Protection Evaluation Action Plan. Key actions designed to progress the priorities and ensure implementation across all areas of the College during AY 2021-22 through to AY 2022-23.

	Designated Quiet Room for prayer and quiet reflection. The College have signed up to the Armed Forces Covenant in 2019 and provide a wide range of support strategies to veterans and their families. Student Mental Health Strategy and Action Plan 2019-2024 produced As part of the NUS Think Positive Campaign the SA and the College have produced a Student Mental Health Agreement. Supported Pathways to Wellness document produced Free weekly yoga and mindfulness classes for students and staff. 1000 Health & Wellbeing Smile Boxes produced and delivered to students via Freshers' and Refreshers'. Togetherall online mental health and wellbeing resource.		the campus and on a digital basis. Development of two specialist workshops Resilience and Relaxation. Pathways to Wellness document produced.	Head of Student Services/DH of Student Services June 2022	Monitored by Safeguarding Group.	Actioned August 2022. Workshops delivered to student groups at the start of AY 2022/23. Continue to promote the Pathways for Wellness process to students during induction and in the SA fortnightly email. Resilience workshop delivered to new class groups in Aug/Sep/Oct22 Pathways to Wellness in place. Actioned Aug 22

Safeguarding & Child Protection Evaluation Action Plan. Key actions designed to progress the priorities and ensure implementation across all areas of the College during AY 2021-22 through to AY 2022-23.

	In house Student Counselling & Wellbeing Service					

CURRICULUM, QUALITY AND DEVELOPMENT COMMITEE

DATE:	9 May 2023
AGENDA REF:	Agenda Item 10
TITLE OF REPORT:	Governance Rolling Review
AUTHOR AND CONTACT DETAILS	Peter Scott peter.scott@slc.ac.uk
PURPOSE:	To seek guidance from Members as to the suggested content of the Rolling Governance Review in the context of "Curriculum Quality & Development" so as to meet challenge and identify areas for improvement and/or potential improvement.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to note that: • the Rolling Review should build on the recommendation of the Internal Auditors, building on their recommendations and be informed by input from the Senior Leadership Team; and • best Practice suggests that a structured Governance Review should be linked to the Principles set out in the Code of Good Governance. Members are asked to: • suggest content for the Rolling Governance Review for the Curriculum, Quality and Development section.
RISK	Governance is recognised as a potential strategic management risk and appropriate mitigating actions such as having a Governance Rolling Review which is best practice is required.
RELEVANT STRATEGIC AIM:	• Highest quality education and support. • Sustainable Behaviors. • Successful Students
SUMMARY	• This report sets out a draft of the Rolling Governance Review and seeks to gain guidance from the members of the Curriculum, Quality and Development Committee. • It focuses on the principles of good governance with subheadings of importance relating to each principle. • All Committee Members are being asked to input into the relevant section of the plan.

1. INTRODUCTION

1.1 This paper sets out a draft of the Rolling Governance Review and seeks to gain guidance from the members of the Curriculum, Quality and Development Committee.

2. GOVERNANCE IMPROVEMENT PLAN

2.1 The Governance Improvement Plan was established to address any identified or emerging issues identified in the ongoing review of Governance at South Lanarkshire College. This plan was completed, and the Board of Management agreed that there should now be a “Governance Rolling Review.”

3. GOVERNANCE ROLLING REVIEW

3.1 The principles of good governance are:
3.1.1 Leadership and Strategy
3.1.2 Quality of the Student Experience
3.1.3 Accountability
3.1.4 Effectiveness
3.1.5 Relationships and Collaboration

3.2 The Governance Rolling Review plan will focus on these areas, with subheadings of importance for the Curriculum, Quality and Development Members, including: student engagement, relevant and high-quality learning, quality monitoring and oversight and partnership working.

3.3 Members are requested to provide content for the Rolling Governance Review.

4 RISK

4.1 Governance is recognised as a potential strategic management risk and appropriate mitigating actions such as having a Governance Rolling Review, which is best practice, is required.

5 EQUALITIES

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

6 RECOMMENDATIONS

6.1 Members are recommended to note that:

6.1.1 the Rolling Review should build on the recommendation of the Internal Auditors, building on their recommendations and be informed by input from the Senior Leadership Team; and
6.1.2 best Practice suggests that a structured Governance Review should be linked to the Principles set out in the Code of Good Governance

6.2 Members are asked to:
6.2.1 suggest content for the Rolling Governance Review for the Curriculum, Quality and Development section.

ROLLING GOVERNANCE REVIEW DRAFT

The actions to deliver improvement contained in this plan will be developed and implemented to address any previously identified or emerging issues identified by way of Ongoing Review of Governance at South Lanarkshire College. This will proceed following consultation with Board Members and Senior Staff. A RAG system has been used to enable tracking of progress against actions and timescales.

Development Categories	Issue	Action	By Whom and When	Status and Progress Update as at **********
Leadership & Strategy	Conduct in Public Life	Training in New Code of Governance to be provided	Governance Professional by XX.	Being drafted
	Vision & Strategy			June 2023
	Performance			
	Corporate Social Responsibility			
Quality of Student Experience	Student Engagement	CQD		
	Relevant High-Quality Learning	CQD		
	Quality Monitoring & Oversight	CQD		
Accountability	Accountability & Delegation			
	Risk Management			
	Audit Committee	Membership to be adjusted in line with New Code	Governance Professional	At Planning Stage
	Remuneration Committee			

	Financial & Institutional Sustainability			
	Staff Governance			
Effectiveness	Board Chair			
	Senior Independent Member			
	Board Members			
	Principal & Chief Executive			
	Governance Professional	Recruit new postholder	Board	At planning Stage
	Appointment Induction & Training			
	Board Evaluation			
Relationships & Collaboration	Partnership Working	Build Collaborative initiatives with Regional Partner	Clerks to Board	Projects identified for training & development
		Community Development		
Other		Equalities		
		Student Association Support & Recognition	CQD	

CURRICULUM, QUALITY AND DEVELOPMENT (CQD) COMMITTEE

DATE:	9 May 2023
TITLE OF REPORT:	Updated Safeguarding Policy and Procedures
REFERENCE	Agenda Item 11
AUTHOR AND CONTACT DETAILS	Rose Harkness, Head of Student Services rose.harkness@slc.ac.uk
PURPOSE:	To provide Members with the revised Safeguarding Policy and Procedures.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: • recommend that the updated Safeguarding Policy and Procedures (Appendix 1) is referred to the Board of Management for approval; and • note that the policy and procedures are applicable to staff and students to ensure the safety and health and wellbeing of the College community.
RISKS	• The College does not comply with child protection / safeguarding legislation and national guidelines. • Instances of safeguarding are not dealt with appropriately leaving the College at risk of legal challenge and reputational damage.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• Updated Safeguarding Policy and Procedures for approval. • The legislative framework within which the College operates. • Current safeguarding evaluation activity. • College safeguarding training and support framework.

1. INTRODUCTION

This paper provides an update on the revised Safeguarding Policy and Procedures. The College is committed to providing a safe and supportive learning environment for all and complies fully with legislation and national guidance to ensure the safety of staff and students, whilst widening access and promoting inclusiveness and diversity. The College recognises that it has a moral and statutory duty to promote the health and welfare of those receiving education and training through the College.

2. LEGISLATION AND NATIONAL GUIDANCE

2.1. The College is guided by The National Guidance for Child Protection in Scotland 2021 and adheres to key legislation such as The Children (Scotland) Act 1995, The Adult Support and Protection (Scotland) Act 2007, The Children and Young People Act (Scotland) Act 2014 and Section 26 of the Counter–Terrorism and Security Act 2015.
2.2. It also takes due cognisance of other legislation as listed in the policy and national guidance such as the updated Getting It Right For Every Child (GIRFEC) Framework.
2.3. The College works effectively with a wide range of partners and agencies to help inform safeguarding arrangements.

3. SELF EVALUATION AND EDUCATION SCOTLAND

3.1. An update to the College's existing safeguarding policy and procedures was identified as part of the College's self-evaluation process and is a recommended action in the Safeguarding and Child Protection Action Plan.
3.2. The Safeguarding and Child Protection Action Plan was shared with Education Scotland as part of the recent Annual Engagement Visit (AEV).
3.3. The College Safeguarding Group monitor safeguarding activity across the College and have ownership of the Safeguarding and Child Protection Action Plan to ensure actions are progressed and reported to the Senior Leadership Team (SLT).

4. SAFEGUARDING TRAINING AND SUPPORT

4.1. To ensure staff continually keep knowledge and skills up to date, the College ensures all employees complete a mandatory safeguarding training programme, with refresher training every three years. College managers systematically monitor this training and update the contents regularly to comply with the most recent legislation.
4.2. Comprehensive safeguarding information forms part of the learner induction process which includes Safeguarding and Mental Health and Wellbeing videos.
4.3. The College offers a range of support services to class groups and on a one-to-one basis, which can be accessed online, in-person, or via telephone. Access to support services and peer support is also available for staff members.

5. RISK

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

5.2. That the College does not meet its attainment targets due to increased safeguarding and mental health and wellbeing withdrawals.

6. EQUALITIES

6.1. The College acknowledges that students with Protected Characteristics are at greater risk of having a serious mental health and wellbeing concern.

6.2. Having a long-term mental health condition is recognised under equality legislation (Equality Act 2010) and that the College has a duty to make reasonable adjustments to help support learners, with which it is compliant.

7. RECOMMENDATIONS

Members are asked to:

- recommend that the updated Safeguarding Policy and Procedures is referred to the Board of Management for approval; and
- note that the policy and procedures are applicable to staff and students to ensure the safety and health and wellbeing of the College community.

South Lanarkshire College
East Kilbride

SAFEGUARDING POLICY AND PROCEDURES

Document Information

Procedure Published/Created:	April 2023
Reviewed Date:	April 2023
Owner:	Rose Harkness (Head of Student Services) Karen Pirie (Mental Health, Safeguarding and Wellbeing Manager)
Approved by:	SLT CQD Committee Board of Management
Equality Impact Assessment:	April 2023
Next Review Date:	April 2024

Version History

Version Number	Date	Author	Rationale
1.0	April 2023	Rose Harkness Karen Pirie	

Quick Links

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

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

To find out more about FREDIE click **HERE**
To find out more about our Vision, Mission and Values click **HERE**

Need help with accessibility? Click **HERE** to view our accessibility pages.

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1. Purpose & Aim

South Lanarkshire College is committed to providing a safe and supportive learning environment for all and complies fully with legislation and national guidance to ensure the safety of staff and students, whilst widening access and promoting inclusiveness and diversity. The College recognises that it has a moral and statutory duty to promote the health and welfare of those receiving education and training through the College.

Safeguarding is everyone's responsibility, and all staff are committed to recognising and reporting all concerns related to child protection, welfare and wellbeing and are appropriately trained to remain vigilant and spot signs of all forms of abuse and maltreatment.

As such, we promise to:

- Be observant and alert to signs of all forms of abuse.
- Be curious and question explanations offered by parents / carers / learners / staff and visitors.
- Be compassionate, honest and clear.
- Ask for support when we feel there is a limit of our experience / skills.
- Follow College policies and procedures linked to safeguarding referrals.
- Work together with other agencies when appropriate to ensure support for young people and their families is effective and helps improve person-centred outcomes.

The purpose of this policy is to safeguard and promote the welfare of children, young people and adults at risk at South Lanarkshire College.

2. Scope

This Policy pertains to the safety and wellbeing of children, young people and adults at risk. While child protection procedures may be considered for a person up to the age of 18, the legal boundaries of childhood and adulthood are variously defined. There are overlaps.[1]

- Children, as defined by current legislation, are those under 18 years of age.[2]
- Young People or Adults at Risk, are those over the age of 16 and could incorporate staff members, volunteers, visitors, partner representatives and designated persons. An 'adult at risk' is someone who is unable to safeguard their own wellbeing, property, rights or other interests; is at risk of harm and because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than adults who are not so affected.[3]

It should be noted that a person may have a disability, physical and/or mental health condition and be fully capable of safeguarding their personal wellbeing and interest. It is the whole of an adult's at risk particular circumstances which can combine to make them more vulnerable to harm than others and a proportionate response to the situation should always be taken.

