

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

NOTICE

There will be a meeting of the Learning, Teaching and Student Experience committee on 4 November at 1730 hours on Teams and in the Boardroom at South Lanarkshire College

AGENDA

Agenda Item		Paper	Lead
01	Apologies for Absence	No	VA
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items	No	VA
03	Minutes of Previous Meeting	Yes	JG
04	Matters Arising from the Previous Meeting	No	JG
	Matters for Discussion		
05	Student Association Report	Yes	CB
06	Learning and Teaching Update	Yes	AP
07	Quality Update	Yes	LD
08	Acceptable Engagement Policy	Yes	WM
	Matters for Approval		
09	Complaints Annual Report	Yes	WM
10	Social Media Policy	Yes	RH
	Matters for Information		
11	Developing the Young Workforce Update	Yes	MS
12	Marketing and Communications Update	Yes	RH
13	Complaints Quarterly Report	Yes	WM
17	Any Other Business	No	JG
19	Summation of Actions and Date of Next Meeting	No	VA

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

UNCONFIRMED LTSE MINUTES

LEARNING, TEACHING & STUDENT EXPERIENCE COMMITTEE

MINUTES

Learning, Teaching and Student Experience Committee on 28 August 2024 at 1730 hours via Microsoft Teams and in the Boardroom at South Lanarkshire College

Present

Jo Gill
Stella McManus
Douglas Morrison
Paul Brodie
Tarryn Robertson
Scott Gray
Scott Coutts (part)

In Attendance

Jack Whyte
Myra Sisi
Wilma MacLeod
Lisa Doonan
Rose Harkness

Peter Scott, Governance Professional
Vari Anderson, Minute Taker

AGENDA ITEM

01

Apologies for Absence
Catriona Blacker

02

Declaration of any potential Conflicts of Interest in relation to any Agenda items
None.

03

Minutes of Previous Meeting – 7 May 2024
Duly adopted.

04

Matters Arising from the Previous Meeting
Item 06 – The Committee were advised that the Audit and Risk Committee were notified of all possible risks to the College.
Item 08 – The Committee were advised that the first College Principal's Group is not scheduled until 11 September 2024.

Matters for Discussion

05

Student Association Report
The Committee heard from Jack Whyte, Vice President of the Students' Association, in the absence of Catriona Blacker.

The Committee considered and noted the terms of the report.

The Committee were advised that the Students' Association (SA) have completed the 2024/25 Operational Plan and Social Media Plan and are in the process of finalising the Students' Association Strategic Plan.

	<p>Due to the popularity of the SLCSA embroidered hoodies, these will be reintroduced this year with the price being maintained at £5 to help the SA's commitment to trying to tackle student poverty. The first delivery of the hoodies is expected prior to the Fresher's event which is scheduled from 9-11 September 2024.</p> <p>The Committee were advised that the Students' Association along with staff and students attended Glasgow's Pride March which was a large event and showcased the inclusiveness of the College. The SA were commended for their work on equalities.</p> <p>The Committee were advised that Catriona Blacker and Jack Whyte welcomed both staff and students returning to the building after the summer break. The Committee gave its thanks to both for showing their enthusiasm and commitment to the College already.</p>
06	<p>Learning and Teaching Update The Committee considered and noted the terms of the report.</p> <p>The Committee were advised that the College recorded an outturn of 44,313 credits (712 credits above our SFC target), which falls within the upper 2% tolerance threshold. The Committee gave thanks to Chris Sumner and his team for their hard work in relation to this.</p> <p>The Committee noted that overall retention remains high at 87% and stated given the current operating climate this is a phenomenal achievement.</p> <p>The Committee were advised that despite recruitment being generally good with an increase in applications, conversion is the key focus. It was noted that some areas have failed to recruit and there is concern surrounding apprenticeships. Currently, the College is down five class groups within Plumbing & Gas and Carpentry & Joinery which is significant both financially and reputationally. The Committee were reassured that action planning is in place and thanks were given to David Innes and his team. Further, the Committee were reassured that Skills Development Scotland are supportive of the College and will re-profile the contract if proof can be shown that an action plan is in place. The Committee questioned whether the curriculum offered is flexible enough and whether the College could lead the way with the introduction of courses such as timber framing. As an action point, Angela, Douglas and Scott Gray to schedule a meeting to discuss commercial courses. In relation to conversion rates, the Committee queried whether the College conducts a 'Decline Survey' to establish the reasons that students do not accept their placement. As an action point, Angela, Rose and Marie to schedule a meeting to discuss.</p>
07	<p>Quality Update The Committee considered and noted the terms of the report.</p>
08	<p>Education Scotland: Final Annual Engagement Report The terms of the letter and report were noted.</p> <p>The Committee gave thanks to all the staff involved in the Annual Engagement visit.</p>
09	<p>2022/23 Benchmarked Performance Indicators The Committee noted the terms of the report.</p>

	<p>The Committee noted that the College sits in third position at a national level for the FE FT provision delivered, given the volume of students and the comparative scale of the College, this is a significant achievement. The Committee stated that this is a remarkable achievement, and thanks were given to all teams involved.</p>
10	<p>Tertiary Quality Enhancement Framework (https://www.sfc.ac.uk/publications/sfc-guidance-on-qualityfor-colleges-and-universities-2024-25-to-2030-31/)</p> <p>The Committee were provided with an update in relation to the national changes being implemented by the Scottish Funding Council to quality assurance, enhancement and review process of Scotland's colleges and universities.</p> <p>The Committee noted that the six overarching principles has students at the heart with the majority of the principles requiring self-reflection and review of both curriculum activity and support services activity.</p> <p>The Committee were advised that the first review is due in November 2024 however there has been no templates or guidance provided by QAA. Angela and Lisa have been working closely to create a template based on the information that has been provided thus far. The Committee were concerned regarding the lack of information provided by QAA and advised that they would like assurance that QAA are responding appropriately.</p> <p>As an action point, AP to report progress with the TQE Framework to Board/Committee as appropriate</p>
	Matters for Information/Reserved Items
11	<p>Developing the Young Workforce Update The Committee noted the terms of the report.</p>
12	<p>Marketing and Communications Update The Committee noted the terms of the report.</p>
13	<p>Complaints Quarterly Report The Committee noted the terms of the report.</p> <p>It was noted that communications surrounding ASOS were strong which may be the reason for the decrease in complaints from the same reporting period last year.</p>
14	<p>Non-Board Members were asked to leave the room.</p> <p>Reserved Item: LTSE Business Planning The Committee were provided with a verbal update.</p> <p>The details cannot be published due to being of a commercially sensitive nature.</p>
15	<p>Reserved Item: The impact of industrial action The Committee were provided with a verbal update.</p> <p>The details cannot be published due to being of a commercially sensitive nature.</p>
16	Any Other Business