Safeguarding and promoting the welfare of children, young people and adults at risk is defined for the purposes of this policy as:

- Protecting from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all young people to have the best outcomes.
- Ensure the College approach is person-centred, and trauma-informed, considering always what is in the best interest of the person involved.
- Safeguard both preventatively and responsively;

[1] National Guidance for Child Protection in Scotland 2021

[2] Children (Scotland) Act 1995

[3] The Adult Support and Protection (Scotland) Act 2007

- Ensure the suitability of adults who have contact with children.
- Promote good health, effective management of medical conditions, and the development of self-care in children, young people and adults at risk.
- Have clear standards of behaviour for staff / volunteers and children / young people.
- Manage behaviour by anticipating possible concerns, prevention strategies, and clear, fair responses to challenging behaviour.
- Maintain records that document safeguarding concerns over time, including low-level worries about a child, young person or adults at risk that together may paint a picture of concern
- Work effectively and collaboratively with child protection and safeguarding statutory agencies.
- Ensure that all policies and procedures relating to safeguarding and wellbeing are updated in collaboration with the Board of Management.

Vulnerable Groups

To ensure that all College students receive equal protection the College will give special consideration to children, young people and adults at risk who are particularly vulnerable, especially:

- Mental health concerns
- Carers
- Transgender children / young people
- Affected by parental substance misuse, domestic violence or parental mental health needs
- Looked after Children (LAC) or care experienced
- Asylum seekers
- Lone Parents
- Learners who identify as LGBTQ+
- Living away from home
- Estranged from family
- Homelessness
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- Veterans and Service Leavers
- At risk of female genital mutilation (FGM)
- At risk of forced marriage
- At risk of being drawn into extremism

This list provides examples of additional vulnerable groups and is not exhaustive.

Staff with concerns about a student, staff member or receive a disclosure regardng actions or behaviour of a third party should complete the appropriate Safeguarding Reporting Forms (Appendix G) and contact the Safeguarding Lead, Depute or appointed Safeguarding Contacts as detailed in Section 7 – Safeguarding Staff.

3. Context

The College will be guided by the National Guidance for Child Protection in Scotland 2021 and adhere to key legislation, The Children (Scotland) Act 1995, The Adult Support and Protection (Scotland) Act 2007, The Children and Young People Act (Scotland) Act 2014 and Section 26 of the Counter –Terrorism and Security Act 2015 and take cognisance of other legislation, national guidelines (Appendix A) as well as relevant College policies and procedures (Appendix B).

Where relevant, applicants, employees and volunteers at the College will be members of the Protection of Vulnerable Groups Scheme (the PVG Scheme) which has been introduced by The Protection of Vulnerable Groups (Scotland) Act 2007. Students on placement as part of their course who require to be members of the PVG scheme will be processed by the College.

What does the College mean by Child Protection and Safeguarding?

- Child Protection - The processes involved in consideration, assessment and planning of required action, together with the actions themselves, where there are concerns that a child may be at risk of harm from abuse, neglect or exploitation.

- Safeguarding - This is a much wider concept than child protection and refers to promoting the welfare of children, young people and adults at risk. It encompasses protecting from maltreatment, preventing impairment of their health or development, ensuring that they are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children, young people and protected adults to have the best outcomes. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

There is a distinctive approach to safeguarding in Scotland linked to Getting It Right for Every Child (GIRFEC) which promotes action to improve the wellbeing of every child and young person. Safeguarding is a golden thread that runs through the curriculum. The aim is to support the development of learners' knowledge, skills and resilience to keep themselves safe and protected, and to develop an understanding of the world so that they can respond to a range of issues and potential risky situations arising throughout their lives. As such, it permeates many features of the education experience including leadership, values, vision, the curriculum, learning and teaching, postive relationships and building learner resilience.

The College safeguarding approach is directed by The Human Rights Act 1998 (HRA) which sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the United Nations Convention on the Rights of the Child (Incorporation)(Scotland) Bill. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them. In addition, Colleges have obligations under the Equality Act 2010. According to the Equality Act, colleges must not unlawfully discriminate against people because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

4. Policy Statement

South Lanarkshire College believes that everyone has a responsibility to promote and safeguard the welfare of children, young people and adults at risk and that all college users should have a safe and supportive environment within which they can prosper and thrive. The College is committed to providing staff with the training, knowledge and understanding required to achieve this. The College actively promotes equality and is committed to eliminating discrimination, harassment and victimisation. It also recognises that some children, young people and adults at risk are additionally vulnerable as a result of, for example, past experiences, the impact of discrimination, their communication needs or other circumstances. The College is, therefore, also committed to ensuring explicit consideration is given to the diverse needs of College students and staff in relation to all safeguarding decisions.

5. Key Principles

South Lanarkshire College will promote the safeguarding of all college users and in particular children, young people and adults at risk from harm, abuse, exploitation or radicalisation.

The College will achieve this by:-

- Listening to children, young people and adults at risk, respecting them and providing support to those involved in a referral in adherence to this policy.

- Ensuring that all adults have a clear understanding of their legal and moral obligations to safeguard and protect children, young people and adults at risk from harm, abuse and exploitation.

- All reasonable steps being taken to prevent foreseeable harm to children, young people and adults at risk.

- Ensuring robust staff recruitment practices are in place and all adults with access to children and adults at risk are deemed fit to work with them.

- Being pro-active in promoting good lines of communication and ensuring that all students, parents, carers and partner agencies are familiar with the College's Safeguarding Policy and Procedures.
- Providing effective and ongoing staff development opportunities for all staff to develop their skills and knowledge in relation to the safeguarding and protection of children and adults at risk.

- Working effectively with key partners and other agencies.

- Ensuring clear reporting procedures are in place and that all adults understand their obligations to report concerns about a child or adult at risk to South Lanarkshire College's Safeguarding Lead or Depute Safeguarding Lead.

- Building a safeguarding culture where staff, students and all other College users know how they are expected to behave and know how to, and feel comfortable with, sharing concerns.

- Adopting a proactive approach to prevent inappropriate behaviour and working to ensure that all adults understand the boundaries of appropriate behaviour. Reference: Staff Code of Conduct and Good Practice; Gender-Based Violence Prevention and Support Policy; Student Behaviour, Attendance and Punctuality Policy and Code of Conduct.

6. Responsibilities

The South Lanarkshire College Board of Management has overall strategic responsibility for this Policy and for ensuring the College meet all legislative requirements pertaining to children, young people and adults at risk and that related policies and procedures are implemented and maintained.

All staff, as part of their normal duties and activities, have a safeguarding responsibility and will be made aware of their obligation to understand and adhere to the policy and engage in mandatory training.

The College has appointed a senior member of staff to take overall responsibility for the policy (Principal) and has also appointed a nominated Safeguarding Lead (Head of Student Services) and Depute Safeguarding Lead (Curriculum Manager Learning Devlopment) to manage the College Safeguarding Team and oversee operational practice of the policy.

The Safeguarding Lead is responsible for:

- the oversight of safeguarding and child protection issues within the College;

- instituting any investigation into safeguarding issues or allegations of child abuse;

- determining the means of making an appropriate College response to any safeguarding issues or allegations of child abuse which may include:

    - making a recommendation to the Principal / Depute Principal of suspension of a person against whom allegations have been made;
    - Referral of the allegation to an external agency (e.g. Social Work or Police Scotland);
    - Informing parents, guardians or carers of any allegations of abuse or, in those cases where the matter has been referred by an external agency, deciding in conjunction with that agency what information will be conveyed to the parents, guardians or carers and at what stage;
    - keeping records relating to safeguarding and child protection issues;
    - designating other full-time members of the College staff to cover for absences or to act on behalf of the Lead and Depute;
    - support staff development in College safeguarding procedures; and
    - support the Safeguarding Team and act as the Chair of the College Safeguarding Group to support safeguarding and child protection activity across the College.

7. Safeguarding Staff

The following members of staff have overall responsibility for Safeguarding:

Senior Safeguardering Staff			
Name:	Stella McManus	Email:	stella.mcmanus@slc.ac.uk
Job Title:	Principal & Chief Executive Safeguarding Senior Manager in Charge		
Name:	Rose Harkness	Email:	rose.harkness@slc.ac.uk
Job Title:	Head of Student Services Safeguarding Lead		
Name:	Pauline Heeley	Email:	pauline.heeley@slc.ac.uk
Job Title:	Curriculum Manager Learning Development Depute Safeguarding Lead		

College Safeguarding Team

In addition, the College has a network of safeguarders who act as a point of contact for providing safeguarding and child protection expertise and advice to help support staff and students. This includes the Curriculum Manager for each curriculum area and a designated safeguarder in each of the College departments.

Safeguarding Team			
College Safeguarders – Curriculum Areas			
Name:	Kirsteen Newman	Email:	kirsteen.newman@slc.ac.uk
Job Title:	Curriculum Manager Health & Social Care		
Name:	Joanne Warwick	Email:	joanne.warwick@slc.ac.uk
Job Title:	Curriculum Manager Beauty Therapy		
Name:	Angela Reid	Email:	angela.reid@slc.ac.uk
Job Title:	Curriculum Manager Early Education & Childcare		
Name:	Margaret Campbell	Email:	margaret.campbell@slc.ac.uk
Job Title:	Curriculum Manager Hairdressing		
Name:	Rhona Keys	Email:	rhona.keys@slc.ac.uk
Job Title:	Curriculum Manager Social Services & Care		
Name:	Catherine Purcell	Email:	catherine.purcell@slc.ac.uk
Job Title:	Curriculum Manager Hosipitality/Events & Travel		
Name:	Karen Cleary	Email:	karen.cleary@slc.ac.uk
Job Title:	Curriculum Manager Accounting & Legal		
Name:	Liz Woods	Email:	liz.woods@slc.ac.uk
Job Title:	Curriculum Manager Business & Media		
Name:	James Jamieson	Email:	james.jamieson@slc.ac.uk
Job Title:	Curriculum Manager Building Service Engineering		
Name:	Nicola Murray	Email:	nicola.murray@slc.ac.uk
Job Title:	Curriculum Manager Built Environment		
Name:	Alisdair McTavish	Email:	alisdair.mctavish@slc.ac.uk
Job Title:	Curriculum Manager Carpentry & Joinery/Timber		

Name:	Fraser Waugh	Email:	fraser.waugh@slc.ac.uk
Job Title:	Curriculum Manager Wet Trade		

College Safeguarders – Services to Support Learners & Departments			
Name:	Mandy Murray	Email:	mandy.murray@slc.ac.uk
Job Title:	Depute Head of Student Services		
Name:	Karen Pirie	Email:	karen.pirie@slc.ac.uk
Job Title:	Mental Health, Safeguarding and Wellbeing Manager (Designated person for care experienced learners, carers, estranged and veterans and their family)		
Name:	Gary McIntosh	Email:	gary.mcintosh@slc.ac.uk
Job Title:	Head of Human Resources		
Name:	Chris Sumner	Email:	chris.sumner@slc.ac.uk
Job Title:	Head of Management Information Systems		
Name:	Craig Ferguson	Email:	craig.ferguson@slc.ac.uk
Job Title:	Head of Facilities		
Name:	Karen McFarlane	Email:	karen.mcfarlane@slc.ac.uk
Job Title:	Rural Academy Alternative Funding		
Name:	Natalie Black	Email:	natalie.black@slc.ac.uk
Job Title:	Finance Assistant		
Name:	Rahela Calin	Email:	rahela.calin@slc.ac.uk
Job Title:	Student President		

Appendix A – Legislation and National Guidance

UNRC
United Nations Convention on the Rights of the Child (Incorporation)(Scotland) Bill

Legislation defining certain offences against children
- Children and Young Persons (Scotland) Act 1937, section 12
- Prohibition of Female Genital Mutilation (Scotland) Act 2005
- Female Genital Mutilation (Protection and Guidance) (Scotland) Act 2020
- Sexual Offences (Scotland) Act 2009
- The Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005
- Human Trafficking and Exploitation (Scotland) Act 2005
- Civic Government (Scotland) Act 1982
- Children (Equal Protection from Assault) (Scotland) Act 2019

Legislation on managing adults who may pose a risk to children.
- Criminal Justice and Licensing (Scotland) Act 2010
- Domestic Abuse (Scotland) Act 2011
- Domestic Abuse (Scotland) Act 2018
- Protection from Abuse (Scotland) Act 2001
- Abusive Behaviour and Sexual Harm (Scotland) Act 2016

Legislation on criminal proceedings and witness supports
- Criminal Procedure (Scotland) Act 1995
- Victims and Witnesses (Scotland) Act 2014
- Age of Criminal Responsibility (Scotland) Act 2019
- Forensic Medical Services (Victims of Sexual Offences)