	<ul style="list-style-type: none"> • Celebration of Success – in order to celebrate all students' successes, it was suggested that the College Awards could be reintroduced.
17	<p>Terms of Reference The Committee considered the updated Terms of Reference. As an action point, the Governance Professional will update the wording to include the definition of Conflict of Interest.</p> <p>Thereafter, the terms were referred to the Board for approval.</p>
18	<p>Summation of Actions and Date of Next Meeting: The Clerk summarised the actions and decisions and the action points are noted below.</p> <ul style="list-style-type: none"> • Douglas, Angela and Scott Gray to meet regarding potential commercial courses. • Angela and Rose to meet with Marketing regarding 'Decline Survey' • Peter to update the Terms of Reference to include a definition of Conflict of Interest. • Angela to report progress with the TQE Framework to Board/Committee, as appropriate. <p>The next scheduled Committee meeting was set for 4 November 2024.</p>



South Lanarkshire College

Students' Association

Board Report

October 2024

YOUR COLLEGE
 **YOUR WAY**

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Student Engagement

The Student Association have had a busy few months from welcoming lecturers back on 9 August, followed by welcoming our students returning for the academic year 2024/25 on 26 August. The SA President and Vice President began class visits immediately as it was agreed this would be the best way to meet as many students as possible. To date there has been a total of 56 class visits at the time of this report. Feedback received to date has been overwhelmingly positive. The SA will continue with class visits, with a focus on organising more for the January start classes.

We hosted our Freshers' Event on Monday 9 September to Wednesday 11 September with the theme of making connections. The event was a fantastic success with students engaging with the SA stall, as well as all the different exhibitors who attended. In keeping with our vision of encouraging students to make connections we organised further events including a mental health event on World Mental Health Day and a Litter Picking event just after Freshers'. Both the SA President and Vice President were also delighted to be involved in planning for the STEM event on Wednesday 9 October, as well as being Student Ambassadors!

Student Elections have taken place, and we are delighted to welcome seven new Student Officers to the SA. We look forward to working with them to continue with our commitments for the year and to see what initiatives and activities they would like to introduce to the SA and the College.

It's going to be a busy year for the SA with lots of events and activities planned, with the next one being our Halloween Best Costume competition. We have already made a lot of connections with students in the last few months and can't wait to build on this throughout the rest of the academic year.

Freshers' Week



Monday 9 – Wednesday 11 September

Freshers was a brilliant experience for the Student Association to host and the students provided positive feedback on their experience of the week. Our theme for this year was Connections, with the SA President even building the Connect4 Photobooth themselves! The photobooth provided a great talking point and students really enjoyed having their photo taken with it. Other activities included our Norma the Gnome Scavenger Hunt with clues hidden around campus to help students familiarise themselves with the College, a Guess What's in the Box activity and a Guess How Many Sweets in the Jar game. We also had Prize Pong and plenty of freebies for students to enjoy. We would like to say a particular thank you to Aramark for donating juice and crisps for our students. We would also like to say thank you to Tunnocks, Black Rooster and Nando's for providing free products and vouchers, they were very much appreciated by our students.

There was a fantastic range of exhibitors invited on campus throughout the week including organisations such as Citizens Advice Bureau, Police Scotland, Covey Befriending, Capital Hair and Beauty, Nuffield Health Gym and many more. The stalls were constantly busy, and students were able to speak with a variety of organisations each day. The schedule for the three days is included below. We would like to thank all the organisations to taking time out of their busy schedules to come along and meet our students.

Freshers' Week wouldn't be the same without our popular SLCSA hoodies going on sale. As with previous years, the hoodies have been extremely popular with only 14 of them left to sell. The SA is grateful that we can continue to offer them as they provide warm, quality clothing at the affordable price of only £5! We decided to keep the same design as previous years but changed the colours to black, violet, pink and teal. Providing hoodies to our students helps us continue to tackle student poverty, which remains a real issue that many of our students are facing.

The SA were also keen to ensure our evening students felt included, so we arranged to keep some freebies, activities and hoodies available for both the Tuesday and Thursday evening classes. This was really appreciated by our evening students who came over and chatted to us at our stall in the Atrium. It was great to make a connection with these students so they know more about the SA and how to get in touch with us if they have any questions/concerns they would like to raise. Overall, the event was a great success, and we are already looking forward to planning for Refreshers' in January!

FRESHERS 2024/25

#StartingSLC

The Student Association and South Lanarkshire College are teaming up to bring you **FRESHERS 2024/25** filled with fun, games, and plenty of treats!

Join us for a day packed with activities like Connect 4, Norma the Gnome Scavenger Hunt, a twist on Beer Pong (without the beer!), Hangman, and more. There's even a Connect 4 Selfie Frame to capture all the memories! For a list of organisations attending our event, please see the schedule below.

Special thanks to Aramark for providing food, free snacks, and juices! and to Tunnocks for the delicious biscuits, Black Rooster for free food vouchers, and Nando's for their variety of sauces to giveaway.

Need a break? We've got you covered with a quiet chill-out spot in the library for those who want to unwind.

Date: Monday 9th - Wednesday 11th September

Time: 10am-1pm

Location: Entrance to College, and throughout the building

Don't miss out on the fun and the free goodies! We can't wait to meet you.

#StartingSLC | #OurSLC

SLC FRESHERS' EVENT SCHEDULE 2024

MONDAY 9TH SEPT	TUESDAY 10TH SEPT	WEDNESDAY 11TH SEPT
Calderglen Harriers (Running Club)	Agape Wellbeing Services	Dolan Aqua Centre
Fairtrade	Avon	Home Instead Home Care (Social Care Provider)
Fast Forward (Scottish Gambling Education Hub)	Biffa	Samaritans
Fool On (Performing Arts Mental Health Support)	Blood Donor Service	Victim Support South Lanarkshire
Kilbride Hospice	Capital Hair and Beauty	Salt Cave East Kilbride
LAMH (Lanarkshire Association for Mental Health)	GamCare (Gambling Support)	Papyrus (Prevention of Young Suicide)
MCR Pathways (Mentoring Programme)	BBV & Sexual Health Improvement	Right There (Homelessness Support)
Yoga - Allison Stanley	Home Energy Scotland	The Wee Campus - Digital Community for Care Experienced Students
Citizens Advice Bureau	Men Matter Scotland	Nuffield Health Gym
East Kilbride Credit Union	Skills Development Scotland	The Givitt (Addiction Outreach Support)
HIPPY (Youth Information Project)	Terrence Higgins Trust	Pure Gym
SLC Learning Hub	Women's Aid South Lanarkshire	SLC Learning Hub
Police Scotland	The Beacons (Addiction Recovery Hub)	SLC Hair & Beauty Salon
SLC Hair & Beauty	Covey Bedriending	Women's Aid South Lanarkshire