Additional Legislation
- Children (Scotland) Act 2020
- Children (Scotland) Act 1995
- Children's Hearings (Scotland) Act 2011
- Children and Young People (Scotland) Act 2014
- Counter Terrorism and Security Act 2015 (section 26)
- Disclosure (Scotland) Act 2020
- Mental Health (Care and treatment) (Scotland) Act 2003
- Anti-Social Behaviour (Scotland) Act 2004
- Adult Support and Protection (Scotland) Act 2007
- Adoption and Children (Scotland) Act 2007
- Equality Act 2010
- The Forced Marriage etc (Protection and Jurisdiction) (Scotland) Act 2011
- General Date Protection Regulation (GDPR)/Data Protection Act 2018

Emergency legislation under regular review
- Coronavirus (Scotland) Act 2020 – Guidance on looked after children and children's hearings provisions

Proposed legislation currently being considered by the Scottish Parliament
- Domestic Abuse (Protection) (Scotland) Bill

National Guidelines
- Protecting Children: A Shared Responsibility: A Guidance on Inter-agency Cooperation – Scottish Office, 1998
- It's everyone's job to make sure I'm alright' – Scottish Executive, November 2002
- Legislation outlined Annex C of 'Protecting Children and Young People Framework for Standards' – Scottish Executive, March 2004
- National Guidance for Child Protection Scotland 2021
- Getting it right for every child (GIRFEC) National Practice Model – 2022

Appendix B – College Policies and Procedures

College Policies and Procedures

- Bullying and Harassment Policy
- Confidentiality Policy
- Code of Conduct & Good Practice
- Data Protection – CCTV Policy
- Disclosure of Criminal Convictions Policy
- Freedom of Information Policy
- Gender-Based Violence Prevention & Support Policy
- Health and Safety Policy
- ICT Email & Internet Policy
- ICT Policy
- Learner Support Policy
- Physical Intervention Code of Conduct & Good Practice
- Recruitment and Selection Policy
- Student Code of Conduct
- Student Carer Policy & Support Plan
- Student Behaviour, Attendance and Punctuality Policy
- Staff Disciplinary Policy

Appendix C – Definition of Abuse and Safeguarding Situations

General Definition of Abuse [4]

Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children, young people and adults at risk may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use.

Categories of Abuse
The College recognises there are many types of abuse. These include:-

Physical Abuse
Physical abuse is the causing of physical harm to a child or young person or adult at risk. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

Emotional Abuse
Emotional abuse is persistent emotional ill treatment that has severe and persistent adverse effects on a child's emotional development. 'Persistent' means there is a continuous or intermittent pattern which has caused, or is likely to cause, significant harm. Emotional abuse is present to some extent in all types of ill treatment of a child, but it can also occur independently of other forms of abuse.

Neglect
Neglect consists of persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. There can also be single instances of neglectful behaviour that cause significant harm. Neglect can arise in the context of systemic stresses such as poverty and is an indicator of both support and protection needs. 'Persistent' means there is a pattern which may be continuous or intermittent which has caused or is likely to cause significant harm. However, single instances of neglectful behaviour by a person in a position of responsibility can be significantly harmful. Early signs of neglect indicate the need for support to prevent harm.

Child Sexual Abuse
Child sexual abuse (CSA) is an act that involves a child under 16 years of age in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.

Child Sexual Exploitation
Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a person under 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology. Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

Online Abuse
Online child abuse is any type of abuse that occurs in the digital environment and the internet, facilitated through technology and devices such as computers, tablets, mobile phones, gaming devices and other online-enabled devices.

Criminal Exploitation
Criminal exploitation refers to the action of an individual or group using an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity in exchange for something the victim needs or wants, or for financial or other advantage of the perpetrator or facilitator. Violence or the threat of violence may feature. The victim may have been criminally exploited, even if the activity appears

[4] National Guidance for Child Protection in Scotland 2021

consensual. Child criminal exploitation may involve physical contact and may also occur through the use of technology. It may involve gangs and organised criminal networks. Sale of illegal drugs may be a feature. Children and vulnerable adults may be exploited to move and store drugs and money. Coercion, intimidation, violence (including sexual violence) and weapons may be involved.

Female Genital Mutilation (FGM)
This extreme form of physical, sexual and emotional assault upon girls and women involves partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Such procedures are usually conducted on children and are a criminal offence in Scotland. FGM can be fatal and is associated with long-term physical and emotional harm.

Forced Marriage
A forced marriage is a marriage conducted without the full and free consent of both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual, and emotional abuse. Forced marriage is both a child protection and adult protection matter. Child protection processes will be considered up to the age of 18. Forced marriage may be a risk alongside other forms of so called 'honour-based' abuse (HBA). HBA includes practices used to control behaviour within families, communities, or other social groups, to protect perceived cultural and religious beliefs and/or 'honour'.

Child Trafficking
Child trafficking involves the recruitment, transportation, transfer, harbouring or receipt, exchange or transfer of control of a child under the age of 18 years for the purposes of exploitation. Transfer or movement can be within an area and does not have to be across borders. Examples of and reasons for trafficking can include sexual, criminal and financial exploitation, forced labour, removal of organs, illegal adoption, and forced or illegal marriage.

Recognition of Abuse
Staff, both teaching and support, because of their day-to-day contact with individuals, are well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of other causes, including bereavement, domestic violence or other changes in family circumstances, or drug, alcohol or solvent misuse. Sometimes, however, they may be due to child abuse.

For example, the following may be noticeable:

- Bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the marks of a hand, lacerations, bite marks or burns.
- Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger, poor hygiene.
- Possible indicators of emotional abuse, such as excessive dependence, attention seeking, self-harming.
- Possible indicators of sexual abuse – physical signs such as bruises, scratches or bite marks, or behavioural such as precocity, withdrawal or inappropriate sexual behaviour.

Other possible signs are:

- Withdrawn behaviour.
- Agitated or anxious behaviour.
- Student being isolated by other students.
- Student isolating him/herself from fellow students.
- Inappropriate/improper dress.
- Unkempt, unwashed, smelly.
- Overly anxious to please.
- Bruising and minor injuries.
- Frequent absences for admission to hospital.
- Atypical incidence of absence from college.
- Sudden changes in behaviour, eg secretiveness.
- Atypical aggressive, acting-out behaviour.
- Precocious sexual behaviour.

Any of the above may be accompanied by marked deterioration in performance or increased absenteeism – both of which can in themselves be indicators of abuse. No list of symptoms can be exhaustive. Also, alternative medical, psychological or social explanations may exist for the signs and symptoms described.

Gender-based Violence (GBV)
For the purpose of this policy, we use the Scottish Government's definition of gender-based violence. Gender-based violence describes a range of behaviours that includes: intimidation, harassment, online abuse, intimate image sharing, domestic abuse, physical and emotional abuse, stalking, sexual assault and murder. The term also includes commercial sexual exploitation and so-called 'honour based' violence, including, female genital mutilation, forced marriages and 'honour' crimes. [5]

GBV is a function of gender inequality. It takes the form of actions that result in physical, sexual, and psychological harm or suffering to women and girls, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. It is men who predominantly carry out such violence, and women who are predominantly the victims of such violence. By referring to violence as 'gender based' this definition highlights the need to understand violence within the context of women's and girl's subordinate status in society. Such violence cannot be understood, therefore, in isolation from the norms, social structure and gender roles within the community, which greatly influence women's vulnerability to violence.[6]

Although gender-based violence affects more women and girls, it also impacts men and boys, and those in the LGBTQ+ community. We recognise that gender-based violence is an issue across all of society and we are fully committed to ensuring our campus is safe for everyone. In addition, the College seeks to provide a caring and timely response to those who have been impacted by gender-based violence. In everything that we do, the College will consistently send out a strong message that gender-based violence has no place in our college community or wider society.

These can include, but are not limited to:

- Physical, sexual and psychological violence (for example physical assault and sexual assault, coercive control etc.)
- Unwanted and unwelcome, sexual or gender-based verbal, written, online and/or physical conduct.
- Sexual harassment and intimidation at college, work and in the public areas
- Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health and safety of any other person.
- Discrimination, as defined as actions that deprive other members of the community of educational or employment access, benefits or opportunities on the basis of gender.
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another.
- Bullying, defined as repeated and/or severe aggressive behaviour likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally.
- Violence between those in an intimate relationship (this includes romantic relationships, dating, domestic, and/or relationship violence). Intimate relationship violence is a pattern of abusive behaviour in any relationship that is used by one partner to gain or maintain power and control over intimate partners. Intimate partner violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person.
- Stalking, defined as a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear of their safety or the safety of others e.g. unwanted gifts, sms messages, through social media.
- Dowry related violence – Dowry includes gifts, money, goods or property given from the bride's family to the groom or in-laws before, during or any time after the marriage. Dowry is a response to explicit or implicit demands or expectations of the groom or his family.
- Forced and Child Marriages – Forced marriage is when a person faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. made to feel like they are bringing shame on their family).
- Honour crimes involve physical, emotional, psychological, financial and sexual abuse, including murder, committed by people who want to defend the reputation of their family or community.
- FGM (Female Genital Mutilation), also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia.

Signs that indicate someone may have been impacted by gender-based violence. These can include, but are not limited to:

- There may be obvious effects of physical violence e.g. bruising
- Explanations for injuries/incidents that occur that are 'explained away' by the victim

[5] https://www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/

[6] Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls

- Poor attendance or presenteeism
- Changes in behaviour
- Interruptions at college, e.g. repeated upsetting calls/texts/emails
- May cry or be very anxious
- Uncharacteristic distraction, problems with concentration
- Depression/suicidal ideation
- Fear of partner/references to anger
- Expresses fear about leaving children home alone with partner
- Appears to be isolated from friends and family
- Needing regular time off for 'appointments'

It is important not to make assumptions as some of the above indicators may be indicative of other concerns unrelated to abuse. The context within which they occur is therefore an important consideration.

For further information and support, visit the College's designated webpage for Preventing Gender-Based Violence.

Prevention of Radicalisation
As of July 2015, the Counter-Terrorism and Security Act 2015 placed a new duty on education providers. Under section 26 of the Act, colleges are required, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty.

In Scotland, this duty is met through Prevent Multi-Agency Panels (PMAP). The term 'Prevent Multi-Agency Panels' (or 'PMAP') refers to the local authority led support and the duty as set out in section 36 of the CTSA 2015. This is separate and distinct from police-led Prevent case management. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions. The PMAP process forms a key part of Prevent. The process adopts a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism. There is no fixed profile of a terrorist, so there is no defined threshold to determine whether an individual is at risk of being drawn into terrorism.

It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

Possible signs of radicalisation include:
- The individual's views become increasingly extreme regarding another section of society or government policy
- The individual becomes increasingly intolerant of more moderate views
- The individual expresses a desire/intent to take part in or support extremist activity
- They are observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual may change their appearance, their health may suffer (including mental health), and they may become more isolated from family, friends, peers or social groups.

Mental Health and Wellbeing
The College has an important role to play in supporting the mental health and wellbeing of students and staff.

Mental health problems can, in some cases, be an indicator that a person has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff should also be aware that mental health problems can, in some cases, be an indicator that someone has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACE's), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. Staff, however, are well placed to observe on a day-to-day basis and identify those whose behaviour suggests that they may be experiencing a mental health concern or be at risk of developing one. Immediate action should be taken in response to any mental health concerns and a referral made to a College Safeguarder. Action should also be taken where there is a safeguarding concern already present, through reporting the concern to Student

Services staff in the Student Advice Centre or in serious circumstances the Safeguarding Lead / Depute Safeguarding Lead as with any other safeguarding concern.

The College has a number of staff trained in Mental Health First Aid and ASIST (Applied Suicide Intervention Skills Training) providing immediate help and support to those who need it.

For help and support at the College during office hours telephone: 01355 807780 (ask for Student Services or an ASIST trained member of staff) or email student.support@slc.ac.uk. For staff specific support contact Human Resources by emailing humanresources@slc.ac.uk

Students and staff experiencing issues with mental health and/or be in crisis can be supported to contact their GP or emergency services as well as information and advice on external specialist support agencies. This includes concerns with health and psychological difficulties, anxiety, depression, self harm, or suicide ideation.

For information and support, contact Student Services by emailing student.support@slc.ac.uk. Visit the College's designated webpage for Mental Health and Wellbeing. To find out more about the support available at the College, use the links below:

- Student Mental Health and Wellbeing - Supported Pathways to Wellness
- Student Mental Health Agreement 2020/2022
- Student Support Pocket Guide
- Student Mental Health Strategy

Appendix D – Safeguarding Procedures

INTRODUCTION
The purpose of these safeguarding procedures is to ensure that concerns about the welfare of children, young people and adults at risk in the College are dealt with sensitively, effectively and efficiently.

They will provide step-by-step guidance on how to respond to a concern.

South Lanarkshire College will ensure that every member of staff:

- Reads and understands the Safeguarding Policy and Procedures that include the mandatory reporting duty of all child protection and safeguarding concerns.
- Knows the names of the Safeguarding Lead / Depute Safeguarding Lead and wider Safeguarding Team.
- Will undergo mandatory safeguarding training as part of the staff induction process and through refresher training. The training will cover:
    - Their personal responsibility/Staff code of conduct/teaching standards.
    - Understand the definitions of all forms of abuse, physical abuse, emotional abuse, sexual abuse and neglect etc.
    - The need to be vigilant in identifying cases of abuse at the earliest opportunity.
    - How to support and respond to a child, young person or adults at risk who discloses significant harm (either actual or likely).
    - Prevent referral process.
    - Their understanding of professional boundaries and what constitutes inappropriate behaviour.
- Knows their duty linked to unsafe practices, regarding young people or adult at risk, by a colleague.
- Undertakes appropriate discussion with parents and carers.
- Monitor internet usage in classrooms and knows how to recognise and respond to inappropriate internet use.
- Respects and adheres to the South Lanarkshire College Code of Conduct.

The Safeguarding Lead / Depute Safeguarding Lead will disclose any information about a learner to other members of staff on a need-to-know basis.

All staff should be able to reassure individuals that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by not reporting any form of abuse and/or neglect. Nor should they ever be made to feel ashamed for making a report.

All staff should be aware that young people and vulnerable adults may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to their Safeguarding Lead / Depute Safeguarding Lead if they have concerns about a young person or adult at risk as it is also important that staff determine how best to build trusted relationships with young people and vulnerable adults which facilitate communication.

Concerns may arise because:

- Abuse is disclosed;
- There are suspicions or indicators that a child, young person or adult at risk is being abused;
- There are observable changes in behaviour that may relate to abuse;
- A young person may abuse or radicalise another young person;
- The behaviour of a member of staff towards a young person causes concern or there is suspicion that a staff member or volunteer is harming a child/young person/adult at risk.

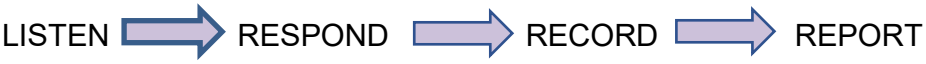
These procedures apply to everyone in the College.

The procedures are mandatory. Child protection is the responsibility of every adult. The publication It's everyone's job to make sure I'm alright Scottish Executive, 2002 and subsequent updated guidelines published in 2017 It's still everyone job to make sure I'm alright emphasises the need for all of us to take responsibility in order to protect children and young people.

HOW TO RESPOND IF SOMEONE DISCLOSES ABUSE, GBV OR RADICALISATION

All staff are expected to do the following:

LISTEN carefully and remain calm; do not express shock or embarrassment.
DO NOT guarantee confidentiality and be clear that you will act sensitively and explain what will happen next.
GIVE REASSURANCE that you are taking the information seriously.
DO NOT ask leading questions.
DO NOT examine any physical injuries.
DO NOT attempt to investigate the allegations yourself.
NEVER JUDGE even if the allegation is against a colleague.
RECORD what was said, also note the date, time and place that the conversation took place.



All staff must follow College procedures for recording and storing sensitive information.

If an allegation is brought to your attention as a member of staff, you should:

- Be honest and transparent in relation to your professional responsibilities, for example, make it clear that you may have to share any information with others.
- Allow the child/young person/adult at risk to speak without interruption.
- Listen to what the child/young person/adult at risk says and show that you take them seriously.
- Consult/inform the Safeguarding Lead/Depute Safeguarding Lead ensuring that you communicate all the information accurately.
- Stay calm – do not rush into inappropriate action.
- Reassure the child/young person/adult at risk – confirm that you know how difficult it must be to confide.
- Ensure that you clearly understand what the child/young person/adult at risk has said – so that you can refer.

In all cases, go straight to the Safeguarding Lead / Depute Safeguarding Lead.

ALLEGATIONS AGAINST STAFF
A student may make an allegation against a member of staff. If an allegation is made, the member of staff receiving the allegation will immediately inform the Safeguarding Lead / Depute Safeguarding Lead.

Whenever an allegation against any member of staff is received by the Safeguarding Lead, advice should be sought from Head of Human Resources and the Principal's Office.

If the allegation involves the Safeguarding Lead the matter should be reported to the Principal (Senior Safeguarding Manager in Charge) and Head of Human Resources.

If the allegation is against the Principal, the concerns must be reported to the Clerk to the Board of Management, and the Safeguarding Lead.

The Safeguarding Lead should be alerted to all cases in which it is alleged that a person has:

- Behaved in a way that has harmed, or may have harmed a child, young person or adult at risk.
- Possibly committed a criminal offence against or related to a child, young person or adult at risk.
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, young people or adults at risk.

This applies to paid employees, volunteers, casual/agency staff and self-employed workers who will have contact with children, young people and adults at risk as a part of their role.

The Safeguarding Lead ensures that all allegations or concerns about professionals or adults working or volunteering with children are recorded appropriately, monitored and progressed in a timely and confidential way.

The Safeguarding Lead is involved from the initial phase of the allegation through to the conclusion of the case.

The Safeguarding Lead provides advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

Any allegations or concerns must be reported to the Safeguarding Lead / Depute Safeguarding Lead within 24 hours (or one working day) of it coming to notice.

Low level concerns should always be undertaken in consultation with the Safeguarding Lead / Depute Safeguarding Lead. The consultation process allows for concerns to be evaluated objectively and to ascertain whether similar concerns may have been raised but not met the threshold for investigation.

CONTACT WITH PUPILS IN PARTNER SCHOOLS / ON OUTREACH

It is normal practice that school pupils will be taught in discrete groups and where this is not the case a risk assessment will be undertaken.

If you are working in a school at the time the allegation of abuse is made, the school's child protection procedures should be followed, and you should advise the Safeguarding Lead that you have filed a report with the School's Child Protection Practioner.

If you are working in College or in a College outreach base, the College Safeguarding Procedures should be followed.

RECORDING INFORMATION

Complete appropriate Safeguarding Reporting Forms within acceptable timescales (see example proforma at Appendix G) which can also be found in the Documents section of the Staff Portal).

Observe standard guidelines for holding sensitive information in accordance with current legislation.

All recorded information must be handled sensitively. All conventions of confidentiality must be adhered to at all times.

Storage and access of information will be managed by the Safeguarding Lead. Records will be retained for a period of three years.

REFERRING INFORMATION TO RELEVANT AGENCIES

External referrals for example to Police Scotland or Social Work would normally be made by either the Safeguarding Lead / Depute Safeguarding Lead or a member of the wider Safeguarding Team. If the staff member suspects that the child, young person or adult at risk is in immediate danger, they will contact the Police straightaway by dialling 999. All incidents and actions will be reported to the Safeguarding Lead / Depute Safeguarding Lead in a timely manner

In line with the requirements of the PVG (Scotland) Act 2007, if the College is made aware of criteria for referral being met or previously having been met before the PVG Act came into force, the Safeguarding Lead or Head of Human Resources will make a referral to Disclosure Scotland.

CONFIDENTIALITY

In accordance with current legislation, the welfare of the child, young person or adult at risk is paramount.

Only a restricted number of people within the institution should have access to information that involves child protection and safeguarding issues.

Information should be shared on a 'need to know' basis in accordance with current legislation and Codes of Practice.

Data Protection Act (DPA) 2018 controls how personal information is used by organisations, businesses or the government and is the UK's implementation of the General Data Protection Regulation (GDPR).

The DPA (2018) does not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children, young people or adults at risk. This falls under a common law duty of care where the College deem the circumstances to be in the public interest necessary to protect students and staff.

When deciding whether information needs to be shared with staff within the setting or with other agencies, staff should take account of the following principles, bearing in mind that the most important consideration is whether sharing information is likely to support the safeguarding and protection of a child, young person or adult at risk:

- Necessary and Proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure
- Recorded

Staff should consider when they share information, how and how much they share, and where possible they should be transparent about the fact that they're sharing. It is important to acknowledge that sharing of all information that could be regarded big or small is essential for the protection of the child, young person or adult at risk.

Although the process for deciding whether to share information is the same within and outside the setting, in terms of proportionality and the need to know, sharing information with practitioners from other agencies needs to be documented. It is reasonable for staff to discuss day-to-day concerns about students with colleagues in order to ensure that general needs are met in college. However, staff should report all child protection and safeguarding concerns to the Safeguarding Lead. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

The Safeguarding Lead / Depute Safeguarding Lead will normally obtain consent from the student/or parents to share sensitive information within the College or with outside agencies. Where there is good reason to do so, the Safeguarding Lead / Depute Safeguarding Lead may share information without consent, and will record the reason for not obtaining consent. If any member of staff receives a request from a student / parent to see child protection / safeguarding records, they will refer the request to the Data Proetection Officer. Every effort will be made to prevent unauthorised access to sensitive information.

ONLINE SAFETY / REMOTE LEARNING

Staff and students commonly use electronic equipment including mobile phones, tablets and computers daily to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat, TikTok and Instagram. Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- Contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying;
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The College's online IT Acceptable Use Policy explains how we try to keep students and staff safe in college and protect and educate learners in the safe use of technology. The College has appropriate filters and monitoring systems in place to protect children from potentially harmful online material. We will complete an annual review of our online safety policy which will be supported by an annual risk assessment. This will consider and evaluate any emerging risks our students face when participating in online activity.

Cyberbullying and sexting by learners will be treated as seriously as any other type of bullying and will be managed through the Attendance, Behaviour and Punctuality Policy, Student Code of Conduct and the GBV Prevention and Support Policy.

It is essential that information is shared with parents and carers which outlines how online learning is being delivered. This should include explicit details of sites that will be accessed, staff that pupils will interact with, and how this is being monitored. There must also be robust strategic oversight to ensure that monitoring systems are effective, and that staff are able to identify and report concerns.

HOW TO KEEP PEOPLE INFORMED AND INVOLVED IN THE PROCESS

In accordance with the principles of current legislation, the views of the child/young person/adult at risk will be taken into account when considering risk, adversity and protective factors. Cultural sensitivity and competence is necessary in considering the family reference point

All students will be provided with information on the College's safguarding procedures during induction and in appropriate college publications.

The Safeguarding Lead / Depute Safeguarding Lead will keep the child/young person/adult at risk informed while the matter is within the jurisdiction of the College.

The Safeguarding Lead / Depute Safeguarding Lead will take account of the views of the child/young person/adult at risk involved in the process.

SUPPORT AND STAFF DEVELOPMENT

The College will provide initial, on-going and appropriate training to all staff members on the Safeguarding policy and associated procedures.

The College will support staff by providing an opportunity to talk through any concerns with the Safeguarding Lead / Depute Safeguarding Lead and offer reasonable appropriate support from external agencies if requested.

The College will offer support to the wider College Safeguarding Team if requested.

Appendix E – Safeguarding Flowchart

In the College there are a number of key groups of staff who are likely to receive a safeguarding disclosure.