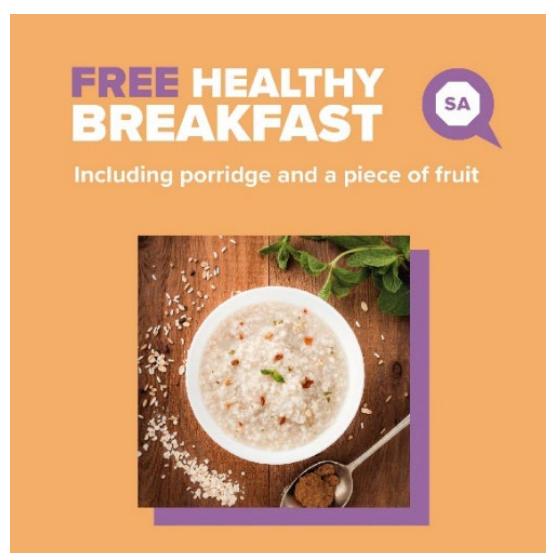
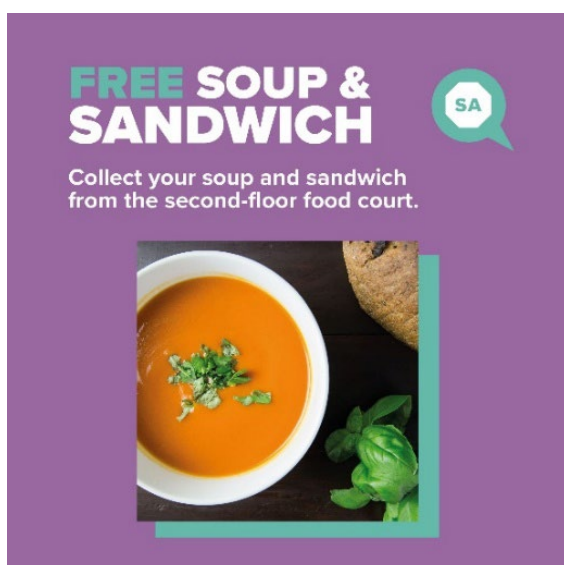
Free Soup & Sandwich/Free Breakfast

The ongoing cost of living crisis is still greatly impacting our students, and the Student Association is committed to helping them through this challenging time. We are very grateful to be able to continue to provide free healthy breakfasts and free soup and sandwich, with the financial support of the South Lanarkshire College Foundation, to our students. The SA looks forward to working with our new supplier Aramark to continue delivering this important initiative to our students on selected days each week.

We are also committed to continuing with our food larder for students as it has provided a lifeline to some of our students facing financial distress. They know they can access this much needed service by visiting the SA office whenever they need to. Located within the Student Association Office students can come in anytime and take whatever they need, including food and toiletries. In the larder, we also provide free stationary such as notebooks and binders.



Reminders of how to access both initiatives are shared across our social media channels, SA newsletter and on physical posters across campus.



Student Officer Elections

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

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

Student Mental Health Agreement (SMHA)

The College and Student Association have both committed to signing up for the Student Mental Health Agreement in 2024, with a view to undertaking a further 2-year plan on how to best support student mental health.

The Student Mental Health Agreement is an initiative by Think Positive with the focus being to improve and promote student mental health support across Scotland. A great deal of work has taken place over the last few years in partnership with Think Positive, with three key aims being the focus of the 2022-2024. We will review these key aims, and with the input of our student body, will agree on what our key aims will be for 2024 onwards.

Upcoming meetings are due to take place with Think Positive over the coming weeks to discuss next steps for driving this initiative forward.

STEM Event – Wednesday 9 October

The SA was delighted to take part in the annual STEM event at the College. Organised in partnership with DYW, we enjoyed being part of the weekly planning meetings to ensure the event was another great success. The event took place on 9 October and involved inviting over 150 pupils, 14 teachers, and 38 employers (including 82 delegates) on campus! The atmosphere in the building was fantastic and involved a huge cross-college effort.

Both the SA President and Vice President took part on the day as Student Ambassadors with duties involving organising the buses arriving during the morning, welcoming pupils, teachers and exhibitors, showing pupils and teachers around all the workshops and marketplace, before assisting them back to their school bus.

We would like to say a huge thank you to all our wonderful Student Ambassadors. We had over 20 student volunteers taking part in the event to ensure the pupils and teachers had a great time. Many of our student volunteers were from STEM subjects so they also had the chance to speak with the exhibitors, as well as tell pupils about what it's like to study STEM at SLC. The day wouldn't be able to go ahead without our student volunteers and they all did a great job! The feedback we have received from schools and exhibitors so far has been very positive with particular mention being made of receiving a warm welcome from SLC staff and Student Ambassadors. We will be arranging a thank you event for them where each student will receive a certificate from SLC and a voucher from DYW.

World Mental Health Day – Thursday 10 October

The SA hosted an informal chat session to highlight World Mental Health Day. Students were invited along to The Bistro over lunchtime for snacks and drinks. Our speaker, fellow student Ross, got the chat going with an introductory talk showing his passion for talking about mental health. There were various information and support leaflets with ideas on how to spot stress triggers and signs and ways to manage these. A member of the Guidance and Support team was also in attendance to highlight about the College's counselling and support services. Ice-breakers were a lot of fun and helped get everyone relaxed and in the mood for a chat.

To continue to support student mental health, the SA is organising a Monday Mindfulness Lunchtime Colouring Club running from 21 Oct until 16 Dec. Located in the Library Group Study Room, we will be providing a space for mindfulness and support. Activities will also be provided with wordsearches, word jumbles and colouring books and pencils being made available.



Litter Picking Event and General Activities

The SA organised their first litter picking day of the academic year, with plans to collaborate with Biffa for their next one in the new year. We were delighted to be supported by so many of our colleagues and students to help keep the campus clean and tidy. Communications regarding recycling and using the new vaping bins have been included in our social media channels and student newsletter.

Another activity we are keen to promote is the Egg Box Appeal run by Refuweegee. This initiative allows students to donate empty egg boxes into the SA office for Refuweegee to give to those in need. They buy fresh eggs in bulk and providing egg boxes allows them to then distribute these out.

We collaborated with our Hospitality department to arrange for a donation of some beautiful crockery to the local foodbank, Loaves and Fishes. We hope to have this delivered to them after the October week. We also helped to promote the Hospitality team's Coffee and Cake event and went along to connect with colleagues and students.

It's been great collaborating with different departments, and we look forward to expanding on this over the coming year.

Egg box Appeal



Refuweegee buy fresh eggs in bulk for their free shop customers and South Lanarkshire College want to help them to make sure the eggs make it all the way home in one piece to their customers' homes. This simple act allows people to have more food freedom, and with your egg cartons we can do that!

The next time someone in your family finishes the last egg please save up the box and send it our way.



Drop Off Details: Student Association office next to the lifts on the ground floor

www.refuweegee.co.uk



Emily Test Charter

The SA is working with the College to continue with the annual review of the EmilyTest Charter, due to take place in November 2024. We remain firmly committed to tackling GBV and providing support to our students who have experienced GBV in their lives. We work closely with the Student Services team to signpost students who require support quickly and sensitively.

The SA are also involved in ongoing promotion of the EmilyTest Charter by highlighting in the student newsletter about the award, as well as promoting EmilyTest's request for volunteer panellists. They are particularly interested in college students being part of the panel process, so we have been keen to highlight this opportunity to our student community.

Forthcoming Events

The SA have lots of activities planned for the upcoming academic year, with our next event being the Halloween Costume Competition on 31 October. We are arranging for students to take part, with the SA leading by example! Prizes will be available to students with the best solo costume and best group costume. We can't wait to share all the brilliant photos of the event!

Below is a list of all our other upcoming events in the run up to the December 2024.

- Care Experienced Week: 19-26 October
- Halloween Costume Competition: 31 October
- Graduation: 12 November
- Movember
- 16 Days of Activism Against GBV: 25 Nov – 10 Dec



LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	4 November 2024
TITLE OF REPORT	Learning and Teaching Update
REFERENCE	Agenda item 06
AUTHOR AND CONTACT DETAILS	Angela Pignatelli angela.pignatelli@slc.ac.uk
PURPOSE:	To provide members with an update on credits, recruitment and retention and also update members on alternative funding and curriculum activity taking place across the college.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • Note the College has completed the FES return and the credit audit and met the core credit target for 2023 to 2024. • Note the credit target and activity to date for session 2024 to 2025; • Note the recruitment figures update for academic session 2024 – 2025; • Note the early retention figures; • Note the STEM activity which has taken place; • Consider and note the work of the curriculum and alternative funding teams; • Note the good news stories from curriculum areas.
RISK	<ul style="list-style-type: none"> • That the College fails to meet its credit target for session 2024 – 2025 due to recruitment challenges; • That the quality of learning, teaching and assessment declines, negatively impacting the student experience.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The College has completed the FES return and the credit audit and met the core credit target for 2022-23; • There are challenges around recruitment in some areas, but further in-year activity is still to take place; • Student early retention figures remain high at this point in the year; • There remains significant good practice and good news stories in relation to student achievement and success already in 2024 – 2025.

1. INTRODUCTION

1.1. This paper provides an update on the credit activity for academic year 2024-2025 and an overview of learning, teaching and alternative funding activity since the August 2024 Committee.

2 CREDIT AND RECRUITMENT ACTIVITY 2023-24

2.1 The College has completed the FES return on 9 October 2024, and the credit audit, and met the core credit target for 2023 to 2024.

2.2 For 2024-25 academic year, the College has a core credit allocation of 43,601 credits.

2.3 To date the credit level is 37,214 which is 85% to target. There are 3,800 credits planned for January course recruitment resulting in an identified 2,386 credit gap. The curriculum areas are working on action planning to address this shortfall.

2.4 The table below indicates the recruitment and credit level activity of actual to date against target.

2.5 *Table 1: Credits to date versus target:*

Curriculum Area	Generated Credits	Target
KN (Health and Social Care)	3,990.00	4,093.00
PH (Inclusive Learning, ESOL and Counselling)	3,858.50	2,517.00
JJ (Building Service Engineering)	3,777.00	4,876.00
JW (Hospitality, Legal and Police Studies)	3,428.00	4,161.00
FW (Wet Trades)	3,399.75	4,439.00
LW (Business Mgt and Media (incl. Accounts))	3,392.00	3,584.00
AMT (Carpentry and Joinery)	3,318.25	4,836.00
RK (Life Sciences)	3,282.00	3,203.00
AR (Early Education and Childcare)	3,080.00	3,707.00
MC (Hairdressing, Beauty and Make Up)	2,881.00	4,496.00
NM (Built Environment)	2,596.00	3,688.00

*please note 1,141 credits are yet to pull through for Hairdressing, Makeup and Beauty

2.6 Some curriculum activity is yet to pull through on the system, however, recruitment has been slightly lower than expected in the areas of Early Education and Childcare and Health and Social Care. This has negatively impacted on the credit target by just under 1,000 credits. Recruitment has been, as predicted, lower in the area of Construction, with several apprenticeship programmes effected. This has negatively impacted on the credits by approximately 1,400. Curriculum managers are working on alternative offerings as part of the January recruitment process to support the current shortfall.

3 RECRUITMENT ACTIVITY 2024-2025

3.1 The College overall recruitment target for year 2024 to 2025 is 5,837.

3.2 The College has received a total of 6,034 applications for the August start courses. This is an increase of 513 applications compared to last year; 6034 for 2024/25 academic session compared to 5521 in 2023/24.

3.3 The applications are divided into full-time and part-time programs as follows:

- 4752 for full-time courses: an increase of 223 from 2023 – 2024;
- 168 for part-time courses: an increase of 69 from 2023 - 2024.

3.4 An analysis of the conversion of applications into enrolments is currently underway given the aforementioned credit drop, despite increased applications. The table below compares enrolments from this time last year to this current year.

3.5 Table 2: Enrolment comparison table:

Mode	2023 to 2024 enrolments	2024 to 2025 enrolments	Variance
FT FE	1,032	965	-67
FT HE	780	656	-124
PT FE	1,807	1,486	-321
PT HE	254	240	-14
Overall	3,873	3,347	-526

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

3.7 The next Open Evening to drive January Start Course recruitment 26 November 2024.

4 RETENTION

4.1 The table below shows the retention and withdrawal figures to date, 24 October 2024. Intervention strategies, guidance and support are taking place across the curriculum areas to enable students to remain on their course.

4.2 Table 3: Current Retention

Mode	Number of enrolments	Early withdrawals	%	Number of further withdrawals	%	Retention %
FT FE	965	29	3	0	0	96
FT HE	656	11	1.7	0	0	98
PT FE	1,486	8	0.5	0	0	99
PT HE	240	5	2	0	0	98
Overall	3,347	53	1.6%	0	0	98%

4.3 Early withdrawal rates are 1.2% higher than this time last year. A total of 53 students withdrawing at this point this year compared to 30 students this time last year; an increase in students withdrawing from an early retention figure of 99.16% last year to 98% early retention this year. A breakdown by curriculum area can be found in Annex A.