Those in key roles may include:

- Student Support Services, Health and Wellbeing
- Academic Staff
- Reception and Library Staff
- Student Association Officers
- Facilities Staff
- Human Resources Staff

There are also a number of mechanisms in place for staff and students to make a safeguarding / GBV / mental health and wellbeing disclosure which include:

- Report and Support
- Student support email – student.support@slc.ac.uk
- Staff support email – humanresources@slc.ac.uk
- Academic guidance meeting
- Staff support meeting
- Tell Us @ SLC
- Student Advice Centre

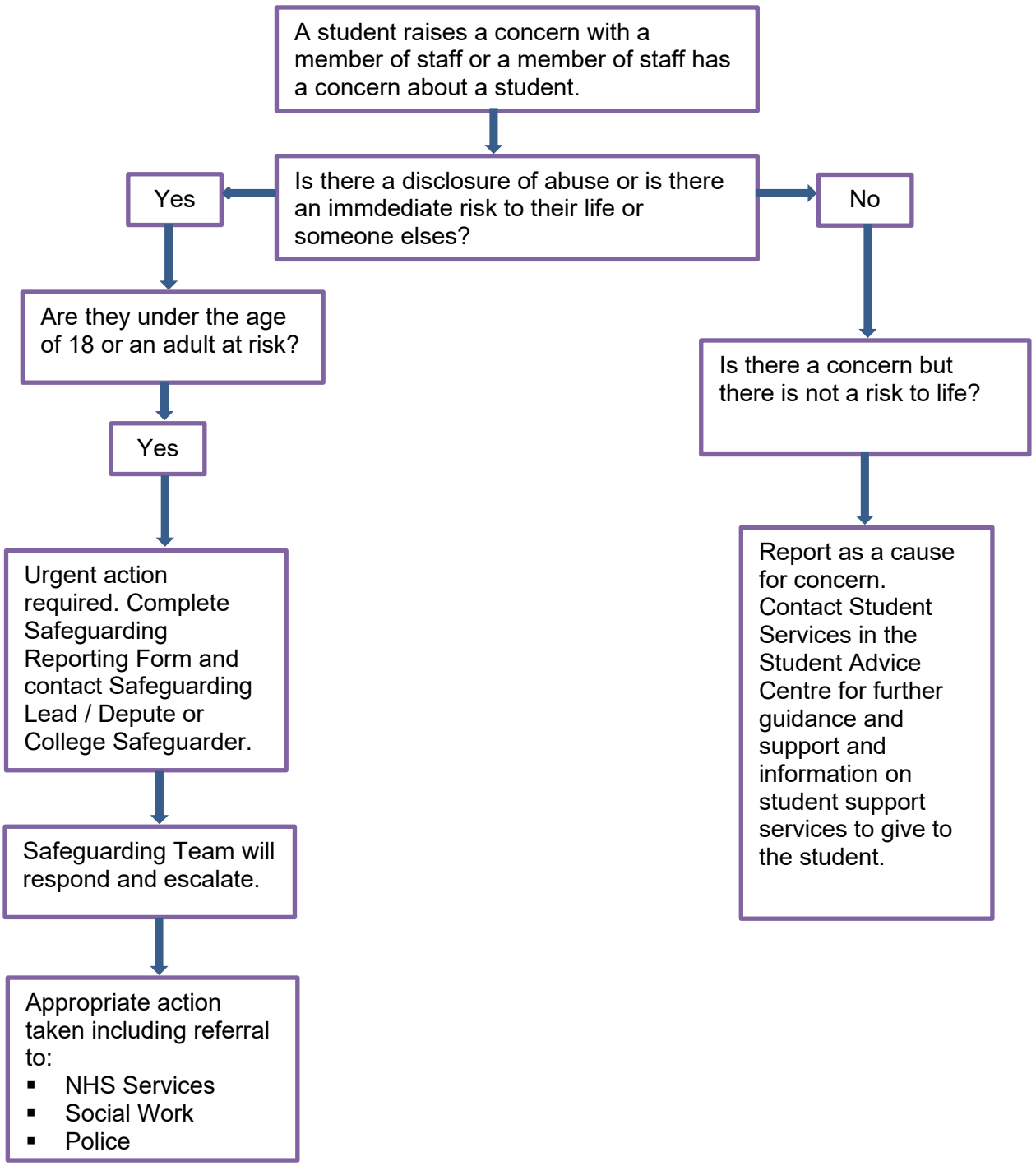
Once a disclosure is made, and the member of staff has collated the appropriate information (Safeguarding Reporting Forms – Appendix G) this will be then passed to the Safeguarding Lead / Depute Safeguarding Lead for further investigation and action. In most cases, when a disclosure is made this will be passed directly to the Safeguarding Lead / Depute Safeguarding to take forward.

College Safeguarders include:

- Principal & Chief Executive (Senior Safeguarding Officer)
- Head of Student Services (Safeguarding Lead)
- Curriculum Manager for Support for Learning (Depute Safeguarding Lead)
- Depute Head of Student Services
- Safeguarding, Health and Wellbeing Manager
- Curriculum Manager for each curriculum team
- Head of Human Resources
- Head of Facilities
- Head of MIS
- Student President (Student Association)
- Designated safeguarder for each of the following functional areas: Finance, Alternative Funding

College Safeguarders do not respond in isolation and will work collaboratively when responding to safeguarding disclosures. We will take a holistic, trauma informed approach to ensure the College responds effectively in the most appropriate way to fully support the individual.

The following flowchart provides the key elements of the safeguarding response pathway.



References

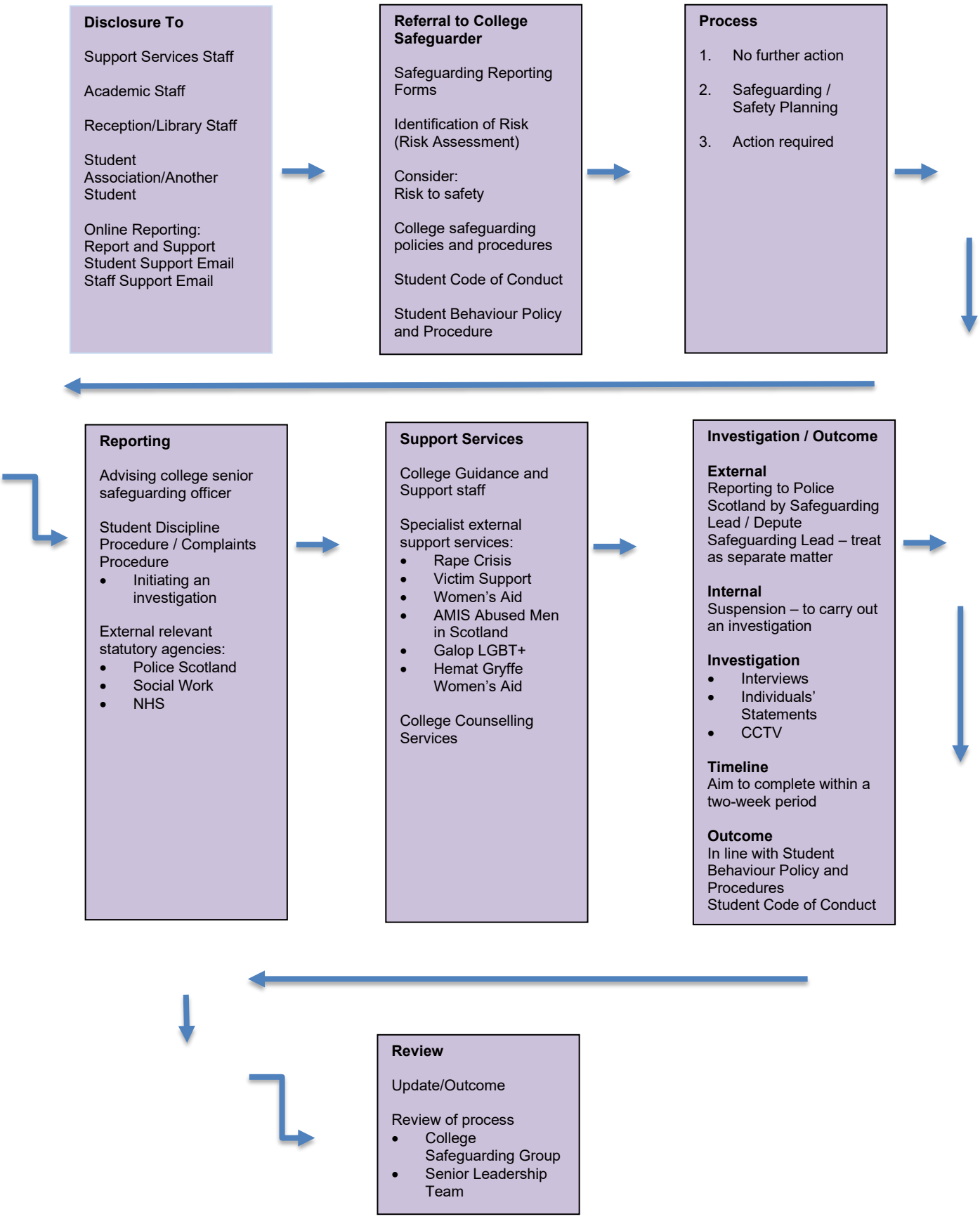
- Examples of abuse – Physical, Emotional, Financial, Sexual and Neglect.
- Risk to life – When someones has a sucide plan or is in the process of ending their life.
- Risk to life by threatening violence

A Protected Adult is defined as someone over the age of 16 and,

- is unable to safeguard themselves, their property, rights or other interests, and is at risk of harm, and
- because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than others who are not so affected.

Appendix F – Gender-Based Violence (GBV) Flowchart

The following flowchart provides the key elements of the GBV response pathway.



Appendix G – Safeguarding Reporting Forms

Remember to maintain strict confidentiality and store this form securely.

Section A: Reporter's Name and Information

Your Name	
Your Position	
Office Location	
Phone Number	
Email Address	
What is your reason for completing this form? *Select one option below.*	
Concerns about a student	☐ *Now complete Section B*
Disclosure from a student	☐ *Now complete Section C*
Concerns about someone responsible for students	☐ *Now complete Section D*

Section B: Concerns for or about a student

Student's Name		
Student's Date of Birth		
Student's Reference Number		
Student's Contact Number		
Name of School (if applicable)		
Is the student a child, a vulnerable adult or neither?	A child	☐
	A vulnerable adult	☐
	Neither	☐
Your Concerns (Include as much relevant detail as possible including reasons for concern, name(s) of person(s) involved, dates and times, any discussion that has taken place.)		
Please now pass the form to the Safeguarding Lead		

Section C: Disclosure from a student

Student's Name		
Student's Date of Birth		
Student's Reference Number		
Student's Contact Number		
Name of School (if applicable)		
Is the student a child, a vulnerable adult or neither?	A child	☐
	A vulnerable adult	☐
	Neither	☐
Date and time of disclosure		
What did the student tell you? Record exactly what the student said in their own words and any questions you asked if the situation needed clarified. Continue on separate sheet if necessary.		
Provide any additional relevant information. Examples may include changes in the student's behaviour, any observations prior to the disclosure etc.		
Please now pass the form to the Safeguarding Lead		

Section D: Concerns about someone responsible for students

Person of Concern's Name	
Person of Concern's Position	
Your Concerns (Include as much relevant detail as possible including reasons for concern, name(s) of person(s) involved, dates and times, any discussion that has taken place.)	
Please now pass the form to the Safeguarding Lead	

Section E: Safeguarding Lead

Safeguarding Lead's Name		
Consultation Undertaken		
Decision Made	No further action	☐
	Continued monitoring	☐
	Formal referral	☐
Rationale for Decision		
Formal Referral Details Include details of which agency has been informed, including name and contact number where possible.		
Formal Referral Date		
Senior Management Liaison Include details of which member of Senior Management has been made aware of the situation, any discussions that took place and the date the exchanges took place.		
Safeguarding Lead's Signature		
Date of Reporting Form Closure		

South Lanarkshire College
East Kilbride

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	09 May 2023
TITLE OF REPORT:	Fitness to Study Policy and Procedure
REFERENCE	Agenda Item 12
AUTHOR AND CONTACT DETAILS	Stella McManus Stella.mcmanus@slc.ac.uk
PURPOSE:	To ask members to recommend to the Board of Management the approval of the Fitness to Study Policy and Procedure
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: • note and question the new Fitness to Study Policy and associated procedures; • recommend that the new Fitness to Study Policy and associated procedures is referred to the Board for approval.
RISK	• That despite the College going beyond its statutory duty of care to learners and staff, a learner with significant barriers to learning may be a risk to learners and staff at the College.
RELEVANT STRATEGIC AIM:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The College has a moral and statutory duty to promote the health and welfare of those receiving education and training at the College. • There has been an increase in the number of students presenting with significant complex barriers to learning which has had considerable impact on other learners and staff at the College. • This policy, and associated procedure, is intended to support learners to continue with their studies and/or provide the opportunity for them to pause attendance at College until they are more able to engage effectively in their course. • This procedure is intended for use where the behaviour, disruption or risk presented by the learner is perceived to be of a serious or potentially serious nature and is not a matter which should be dealt with under the Code of Student Conduct or any other College process.