5 ANNUAL STEM EVENT

- 5.1 On 9 October 2024, the College proudly hosted Step into STEM in partnership with the Developing the Young Workforce (DYW). This engaging initiative brought together 150 S2 and S4 pupils, who were involved in a day of first-hand learning and interactive experiences designed to spark their interest in science, technology, engineering, and maths.
- 5.2 The event featured a dynamic Marketplace where pupils engaged with 38 employers, exploring various career pathways and industry insights. Alongside this, college lecturers, provided a range of interactive STEM workshops. The workshops included: Digital Photography: exploring the art and science of photography; Da Vinci Bridge Building: a fun challenge to construct a bridge inspired by Leonardo da Vinci's designs; Thermal Imaging: understanding the technology behind thermal cameras and its applications; Virtual Reality: involving pupils in virtual environments; Science Experiments: hands on experiments that brought science to life; The Banana Crisis: an insightful look at the challenges affecting one of the world's favourite fruits. In addition, the College's hospitality students provided the high-quality breakfast and lunch, highlighting their talents and professionalism.
- 5.3 The day's success was made possible thanks to the support from curriculum and support teams, together with the student ambassadors, who played a crucial role in guiding pupils throughout the College. Feedback from participants was overwhelmingly positive.

6 CURRICULUM AND ALTERNATIVE FUNDING UPDATE

6.1 Curriculum Managers

- 6.1.1 Two interim, fixed term Curriculum Managers have been successfully appointed in the areas of Built Environment, Jamie Beddows and Early Years & Childcare Anna Rankin, following a competitive recruitment process.
- 6.1.2 The panel were cheered at the volume of interest and the calibre of candidates. Succession planning and further development & training opportunities will be noted and explored to harness staff enthusiasm and ambition.

6.2 The Rural Academy: The College partners at South Lanarkshire Council have advised that the new contract for the Rural Academy has been awarded and this has been accepted by the College. The next stages include the development of a work plan through the LEP's operational group and the payment schedule. The provision of the Employability Academy sits under the Training and Employability Framework. The anticipated value of the call off contract is approximately £210,000.00 which is based on the Council's estimate of potential services that will be provided under this contract during the term (1 year) until 30 September 2025.

6.3 Commercial Activity/ FCR: Monthly meeting of the Full Cost Recovery Team continue to take place to monitor the progress to target for this diversification Activity. The Curriculum teams, the Alternative Funding team, the Marketing and the MIS teams working collaboratively together on the new suite of commercial activity to secure vital funds for the college income. The skills areas of focus remain as outlined in the table below.

Industry/Skill area:	Estimated income:
Heat Pump Technologies	£50,000
Mental Health First Aid	£25,000
Management, Business and Administration	£30,000

6.3.1 Mental Health and Green Technologies remain a key priority focus for the College however, every curriculum area is exploring avenues on generating income in an alternative manner and diversifying their suite on offer to reach the £125,000 target of income generation.

6.3.2 Income to date totals £21,970 which is 18% to target.

6.4 CLIC: College Local Innovation Centres

6.4.1 There are 6 college-based innovation centres which have been created with 200 businesses engaged across the consortium. This equates to approximately 30-35 businesses per college.

6.4.2 The activity and support which is underway includes events, masterclasses, upskilling opportunities and peer-to-peer engagement with a member of staff. These are in the process of being registered on the CLIC platform/website and taking the digital innovation maturity assessment. Businesses are provided with information on support services available in the Glasgow College Region. A collaborative approach is being adopted to disseminate information regarding industry and innovation trends and other economic data. Those involved are reaching out to, and engaging with, the innovation ecosystem and making connections to add value to the existing support within the innovation venture.

6.4.3 Outcomes to date include active participation of 60 businesses, equating to 10 businesses per college, adopting new innovative practices, either new products or new processes. The Innovation journey for each is being captured and tracked through the CLIC platform digital innovation maturity assessment. In addition, there have been 20 college staff members involved in improving their understanding of innovation and their ability to diffuse this understanding to college and employers which equates to 4 staff per college.

6.4.4 In terms of impact, the longer-term impact will be linked to spend on innovation, innovation training and growth of innovation districts in the region. For wider impact, Colleges will be able to engage with businesses that would otherwise face barriers to access business support through intensive community outreach.

6.4.5 Launch Event of 25 September saw attendance by 35 delegates from businesses and partner organisations. A key opportunity has been identified for a project focussed on Lanarkshire to create "the green centre for Lanarkshire". Financial approvals dependant, the UK Shared Prosperity Fund may be an option to support a legacy project.

7 SCOTTISH FUNDING COUNCIL COMMISSION ON WIDENING ACCESS

- 7.1 The Scottish Funding Council (SFC) has published its annual report on the [Commission on Widening Access 2030 target insights brief](#). The report highlights the significant role that Scotland's colleges play in offering individuals opportunities for progression and pathways into university.
- 7.2 It outlines that in 2022-23, 16.3% of Scottish-domiciled full-time first degree entrants were from the 20% most deprived areas, which is a very slight decrease from the previous year. Given the Commission on Widening Access has an interim target of 18% for this metric by 2026, this number will be carefully monitored. The SFC note that early indications from UCAS undergraduate admissions data suggest this proportion from the most deprived areas is likely to increase for 2023-24 entrants, which is welcome.
- 7.3 The report also highlights that the number of care-experienced students continues to rise. In the college sector, 4.0% of enrolments to full-time HE courses and 10.1% of enrolments to full-time FE courses in 2022-23 were care-experienced individuals, which is a record high.
- 7.4 Of those who successfully qualified from college courses in 2021-22, 92.4% of care-experienced leavers from full-time HE courses and 90.8% from full-time FE courses with known destinations were in work or further study 3-6 months after qualifying. The figures above highlight the continuing impact of colleges in giving people, of all ages and backgrounds, opportunities to improve their life chances and career prospects.
- 7.5 Colleges Scotland have reiterated the important role that Scotland's colleges play in offering individuals opportunities for progression and pathways into university. Datasets on articulation are due to follow in December 2024 which will aid all Colleges' analysis on this to ensure equal opportunities for all.

8 EQUALITIES

- 8.1 The SFC Report on Widening Access has implications for people with protected characteristics and from areas of multiple deprivation which arise from consideration of the report. The College will continue to work to ensure equal opportunities for all and feed into consultations on our students' experiences at the college.

9 RISK AND ASSURANCE

- 9.1 That the College fails to meet its credit target for session 2024 – 2025 due to recruitment challenges;
- 9.2 That the quality of learning, teaching and assessment declines, negatively impacting the student experience.

10 RECOMMENDATIONS

- 10.1 Members are recommended to:

- Note the College has completed the FES return and the credit audit and met the core credit target for 2023 to 2024.
- Note the credit target and activity to date for session 2024 to 2025;
- Note the recruitment figures update for academic session 2024 – 2025;
- Note the early retention figures;
- Note the STEM activity which has taken place;
- Consider and note the work of the curriculum and alternative funding teams;
- Note the good news stories from curriculum areas.