1. INTRODUCTION

1.1 This paper outlines the purpose of the new Fitness to Study Policy and the associated procedures.

2. PURPOSE AND AIM

2.1 South Lanarkshire College is committed to providing a safe and supportive learning environment for all and complies fully with legislation and national guidance to ensure the safety of staff and students, whilst widening access and promoting inclusiveness and diversity. The College recognises that it has a moral and statutory duty to promote the health and welfare of those receiving education and training through the College.

2.2 This policy and associated procedures sets out how the College will respond when a learner is either in significant distress, has a medical condition which results in health and safety concerns or exhibits behaviours which may impact adversely on their personal wellbeing.

2.3 This policy, and associated procedure, is intended to support learners to continue with their studies and/or provide the opportunity for them to pause attendance at College until they are more able to engage effectively in their course. There has been an increase in learners at the College with significant barriers to learning where the start date of their course should have been deferred or medical leave taken in order for them so ensure that they can achieve their qualification.

3. USE OF THE FITNESS TO STUDY PROCEDURE

3.1 This procedure is intended for use where the behaviour, disruption or risk presented by the learner is perceived to be of a serious or potentially serious nature and is not a matter which should be dealt with under the Code of Student Conduct or any other College process.

3.2 This will include situations where a learner appears unaware of the consequences of their behaviour, as a consequence of a medical condition, on others. This includes causing disruption or distress, and/or where concerns exist about the safety of the learner or of others including staff and visitors at the College.

3.3 The College will seek to protect the interests of the learner while considering the needs of other learners, staff and visitors to the College campus.

5 RISK

5.1 That despite the College going beyond its statutory duty of care to learners and staff, a learner with significant barriers to learning may be a risk to learners and staff at the College.

6 EQUALITIES

6.1 During the application of this policy and procedures the College will seek to ensure that no learners with protected characteristics or from areas of multiple deprivation or have diagnosed conditions will not be disadvantaged in any way.

7 RECOMMENDATIONS

7.1 Members are asked to:

- note and question the new Fitness to Study Policy and associated procedures;
- recommend that the new Fitness to Study Policy and associated procedures is referred to the Board for approval.

South Lanarkshire College
East Kilbride

FITNESS TO STUDY POLICY AND PROCEDURES

Document Information

Procedure Published/Created:	April 2023
Reviewed Date:	April 2023
Owner:	Head of Student Services
Approved by:	SLT CQD Committee Board of Management
Equality Impact Assessment:	April 2023
Next Review Date:	April 2024

Version History

Version Number	Date	Author	Rationale
1.0	April 2023		

Quick Links

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

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

To find out more about FREDIE click **HERE**
To find out more about our Vision, Mission and Values click **HERE**

Need help with accessibility? Click **HERE** to view our accessibility pages.

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1. PURPOSE AND AIM

South Lanarkshire College is committed to providing a safe and supportive learning environment for all and complies fully with legislation and national guidance to ensure the safety of staff and students, whilst widening access and promoting inclusiveness and diversity. The College recognises that it has a moral and statutory duty to promote the health and welfare of those receiving education and training through the College.

South Lanarkshire College seeks to create an inclusive environment which enables all students to engage positively with their learning. Part of that inclusive learning environment requires the College to provide for the health, safety and wellbeing of all learners. Fitness to Study, as a term, encompasses the ability of a learner to engage positively with studying and not to have an adverse impact on other learners and/or staff.

This policy and associated procedures sets out how the College will respond when a learner is either in significant distress, has a medical condition which results in health and safety concerns or exhibits behaviours which may impact adversely on their personal wellbeing.

This procedure is intended to support learners to continue with their studies and/or provide the opportunity for them to pause attendance at College until they are more able to engage effectively in their course.

2. USE OF THE FITNESS TO STUDY PROCEDURE

This procedure is intended for use where the behaviour, disruption or risk presented by the learner is perceived to be of a serious or potentially-serious nature and is not a matter which should be dealt with under the Code of Student Behaviour. This will include situations where a learner appears unaware of the consequences of their behaviour, as a consequence of a medical condition, on others. This includes causing disruption or distress, and/or where concerns exist about the safety of the learner or of others.

The College will seek to protect the interests of the learner while considering the needs of other learners, staff and visitors to the College campus.

In the first instance consideration should be given as to how Student Support services could be deployed in order to maintain active engagement by the learner in their studies.

3. INVOKING FITNESS TO STUDY PROCEDURES

Fitness to Study procedures should be used, when:

- There is a concern that suggests that the behaviours or disruptions demonstrated poses a serious risk of harm to the learner, other learners, staff visitors to the College.
- If previous reports of concerns have resulted to offers of welfare and wellbeing support but the learner does not respond by engaging and concerning behaviours continue or escalate.
- When medical or health conditions prevents the learner from participating actively in learning, deemed essential to their learning.
- If there is reason to believe that behaviours are due to a mental health condition.
- If the Fitness to Study Procedure has been previously used, but behaviours concerns have returned or continue to escalate.
- If a learner has engaged with the College or external counselling services and a risk assessment indicates a serious risk of harm to self or others that cannot be adequately supported and managed through internal support frameworks and the learner does not willingly engage with external support.

4. PROCEDURES

Once there is a concern on the continuation of a learner's fitness to study, a case will be presented by the by the College Safeguarding team addressing the full context of the concern, and a decision will be taken on whether to proceed with a formal procedure by conducting a Fitness to Study Meeting.

The purpose of the meeting is:

- To ensure the learner is aware of the concerns.
- To enable the views of the learner to be heard and considered.
- To consider any relevant medical evidence.
- To agree an action plan to manage risks or bring about changes in unacceptable behaviour.
- To explore possible alternative attendance modes to allow for a learner to recuperate.
- To explain possible outcomes if serious concerns remain.

At any point in the procedure the College may require to consider suspending a learner where there are serious concerns about the health, safety and wellbeing of the learner or those around them, or serious disruption to the College activities.

5. INITIAL ACTIONS

Where practicable the initial stages of intervention should be through the normal College procedures with regard to attendance and performance concerns, as doubts about a learner's fitness to study may not yet have been identified. This is most likely in cases where health issues have not been disclosed to the College before joining or a new health issue which has arisen since enrolment is causing problems that have not yet been disclosed to the College

6. STAGE ONE: INFORMAL

Once concerns have been raised about a learner's fitness to study, the Curriculum Manager will meet with them and explain that concerns about their fitness to study have been raised. The learner will be made aware of the precise nature of the concern. The Curriculum Manager, supported by the Safeguarding Team will attempt to resolve the matter by informal discussions with the learner.

The learner should be encouraged to explain their situation and views on the matter and will be encouraged to use one or more of the support services offered by the College if appropriate, such as:

- A referral may be made to an external organisation such as a healthcare professional if this is deemed appropriate.
- The Curriculum Manager should consider with the learner whether any specific academic arrangements or other types of support could be applied to help them study more effectively.
- The meeting outcomes will be logged on the learner's Personal Learning Support Plans.
- The Curriculum Manager, will, where appropriate, contact the learner's parents/carers if they are aged 16-18 and ensure that they are fully aware of the concerns raised and any actions arising from the meeting.
- A review period will be set of no more than 2 College weeks from the date of the meeting.

Depending on the concerns raised the Curriculum Manager, they may choose to follow the process above and review or move immediately to stage 2 as detailed below.

7. STAGE TWO: FITNESS TO STUDY CONCERN

If the issues raised are of sufficient concern, or if informal actions have not resulted in the improvement needed, the Curriculum Manager, will agree a Learning Contract which seeks to enable the student to continue with their studies. This contract will be recorded formally on the learner's Personal Learning Support Plans (PLSP) and will contain:

- Details of the concerns around the learner's fitness to study
- Current actions by the college, learner, parents/carers, healthcare professionals or other relevant bodies in relation to the current fitness to study concerns
- A timescale for review and resolution. This should normally be no more than 4 College weeks from the date of the meeting.

Additional interim meetings may also be scheduled to monitor the situation and progress made by the learner. The Curriculum Manager, and other relevant College staff should help the learner access the support available to them to enable them to continue with their studies as agreed. The expectation is, however, that the learner will take personal responsibility and engage positively with the support plan put in place by all parties.

If the concerns have not been addressed and support has not been sought, or sufficient progress has not been made the case will move to the next stage of the process.

8. STAGE THREE: FITNESS TO STUDY REVIEW

If concerns remain despite previous stages of intervention, a review panel meeting will be held to determine the next course of action. Attendees at this meeting will be:

- An Associate Principal , - Chair
- A Curriculum Manager from another area
- Any external organisations where support is provided to the to the learner – Only if agreed by the Chair)

The purpose of the review panel is to assess the learner's fitness to study in the context of their current study programme and decide on the next course of action in the best interest of all parties. The College may seek additional information in the form of assessments from medical professionals or other relevant bodies where appropriate. The learner and learner's parents/carers may be invited to attend the meeting should this be deem necessary by the Chair.

The outcomes of the meeting will be communicated to the learner and parents/carers. These are (but not limited to):

- No further action required
- To recommend specific further academic or pastoral support arrangements are put in place to assist with on-going support at College
- To implement a revised study programme for the learner
- A suspension or an agreed break in learning with a resumption or restart of their programme at an appropriate point in the future
- Withdrawal of College place

9. RIGHT OF APPEAL

The learner may appeal against the outcomes of the Fitness to Study Review. A letter or email setting out the grounds of appeal should be addressed to complaints@slc.ac.uk to be received within 10 days of the date on which the panel outcomes were made.

The procedure of an appeal will be the same as that set out under the Complaints Policy and Procedure.

APPENDIX A – REQUIREMENT FOR MEDICAL ASSESSMENT

An outcome of either the Fitness to Study Meeting or the Fitness to Study Action Plan Review may be a requirement for the learner to seek medical assessment to enable the College to address the learner's difficulties in the most effective manner possible and make an accurate assessment of risk.

The medical assessment may be used to determine:

- The nature and extent of any medical condition from which the learner may be suffering.
- Their prognosis.
- The extent to which it may affect his/her fitness to study and manage the demands of learner life.
- Any impact it may have or risk it may pose to others.
- Whether any additional steps should be taken by our College in light of the medical condition, to enable the learner to study effectively.
- Whether the learner will be receiving any on-going medical treatment or support.

Medical evidence/assessment submitted should be from a recognised health professional who has sufficient knowledge of the nature and extent of the learner's medical situation and the concerns that led to intermission/suspension, to be able to make an informed statement of the learner's fitness to study.

The learner will be asked to authorise full disclosure to the Safeguarding Team of the results of any assessment. The College recognises that any such information disclosed will constitute "sensitive data" for the purposes of the GDPR will be handled, processed and stored in-line with the Data Protection Policy GDPR.

Should the learner decline to undertake a medical assessment, the College may either continue this procedure based on the information available to it.

South Lanarkshire College
East Kilbride

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	9 May 2023
TITLE OF REPORT	Developing the Young Workforce (DYW)
REFERENCE	Agenda Item 13
AUTHOR AND CONTACT DETAILS	Myra Sisi 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 recommended: • to note the contents of this report which include updates on all senior phase activity being offered at the college; • consider and note the student achievement update; • consider and note the performance indicators across all pathways; • note the feedback from promotional events and • note the impact of these events on planned activity for session 2023/2024
RISK	• GradU8 provision; failure to recruit to target in August 2023 could impact negatively on the College Credit target.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• Achievement has improved across all pathways. • Senior Phase Independent Options still offered to St Ninian's High school next academic session. • The College will continue to infill small numbers of pupils from East Renfrewshire Council next session. • The College will continue to engage with schools to showcase SLC as a viable next step in the pupil journey. • The College will continue to engage our Developing the Young Workforce (DYW) stakeholders. • Foundation Apprenticeship (FA) activity has generated £194, 976 of additional income this academic session. • Delivery of the FA in Creative and Digital Media achieved its credit target of 218 credits.

1. INTRODUCTION

1.1 This paper provides an update on the retention and achievement of pupils within the four senior phase pathways and provides an update on plans for senior phase delivery for next academic session.