ANNEX 1

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

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
Building Service Engineering	296	2	0.68			99
Built Environment	263	7	2.6			96
Business Management and Media and Accounts	420	7	1.6			98
Carpentry and Joinery	317	1	0.32			99
Early Education and Childcare	283	3	1			99
Hairdressing, Beauty and Make Up Artistry	325	9	2.8			96
Health and Social Care	311	4	1.3			98
Hospitality, Tourism, Legal and Police Studies	294	8	2.7			96
Inclusive Learning	322	4	1.2			98
Life Sciences	218	8	3.6			95
Wet Trades	298	0	0			100

ANNEX 2

CLIC ACTIVITY TABLE

College Local Innovation Centres (CLIC) – funding through the UKRI Further Education Innovation Fund: 1st April 2024 to 31st March 2025.

OUTPUT	TARGET	ACTUAL	COMMENT
Innovation Centre for Sustainable Development created	1	1	Launch on 25 th September 2024.
Businesses engaged	33	25 (including 12 registered on the CLIC assessment platform)	35 business representatives at initial Launch of

			Innovation Centre for Sustainable Development (25 th September 2024). Plus 7 representatives of business support partner organisations keen to be part of the innovation centre community
OUTCOMES			
Businesses adopting new innovative practices	10		In progress due to businesses only starting needs assessment.
LONG-TERM IMPACT			
Businesses receiving innovation training			Overall project target.
WIDER IMPACT			
Engagement with businesses that would otherwise face barriers to accessing business support			Overall project target. Consortium looking to develop tool allowing for monetary return on investment to be calculated.

ANNEX 3

Curriculum Good News Stories

The Hospitality Students worked across the wider Glasgow Region with other Hospitality students, coming together to provide lunch at the recent HIT Scotland event.



External Verification of students' work has come early this year, with a number taking place due to a soft hold being placed on several groups, owing to the previous resulting boycott. Those that have taken place have been very positive with only a few left to take place in October.

Those who follow the college on LinkedIn will have read about the Mobile Heat Pump Training Centre heading back to Shetland to undertake further training. The dedication of staff again went above and beyond, with the staff member having to battle through Storm Ashley to get there.



Police Scotland HND Social Science visit

PC Platt, Police Scotland Campus Police Officer, engaged with our HND Social Science Year 2 students to support their learning on the Scottish Criminal Justice system and the application of criminological theories. Criminology is a topic that is always popular with students and by supporting the learners to develop awareness of the complexities and multiple aspects of the justice system they will be better prepared for assessment and progression. PC Platt's talk was thought provoking and created a chance for discussion relating to various aspects of the justice system, supporting communication and debating skills within the group. These skills are crucial not only in terms of assessment approaches, but also while considering meta skills and their application within the employment sector.



Inclusive Learning, ESOL and Counselling, Learning Hub.

The South Lanarkshire College Learning Hub is a dedicated space where students can find support to achieve their academic goals and overcome any learning barriers they may face. The Learning Hub team consists of a range of specialist staff; ELS (Extended Learning

Support) Needs Assessors and a team of Support for Learning Assistants. The highly experienced team offer students general support to study and research effectively, offer a helping hand with essay and report writing, referencing and anything else that they might feel is a challenge.

Students can drop in to a dedicated room Monday to Thursday where the specialist team will be there to offer help and support. Full class sessions can be delivered on any of the above subjects, or on any topics that students may find difficult or be struggling with. The ELS team also provide needs assessment, targeted one to one support and make recommendations to help students achieve their goals.



LEARNING, TEACHING & STUDENT EXPERIENCE COMMITTEE

DATE:	November 2024
TITLE OF REPORT:	Quality Update
REFERENCE	Agenda item 07
AUTHOR AND CONTACT DETAILS	Lisa Doonan lisa.doonan@slc.ac.uk
PURPOSE:	To update members on the college self-evaluation, quality enhancement and quality assurance activity.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none"> • note the quality activities which have taken place to date; • note the launch of the SLC Quality Cycle for 2024-25
RISK	<ul style="list-style-type: none"> • That the College does not meet the quality assurance requirements of awarding and/or scrutiny bodies. • Self-evaluation processes do not demonstrate satisfactory progress against college, SFC/Education Scotland/QAA actions.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The SLC Quality Cycle for 2024-25 has planned, activity to conclude 2023-24, and 2024-25 is in progress. • Student voice remains central to the College's self-evaluation process, and work is underway to enhance engagement. • Evaluation processes have been, and will continue to be, further developed in response to SFC & QAA requirements. • The Quality Audit Group concluded the planned annual programme. • Qualification approval activity for 2023-24, supported curriculum enhancement. • External qualification verification and quality assurance activity for 2023-24 has not fully concluded. • SQA NQ Examination activity has now fully concluded. • Quality continues to engage with external partners to promote enhancement, develop practice and knowledge share with internal and external partners. • Quality assurance and quality enhancement systems and processes have been updated as per college's Quality Enhancement Plan.

1. INTRODUCTION

- 1.1 This paper seeks to provide members with an update on self-evaluation, quality enhancement and quality assurance activity, since August 2024.

2 SLC QUALITY CYCLE 2024-25

- 2.1 The SLC Quality Cycle 2024-25 was agreed by the Quality Enhancement Group (QEG) on the 21 October 2024 (see Appendix A).
- 2.2 The cycle considers the requirement to conclude the 2023-24 activity in addition to the planned activity for 2024-25; this is contingent on resource.
- 2.3 Changes made in response to in-session reprioritisation, resource changes and the evolving quality landscape will be reported accordingly throughout 2024-25.

3 STUDENT VOICE AND COURSE EVALUATION

- 3.1 The Student Association and Quality worked in partnership to further develop the student voice processes, in advance of planning the 2024-25 quality cycle.
- 3.2 The *Student Experience Survey: Start of Your Learner Journey 2024-25* was open from 23/09/2024 to 11/10/2024. The pre-cleansed return rate is 22% lower than the same period last year.
- 3.3 *Table 1: Pre-cleansed Returns by Curriculum Area and Key Mode of Delivery*

		Return (No.)	% of Sample	Targeted	2024-25 Yield (%)	2023-24 Yield (%)
	Total Respondents	1075	100	2950	36.44	55.83
Curriculum Area	Curriculum Area 1	424	39.44	1341	31.62	53.41
	Curriculum Area 2	651	60.56	1609	40.46	57.83
	Carpentry and Joinery	57	5.3	202	28.22	52.26
	Early Education and Childcare	52	4.84	247	21.05	57.60
	Wet Trades	54	5.02	221	24.43	55.10
	Building Services	144	13.4	232	62.07	72.27
	Hospitality, Legal and Police Studies	145	13.49	303	47.85	38.76
	Health and Social Care	66	6.14	301	21.93	59.23
	Business Management and	151	14.05	391	38.62	55.87
	Hairdressing, Beauty and Make-up	72	6.7	312	23.08	43.21
	Build Environment	100	9.3	260	38.46	70.15
	Inclusive learning. ESOL and	161	15	279	57.70	46.00
	Life Sciences	109	10.14	202	53.96	69.12
Mode of Attendance	FEFT	429	39.91	935	45.88	66.41
	FEPT	294	27.35	1163	25.28	35.68
	HEDL	0	0	4	0.00	N/A
	HEFT	275	25.58	644	42.70	58.75
	HEPT	77	7.16	204	37.75	85.71

- 3.4 Eight out of the eleven curriculum areas did not meet the college target of 50% returns.
- 3.5 The progress made towards the college target, in response to the area of development noted by Education Scotland in the Annual Engagement Visit, March 2023, *“The participation rate for the SFC Student Satisfaction and Engagement Survey (SSES) is lower than the sector norm. Satisfaction rates from learners who responded are below the sector norm”*, has not been fully sustained.
- 3.6 The college-wide action to achieve a minimum of 50% response remains in place for 2024-25. The profile has been raised via the curriculum teams, quality department and student executives to enable more participation and higher profile. The quality team track and monitor participation levels and encourage drives as required.
- 3.7 Due to the focus on the start of the learner journey, there is no survey question related to overall satisfaction at this stage. This will be explored in the SFC SSES 2024-25 survey in Spring 2025.
- 3.8 Question, class, course, curriculum and college-wide reports will inform the Block 1 self-evaluation process, from week beginning 28th October 2024.
- 3.9 Initial high-level review indicates continued strengths in learning and teaching, with a requirement to focus on raising awareness of the assessment appeals process and how to access the student handbook.
- 3.9.1 95% (928/980) of students agreed that *“for practical courses, I have access to the resources/tools/materials that I need”*, which is an increase of 1% from 2023-24, 5% (52/980) disagreed.

- 3.9.2 93% (992/1062) of students agreed, "*I am able to learn in a way that suits me*", 7% (70/1062) disagreed.
- 3.9.3 77% (770/999) of students agreed "*I know what to do if I want to appeal an assessment decision*", 23% (229/99) disagreed.
- 3.9.4 79% (764/967) of students agreed that "*The Student Handbook is easy to find*", 21% (203/967) disagreed.
- 3.10 A high-level report will be presented to the QEG/SLT in November 2024, with agreed college-wide actions to be included in the 2024-25 Self-evaluation and Action Plan (SEAP).
- 3.11 Student participation in course evaluation has been further developed; realigning to the SFC Tertiary Quality and Enhancement Framework (TQEF), for 2024-25.
- 3.12 From the high-level principle, *Excellence in Learning, Teaching & Assessment*, the focus will be on *curriculum and learning, teaching and assessment*, and from *Supporting Student Success*, the focus will be on *student experience support and wellbeing, equality, inclusion and achievement*. For each theme we continue to ask *What Works Well* and *Even Better If*.
- 3.13 The Block 1 Course Evaluation – Student Views 2024-25 proforma hopes to assist Class Representatives (Class Reps.) to elicit information and promote discussion.
- 3.14 As on the 15th October 2024, 165 Class Reps. are in post, of which 59 have signed-up for the Stage 2 of the *sparqs* training, and 16 have already been trained.
- 3.15 Quality continued to provide direct support, advice and guidance to Class Representatives via the *Class Reps. 2024-25 Teams* page, hosting channels for Class Rep. training, a chatroom and the Student Association.
- 3.16 The Quality Team and Student Association continue their collaborative action, with communication and resources hosted on the SLC QU-SA Teams page. The co-development/information sharing sessions will continue throughout 2024-25. Early successes include the mapping of formal student voice mechanisms to the SFC's TQEF and *sparqs*'s Student Learning Experience Model and their alignment with *The SLC Way*.

4 SELF-EVALUATION

- 4.1 To support *The SLC Way*, class and course level evaluation processes have been refreshed for 2024-25; aligned to the SFC's TQEF.
- 4.2 Progress will be reported as we progress throughout 2024-25, and in response to updates from SFC and QAA.
- 4.3 It is likely that significant time and resources will be required to successfully support the requirements of the TQEF and TQER, as we move forward.

5 QUALITY AUDIT GROUP

- 5.1 The Quality Audit Group selection process has been adapted in response to the on-going operational resource challenges associated with the outstanding activity from 2023-24, as reported in August 2024.
- 5.2
- 5.3 *Table 2: Internal QAG Audit Schedule 2024-25*

Internal Audit	Audit reason code *see	Proposed Date/Month TBC	Audit Team. *Lead writer in bold
EMA (1st audit)	1	November	AJ , LD
EMA (2nd audit)	1	April	AJ , LD
BPEC Level 5 Gas Installation & Maintenance SCQF 5	2	April	JC , LD
BPEC - pre-audit for ACS and Foundation programmes	2	May	JC , LD
SQA Systems Verification - Internal	3	December	LD , JC & AJ
FE FT (Funded) Guidance	2	November-December	LD , JC & AJ
HN Next Gen	2	January - February	LD , WMacL, JC & AJ
Assessor and Verifier Staff Development	2	November-December	WMacL , LD & AJ
Operational Planning - Curriculum	2	January - March	LD , WMacL, CS, JC & AJ
Operational Planning - Support	2	March - June	LD , WMacL, CS, JC & AJ

Audit Reason codes:

- 1 - Mandatory requirement
- 2 - College risk analysis
- 3 - Awarding body requirement

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

6 QUALIFICATION APPROVAL ACTIVITY

6.1 There has been no approval activity concluded to date for 2024-25.

6.2 Quality will monitor approval requirements throughout the Curriculum Operational Planning activity in October/November 2024.

6.3 A review 2023-24 approval actions is underway, the output from which will be reported in due course.

7 EXTERNAL VERIFICATION AND QUALITY ASSURANCE ACTIVITY

7.1 Quality and the curriculum teams continue to prioritise the outstanding activity from 2023-24.

7.2 Table 3: Summary of 2023-24 Activity, as on 18 October 2024.

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 1 st Visit Rate
Association of Accounting Technicians (AAT)	1	1	1	0	0	1
British Plumbing Employers Council (BPEC)	1	1	1	0	0	1
City & Guilds (C&G)	3	1	1	0	0	1
Scottish Qualifications Authority (SQA)	39	32	32	0	0	19
Overall	44	35	35	0	0	35

7.3 As on 18 October 2024, 9 out of 44 activities had yet to be completed. Certification of awards associated with the outstanding activities is on a soft-hold at SQA, and City and Guilds have withdrawn Direct Claim Status for the awards. Certification and Direct Claim Status will be reinstated once compliant verification activity is concluded.