2 PATHWAY ONE: SENIOR PHASE GRADU8 PROGRAMME 2022/2023

2.1 GradU8 programmes are delivered in partnership with South Lanarkshire Council.

2.2 Table 1: GradU8 Programmes

Gradu8 Framework	2021/2022			2022/2023		
	Enrolled	Retention	Achievement	Enrolled	Retention	Achievement
Beauty Therapy	29	55%	41%	27	97%	82%
Construction	93	89%	68%	27	89%	85%
Early Years & Childcare	52	90%	67%	35	83%	83%
Hair & Barbering	32	72%	53%	36	88%	88%
Health & Social Care	29	93%	68%	26	100%	79%
Hospitality	27	93%	82%	16	93%	87%
Beauty Therapy & Make-up Artistry	-	-	-	25	92%	76%
Uniformed Services				44	86%	82%
GradU8 Total	**262**	**83%**	**70%**	**236**	**94%**	**83%**

2.3 Retention and achievement within all frameworks have improved from the previous year. This has resulted in an overall 13% improvement in the GradU8 student achievement.

2.4 Student progression continues to be a priority within the college and all students who achieve the GradU8 programme receive an offer to progress to their next level of study. Pupils who choose not to remain in College receive guidance and support by DYW council teams to either return to school or move into employment.

2.5 Gradu8 students wishing to progress have been interviewed and offered places across the range of subject areas outlined above.

2.6 Table 2: 2023/2024 Planned GradU8 Programmes

Graduate Programme	Planned Enrolments 2023/2024
Beauty Therapy	36
Construction	28
Creative & Digital Media	36
Early Years & Childcare	36
Hairdressing & Barbering	36
Health & Social Care	36
Hospitality	24
Uniformed Services	54
Personal and Social Development	24
GradU8 Total	**310**

2.7 Following discussions with South Lanarkshire Council which considered labour market demand and progression pathways, the above GradU8 allocations are planned for session 2023/2024. These plans include the reintroduction of a Creative and Digital Media programme and the introduction of a new Personal and Social Development course. The proposed numbers indicate an increase of 74 pupils within the GradU8 programme.

3 PATHWAY TWO: SENIOR PHASE INDEPENDENT OPTIONS

3.1 Senior phase independent options are open to both South Lanarkshire and East Renfrewshire pupils. Due to demand these are currently delivered within East Renfrewshire Council only. There are two models of delivery; bespoke programmes delivered within school or infill into a current college course.

3.2 *Table 3: East Renfrewshire College Infill Enrolments and Achievement*

East Renfrewshire enrolments (in college)	2021/2022			2022/2023		
	Enrolled	Retention	Actual Achievement	Enrolled	Retention	Projected Achievement
HNC Business Studies	1	100%	100%	n/a	n/a	n/a
HNC Police Studies	3	67%	67%	3	33%	33%
Total	**4**	**84%**	**84%**	**3**	**33%**	**33%**

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 offer a range of provision across curriculum areas. In 23/24 the College expects a maximum of 3 infill students into HNC Police studies. The option of infilling students into HNC Business has been removed due to the lack of demand.

3.4 Table 4: In School Delivery (St Ninian's High School) Enrolments

East Renfrewshire In school delivery	2021/2022			2022/2023		
	Enrolled	Retention	Achievement	Enrolled	Retention	Achievement
Creative Nails	19	95%	84%	15	100%	100%
Playworker Year 1	22	82%	73%	14	100%	100%
Playworker Year 2	12	100%	100%	15	100%	100%
HIV/First Aid	14	100%	93%	9	100%	100%
Total	**67**	**95%**	**90%**	**53**	**100%**	**100%**

3.5 Pupil retention has remained high across all programmes at 100% and overall achievement is 100%. Year 2 Playworker has 100% achievement for the second consecutive year. We have continued to work with East Renfrewshire partners to gauge demand for courses for next session. The same range of programmes will be offered to St Ninians's High School next academic session.

4 PATHWAY 3: WINTER AND SUMMER LEAVERS PROGRAMMES

4.1 Winter leaver programmes are delivered to pupils across South Lanarkshire who are intending to leave school in December 2022. Pupils attend college 3 days per week and programmes offer a progression pathway to a full time January course.

4.2 Table 5: Winter and Summer Leavers Programme

Winter/Summer Leavers	2021/2022			2022/2023		
	Enrolled	Retention	Actual Achievement	Enrolled	Retention	Actual Achievement
Construction Winter	27	82%	82%	13	100%	77%
Construction Summer	n/a	n/a	n/a	14	100%	June 23
Beauty Winter	16	44%	37%	n/a	n/a	n/a
Beauty Summer	19	79%	63%	13	92%	June 23
Total	**62**	**68%**	**61%**	**40**	**97%**	**%**

4.3 The Creative Industry (Winter Leaver) programme did not recruit in session 2022/2023 however, it is hoped that this course will be reintroduced next session.

4.4 Two Summer Leavers programmes in construction and beauty therapy were requested by South Lanarkshire Council. A total of 27 students enrolled across both programmes which ran from January to June. All students are currently on track to successfully complete.

5 PATHWAY FOUR SENIOR PHASE FOUNDATION APPRENTICESHIPS (FA)

5.1 Foundation Apprenticeships are delivered in conjunction with South Lanarkshire Council and Skills Development Scotland and are open to pupils across the South Lanarkshire region. The College has established strong partnership links with South Lanarkshire Council and local employers to provide high quality work experience for our students.

5.2 Table 6: Foundation Apprenticeships Programmes

Foundation Apprenticeships Frameworks	2021/2022			2022/2023		
	Enrolled	Retention	Actual Achievement	Enrolled	Retention	Projected Achievement
Business Skills 1 Year programme				13	100%	100%
Business Skills Year 2 of 2 Year Programme	14	93%	79%	3	100%	100%
Creative & Digital Media Year 1 of 2 Year Programme	14	93%	77%	17	100%	100%
Creative & Digital Media Year 2 of 2 Year Programme	0			10	100%	100%
Children & Young People 1 Year Programme	27	96%	86%	13	77%	69%
Children & Young People Year 1 of 2 Year Programme	40	85%	85%	27	89%	74%
Children & Young People Year 2 of 2 Year Programme	29	79%	76%	25	96%	92%
Social Services & Health Care 1 Year Programme	14	93%	86%	12	100%	100%
Social Services & Health Care Year 1 of 2 Year Programme	20	85%	85%	16	81%	81%
Social Services & Health Care Year 2 of 2 Year Programme	11	82%	82%	9	100%	100%
FA Total	**169**	**87%**	**76%**	**145**	**94%**	**92%**

5.3 The College participated in the review of Foundation Apprenticeship (FA) programmes commissioned by the Scottish Government following an HMIe report and stakeholders' consultation. A summary of the of the report will be provided following publication.

5.4 Foundation Apprenticeship Framework Groups have established a community of practice which include Curriculum Managers and South Lanarkshire Council FA leads who meet regularly to review student progress, work experience, and identify barriers to learning. The work of these Framework Groups has been instrumental in ensuring continued student attainment and success.

5.5 Planned activity for session 2023/2024 will be at a similar level to this year. Two new frameworks will be offered in Accounting and Software & System Support. This will extend the breadth of the FA offer open to young people across Lanarkshire.

5.6 The Scottish Funding Council confirmed that no ring-fenced credit funding will be available for FAs in 2023/24 and that future FA activity will be funded through the College's core funding allocation. However, the sector is still expected to meet the Scottish Government FA target number of places.

5.7 Our current contract with South Lanarkshire Council has generated £194, 976 of additional income for this academic session. In addition, the College has also met its FA credit target of 218 this year.

6 SCHOOL MARKETING EVENTS

6.1 Table 7: Promotional Events Update

DATE	LOCATION	EVENT
6 March 2023	College	Employer and school event to promote Hairdressing MAs
7 March 2023	College	Employer and school event to promote all FA Framework
21 March 2023	College (teams)	Presentation of all college courses to Pupil Support teachers.
28 March 2023	College	Step into the Future. Employer and school event to promote the green economy and sustainable economies

6.2 The College team has attended a range of school events within both South Lanarkshire and East Renfrewshire council areas. Some highlights include supporting a Careers Fayre at Cathkin High School in March. This was the first time the school had carried out such an event and it was a huge success welcoming pupils, parents, and carers into the school.

6.3 The College hosted a Celebration of Success event for Foundation Apprenticeship students in April with over 100 students in attendance along with a range of guests which included parents, carers, employers, and stakeholder representatives. All students received a certificate of achievement presented by the Principal.

6.4 A dedicated open evening supported by New College Lanarkshire colleagues (who were promoting their FA in Engineering) and the South Lanarkshire Council team was held to support the recruitment of all the Foundation Apprenticeship frameworks. A total of 70 pupils attended this event.

6.5 The College will continue to work closely with schools and council partners to ensure all pathway programmes are promoted and to pupils, schools, parents, carers, and employers.

7 RISK

7.1 Failure to recruit across school programmes in August 2023 could have a negative impact on the College Credit target.

8 EQUALITIES

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

9 RECOMMENDATIONS

9.1 Members are recommended:

- 9.1.1 to note the contents of this report which include updates on all senior phase activity being offered at the college;
- 9.1.2 consider and note the student achievement update;
- 9.1.3 consider and note the performance indicators across all pathways;
- 9.1.4 note the feedback from promotional events and
- 9.1.5 note the impact of these events on planned activity for session 2023/2024

CURRICULUM, QUALITY AND DEVELOPMENT (CQD) COMMITTEE

DATE:	9 May 2023
TITLE OF REPORT:	Marketing and Communications update
REFERENCE	Agenda Item 14
AUTHOR AND CONTACT DETAILS	Rose Harkness, Head of Student Services Rose.Harkness@slc.ac.uk
PURPOSE:	To provide members with a summary of marketing, communications, events and student recruitment activities which have taken place over the past three months.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • note the contents of this paper; • the success of recent open events; • the Community Open Day date on 26 August 2023; and • the increase in applications year on year.
RISKS	• Negative press on the back of potential College sector strike action • Negative press on the back of former Principal and Clerk dismissals • Not achieving recruitment targets
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• This report highlights the work of the Marketing Team over the past three months. The Marketing and Communications Manager, Scott Coutts has now left the College to undertake a new role in higher education. • There has been an increase in applications for August start courses, with much campaign activity having taken place. • The 2023 course guide was launched, and the brand roll out was completed. • The College continues to focus on positive news stories to help improve the reputation of the College after the past 18 months.

1. INTRODUCTION

1.1 This report outlines the work of the Marketing and Communications Team since the February 2023 Committee.

1.2 The past three months have included a period of handover, transition and change within the Marketing and Communications Team. The Marketing and Communications Manager has now moved on to a new role.

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

2 REPORT HIGHLIGHTS

2.1 Over 250 attendees at the "Big College Open Week" events in March 2023,
2.2 An increase in applications by 181 year on year.
2.3 Launch of the 2023 course guide booklet.
2.4 The roll out and finalisation of the new brand.

3 RECRUITMENT AND APPLICATIONS

3.1 Part-Time courses launched for applications on 15 February 2023, with Full-Time applications launching on 30 January 2023.

3.2 The College has received 2,802 applications to date for courses starting in August 2023, which is a 3.5% in comparison to the previous year. (2802 v 2621)

3.3 This is split between Full Time (FT) and Part Time (PT) as follows:

- 2284 FT (↑ 20 YoY)
- 518 PT (↑ 161 YoY)

3.4 It is worth noting that an increasing yearly comparison for part-time courses may be attributed to the new range of shorter courses the College is offering for 2023-24.

3.5 Significant improvements have been undertaken in recent months relating to course content, "keep warm" messages, promotional activities/ campaigns, and direct communications. This, along with further customer service improvements, systems enhancements and curriculum intent are all factors which are actively being looked at in order for the College to meet the needs of its stakeholders and achieve targets going forward.

3.6 Recruitment remains a top priority within the Marketing Team to minimise the risk of not achieving recruitment targets in future years. Significant improvements have been made to key areas including the launch of the new website, campaigns, and customer journey over the past 12 months, with further improvements scheduled as part of the College and Marketing enhancement plans.

3.7 The following promotional activities remain in place to continue to drive applications and subsequent enrolments:

3.7..1 Facebook paid ads on courses requiring an application boost;
3.7..2 Sponsorship of the Capital Radio Breakfast show;
3.7..3 Billboard advertising in East Kilbride (continuous);
3.7..4 3-month paid digital media campaign (until 27 May); and

3.7..5 Direct comms to Schools, Skills Development Scotland (SDS) Careers Advisors and Job Centre Plus (continuous)

4 CAMPAIGNS

4.1 The following campaign plans have taken place in the past 3 months to support recruitment and brand awareness:

4.1..1 billboard advertising in East Kilbride;
4.1..2 3-month digital media campaign;
4.1..3 direct communications with Skills Development Scotland (SDS) Careers advisors, schools, Developing the Young Workforce (DYW) and Job Centre Plus (JCP);
4.1..4 course booklets (mini prospectus) designed for use offline and at events;
4.1..5 Sky Adsmart TV advert (4 weeks in February);
4.1..6 “Ivan” which is a digital marketing van, which attended key schools and postcodes in East Kilbride and Hamilton;
4.1..7 open evenings;
4.1..8 online and offline press (Glasgow Live, East Kilbride News, the Herald and the Scotsman)
4.1..9 door drop to 30,000 houses in East Kilbride;
4.1..10 capital Radio (4 weeks January and February);
4.1..11 banners around campus and East Kilbride;
4.1..12 focus/ banner on homepage of website; and
4.1..13 linking in with the National #ChooseCollege campaign, which is a sector wide college awareness campaign.

4.2 The next main campaign period will be Clearing in August and plans are being put in place for this activity.

5 EVENTS

5.1 Since the last Board report in February 2023 there have been four major events:

5.1..1 “Step into Future” Careers event which attracted over 30 employers and over 100 visitors on 8 March;
5.1..2 Foundation Apprenticeship Open Evening on 28 March 2023 which attracted 78 school students and parents/ guardians to find out more about FA programmes;
5.1..3 August start courses Open Evening on 30 March 2023 which attracted 175 attendees to learn about opportunities at SLC, tour the campus and speak to staff and students;
5.1..4 The Foundation Apprenticeship celebration on 18 April 2023, which saw FA students, their teachers, placement employers, parents and carers join South Lanarkshire Council and the College to celebrate their end of course completion.

5.2 The table below shows future planned events. Future planned events include:

5.3 Table 1: Future Events

EVENT DATE	TARGET MARKET	PURPOSE
Tuesday 13 June 4-7pm	School leavers, influencers, those looking to upskill, retrain and community members	To showcase the campus and facilities and promote courses
Thursday 10 August 10am – 2pm	Those who have received exam results, their parents/ guardians and those looking at Clearing options	Clearing and to support questions from applicants. Please note this will be an information event
Saturday 26 August 10am until 2pm	Community open day	To showcase the college and build stakeholder relations.

5.4 A Short Life Working Group has been set up to support the Community Open Day in August 2023 which is being led by Marketing.

6 DIGITAL AND WEBSITE IMPROVEMENTS

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

6.1..1 change to GA4 from Google Analytics. This project has now been finalised and the team are now using GA4 for tracking data ahead of the changeover worldwide in July 2023;

6.1..2 SEO work is being undertaken internally to enhance meta (SEO) data on all pages on our website. This includes research, reporting and input of key words to ensure the website appears as high up the search rankings as possible;

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

6.1..4 the launch of the SLC Tik Tok channel has also taken place in 2023 and the College is continuing to utilise this platform more often to help to ensure the target market is reached using engaging video content. Note all security advice regarding Tik Tok is being followed.

7 BRAND ROLL OUT

7.1 A brand roll out is in progress with all on and offline materials around the campus being updated.

8 GRADUATION

8.1 Work has commenced on the 2023 Graduation ceremony being held at Hamilton Town House on Tuesday 24 October. This will be held over one day only with a final decision to be made on the number of ceremonies, based on numbers of potential graduating students.

9 STAKEHOLDER ENGAGEMENT

9.1 The Step into Future Jobs allowed for key engagement on campus with elected members, partner organisations and local employers.

9.2 The latest stakeholder newsletter was circulated at the end of March to all College stakeholders highlighting good news stories, a welcome from the Chair, key updates and how we can support the community. The next Stakeholder comms is due to be circulated at the end of April 2023 as a welcome from our new Principal, Stella McManus.

9.3 The Community Open Day in August will act as a key Stakeholder Engagement Event

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 can contribute to this newsletter.

11 IN THE PRESS

11.1 A priority for the marketing and communications team over the next three months is to generate as many positive news stories and case studies as possible, to help enhance the reputation of SLC after a challenging 18 months of negative press activity.

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

- New principal and chief executive appointed by board of South Lanarkshire College
- South Lanarkshire College event showcases Future Jobs with visit from local MSP
- South Lanarkshire College lecturer and student snap up prestigious awards in their respective fields
- South Lanarkshire student wins Slate Apprentice of the Year 2023
- Ukrainian student who fled war-torn homeland enjoys success at Lanarkshire college

11.3 There have been two instances of negative press over the past 3-month period:

- College boss who co-wrote stinging whistle-blowing letter is now appointed its new principal
- Assessors strip South Lanarkshire College of top-ranking Investors in People hallmark

12 SOCIAL MEDIA

12.1 Social media engagement continues to remain positive and highlights in include Facebook, Instagram and You Tube. A full break down of figures can be found in Annex 1.

13 AWARDS

13.1 Plans are underway for entering the College Development Network Awards, which has a deadline of 30 June 2023.

14 WEBSITE ANALYTICS

14.1 Due to staffing changes within the Marketing and Communications Team, confirmed data for website analytics cannot currently be provided. These figures will be included in the next committee report.

15 NATIONAL CAMPAIGNS

15.1 The following national campaigns were supported by the College with a range of content over the past few months:

15.1..1 13 – 18 February 2023: #LoveScotlandsColleges week, which achieved over 6 million impressions on social media over the week, has helped support brand awareness and good news stories of Scotland's Colleges. This is 26% up from the 2022 campaign.

15.1..2 6 – 10 March 2023: Scottish Apprenticeship week. A range of video, good news stories and case studies were published to showcase apprenticeships.

15.1..3 27 – 31 March 2023: Big College Open Week. This was the inaugural event planned for Colleges across Scotland where Colleges hosted open events during the same week. Our FA Open Evening and August start courses Open Evenings were hosted during this week.

15.2 The following National campaigns are currently being planned to take place across the sector:

15.2..1 1 until 30 June 2023 and 5 until 25 August 2023 : #ChooseCollege National campaign.

15.2..2 8 August 2023: #NoWrongPath / Clearing

16 MISCELLANEOUS

16.1 A new bank of photography took place in March to supplement on and offline campaigns. The team were involved in both the ES visit and Principal appointment interviews in March 2023.

17 KEY PRIORITIES

17.1 Some key priorities over the next 3 months include:

17.1..1 promotion of the College brand and courses to drive applications to August 2023 start courses;
17.1..2 enhance internal and external comms to get across good news stories to stakeholders after a period of negative publicity;
17.1..3 launch the College's first bespoke commercial brochure;
17.1..4 refinement and understanding in need for printed materials post Covid (e.g. prospectus);
17.1..5 better quality open evenings, which include tasters, to showcase the College;
17.1..6 continued engagement with curriculum teams; and
17.1..7 digital improvements on SEO and analytics tracking.

18 RISK

18.1 Applications for courses not meeting target for August start courses.
18.2 Negative press on the back of dismissals.
18.3 Negative press on the back of potential Industrial Action.

19 EQUALITIES

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

20 RECOMMENDATIONS

20.1 Members are recommended to note:

- The success of recent open events
- The Community Open Day date of 26 August
- The increase in applications year on year.

ANNEX 1: SOCIAL MEDIA ENGAGEMENT FIGURES

The social media statistics are comparison figures to the last quarter.

- *04/11/22 - 14/02/23 compared to 14/02/23 - 25/04/23*

Facebook

Page Reach **= ↑ 29.4%**
The number of people who saw any content from or about your Pages. Content includes posts, ads, feed stories, mentions of your Pages, as well as other content or information on your Pages

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Post clicks = ↑ 49.1%
The number of clicks anywhere in your posts that did not generate a feed story. Includes clicks on links, photos, videos, and other clicks

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Post organic reach = **↑ 94.3%**
The number of people who saw your posts, without paid promotion

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Instagram

Organic and paid profile reach = **↑ 91.2%**
The total number of unique users that have seen at least one of your organic or boosted posts, or ads. Repeat views and views across different types of posts (photo, video, or carousel) by the same person are only counted as a single view

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New followers = **↑ 109%** (232 new followers since February 2023)
The number of new followers gained per day in the selected date range, without paid promotion

---

Organic post engagement = **↑ 87.7%**
The number of likes, comments, and saves received by all your photo, video, carousel, and reel posts

---

Twitter

Post impressions = **↓ 15.6%**
The number of times people saw your tweets

Post engagement rate = **↑ 9.6%**
The average engagement rate for all your tweets, calculated as the sum of engagement rates for each tweet divided by the number of tweets. The engagement rate for a tweet is calculated as the number of times people interacted (clicked, retweeted, replied, followed, and liked) with your organic and promoted tweets divided by the number of times people saw your organic tweets.

Youtube

Views = ↑ **167%**
Total video views on channel

Watch time = ↑ **106%**
Estimated total hours of viewing time of your content from your audience

TIK TOK

New for 2023

Follows = 163

Likes = 516

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	9 May 2023
TITLE OF REPORT	Complaints Handling
REFERENCE	Agenda Item 15
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide members with an update on 2022/2023 Quarter 3 (1 February 2023 to 30 April 2023) complaints and the progress of the 2021/2022 Annual Complaints Handling Report Action Plan.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • note the contents of this report which include updates on all complaints received by the College in the Quarter 3 reporting period and Annual Complaints Handling Report Action Plan; • consider and note that all complaints received by the College are logged with the Scottish Public Service Ombudsman; and • consider and note that all complaints are investigated and resolved within the required time.
RISK	• That the College does not deal with complaints within the time required by the Scottish Public Services Ombudsman (SSPO procedures) resulting in a poor experience for our learners and stakeholders.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The number of complaints received within the 2022/2023 three quarters show a downward trend from the same reporting period in the previous year. • All complaints received have been resolved within the required timeframe. • The College complies with SPSO governance. • Actions within the 2021/2022 Annual Complaints Handling Report have been completed.

1 INTRODUCTION

1.1 This paper provides a summary of the 2022/2023 Quarter 3 complaints received, the outcome of the complaint, the lessons learned from the complaint and the progress of the 2021/2022 Annual Complaints Handling Action Plan.

2 GOVERNANCE

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

3 QUARTER 3 COMPLAINTS UPDATE

3.1 Within Quarter 3 four complaints were received. All complaints were investigated and resolved at Stage 1 within the required period. This is a decrease from 2021/2022 Quarter 3 when 8 complaints were received. Lessons learned were recorded within the Complaints Handling System.

3.2 *Table 1 Complaints Received, Outcome and Lessons Learned*

Complaint Category	Quarter 3 Complaints	Outcome	Lessons Learned
Customer Care	2	1 Partially upheld 1 Not upheld	• Student to be more involved in the decision-making process relating to reasonable adjustments. • Improve communication with the course team regarding risk assessment and the agreed adjustments. • Raise awareness with staff the impact how students may feel when difficult issues are being discussed.
Applications to Progression	0		
Course Related	1	Not upheld	
Services	1	Partially upheld	• Improve communication with student
Facilities	0		
Other	0		

4 2021/2022 PROGRESS OF ANNUAL COMPLAINTS HANDLING ACTION PLAN

4.1 All actions within the 2021/2022 Annual Complaints Handling Report Action Plan have been completed.

4.2 *Table 2: Complaints Handling Report Plan*

Action	Target Date	Progress
Publish the Annual Complaints Handling Report on Website	February 2023	Completed
Present the lessons learned from the Annual Complaints Handling Report to SLT	March 2022	Completed
Interim AP Business to attend Faculty and Departmental meetings to raise awareness of complaints handling procedure	January to April 2022	Completed
Publicise the Complaints Handling Procedure more widely to students	March to April 2022	Completed
Discuss arrangements with Depute Principal for succession planning for complaints handling	January 2022	Completed

5 RISK

5.1 That the College does not deal with complaints within the time required by the Scottish Public Services Ombudsman (SSPO procedures) resulting in a poor experience for our learners and stakeholders.

6 EQUALITIES

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

7 RECOMMENDATIONS

7.1 Members are recommended to note the contents of this report which include updates on all complaints received by the College in Quarter 3 reporting period and Annual Complaints Handling Report Action Plan.

7.1.1 consider and note that all complaints received by the college are logged with the Scottish Public Service Ombudsman.

7.1.2 consider and note that all complaints are investigated and resolved within the required time.

7.1.3 Consider and note that all actions within the 2021/2022 Annual Complaints Handling Report have been completed.