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

8 EXTERNAL EXAMINATIONS

8.1 One Non-Priority Appeal was submitted for Higher English, from the 2024 SQA NQ Examinations Diet. The outcome returned with no change to band or grade.

9 KEY ENGAGEMENTS WITH INTERNAL AND EXTERNAL PARTNERS

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

9.2 The Quality Curriculum Manager will be a representative on the SFC's Statistical Advisory Group for Further Education (SAGE). SAGE serves as a critical platform for statistical discussion and collaboration amongst institutions.

9.3 The Quality Forum continues to provide a vehicle to share knowledge and practice across internal and external partners. 2024-25 activity is underway.

9.4 Internal and external qualification verification processes to support the HN Next Gen HNC Childhood Practice pilot project are on-going. An Internal Quality Assurance (IQA) Panel convened late in August to quality assure the grading process for the 2023-24 delivery. Results have been held pending receipt of the External Verification report from SQA. On receipt, Quality and MIS returns will process the results. Note: the course is being presented for validation prior to the end of 2024, when it will be expected to transition from pilot to the qualification portfolio.

10 QUALITY ASSURANCE AND QUALITY ENHANCEMENT SYSTEMS AND PROCESS UPDATES

- 10.1 The planned expansion of Master Folder share-point site, for 2024-25, has been actioned. With a refreshed approach and materials designed to optimise the interconnectedness of Office 365-based systems. Staff development has been rolled-out across the curriculum, and the refreshed supporting materials have been published on the Quality Hub.
- 10.2 The refreshed Professional Discussion on Learning and Teaching (PDLT) process activity has commenced, with the first meeting of the session held on 22nd August 2024. Quality is liaising with Education Scotland regarding classroom observation training, and refresher training, for the PDLT team.
- 10.3 A series of training and development sessions were delivered in September 2024 to support the roll-out of the refreshed Internal Verification System. Both the sessions and the system updates have been well-received.

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/Education Scotland/QAA actions.

12 EQUALITIES

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

13 RECOMMENDATIONS

- 13.1 Members are recommended to:

- note the SLC Quality Cycle for 2024-25
- note student engagement in the College's student voice and self-evaluation processes;
- note the planned development of the self-evaluation processes in response to national requirements;
- note the Quality Audit Group activity;
- note the qualification approval update;
- note the summary of external quality assurance activity;
- note the work undertaken to support external examinations;
- note the quality team's continued engagement with external and internal partners; and
- note the quality assurance and quality enhancement development activity.

Annex 1

SLC Quality Cycle 2024-25																																				
	August 2024			September 2024			October 2024			November 2024			December 2024			January 2025			February 2025			March 2025		April 2025		May 2025		June 2025		July 2025						
Block			Block 1						Block 2									Block 3																		
Class Rep. Activity																* * * *																				
Student Satisfaction and Engagement Surveys			College											SFC Return																						
Student Views - Course Eval.																																				
Course Team - Self Eval																																				
Progress Review																																				
Progress Review Meeting											C	C			S	S					C	C		S	S					C	C	S	S			
Operational Planning Meetings				C	C		C	C							S	S	S	S							S	S					C	C	S	S		
Self-Evaluation and Action Plan (SEAP)																																				
Student Question Time																																				
Quality Forum																																				
Quality Audit Group																																				
Quality Enhancement Group																																				
Pre-delivery Quality Assurance																																				
External verification and Quality Assurance Activity																																				
IQA Panel - HN Next Gen Grading																																				
Systems Verification																																				
Approvals																																				
Prior Verification																																				
Assessment Arrangements																																				
Professional Discussion on Learning and Teaching																																				
Staff Development/Mentoring																																				
Quality Induction																																				
College Leaver Destinations																																				
SQA National Qualifications																																				
● IV of Assessment Arrangements		C	=	Curriculum																																
* Jan. Start		S	=	Support																																

Class Rep. Activity	Class Representatives are trained in partnership with sparqs and the Student Association, to prepare for student participation in the College's self-evaluation and enhancement activity.
SSESs	Student Satisfaction and Engagement Surveys (SSESs) inform self-evaluation and support compliance (Mandatory submission SFC SSES).
Student Views - Course Eval.	Student Views at class/course level. Class representaives submit periodic course evaluations to Quality - aligned to the TQEF Principals and the sparqs
Course Team - Self Eval	Course Teams submit periodic course team evaluations to Quality - aligned to the TQFE Principals.
Progress Review	On-going evaluation, with resultant actions and improvements which will inform the Progress Review Meetings for both curriculum and support areas.
Progress Review Meeting	Periodic and Annual Review Meetings with evaluative discussion, supported by evidence and impact, and the resultant action planning - informing the Operational Planning Meetings.
Operational Planning Meetings	Annual meetings with matters arising informing delivery, the prospectus and curriculum/service design.
Self-Evaluation and Action Plan (SEAP)	Annual Self-Evaluation and Action Plan - for submission to the SFC.
Student Question Time	Open forum for students to question the College's Senior Leadreshp Team in partnership with the Student Association.
Quality Forum	Supports compliance, enhancement and future planning of learning, teaching, assessment and verification practice.
Quality Audit Group	Annual programme of internal audit activity, including mandatory and risk-based audit selections.
Quality Enhancement Group	Strategic quality enhancement forum.
Pre-delivery Quality Assurance	Awarding body compliance activity, quality assurance supported by the College's Master Folder and Internal Verification Systems.
External verification and Quality Assurance Activity	Awarding body compliance activity, quality assurance of groups wards and verification groups.
IQA Panel - HN Next Gen Grading	HN Next Gen Quality Assurance activity to support the holistic grading model.
Systems Verification	Annual quality assurance activity to support Awarding Body Systems Verification compliance.
Approvals	Awarding Body approvals to deliver untis/group awards, for both devolved and non-devolved products.
Assessment Arrangements	The process to support Assessment Arrangements for students who have been identified as having additional support needs, within Awarding Body requirements.
Professional Discussion on Learning and Teaching	Annual programme of classroom observation and professional discussion, informinf staff development and enhancing practice.
Staff Development/Mentoring	A series of planned staff development sessions, group training, 1:1s, drop-ins and direct support - associated with quality assurance, quality enhancement, learning, teaching, assessment and verification.
Quality Induction	Series of staff development workshops aimed at supporting the early stages of the learning, teahcing, assessment and verification CPD journey.
College Leaver Destinations	Data collection of qualifying college leaver destinations and subsequesnt SFC mandatory submission.
SQA National Qualifications	SQA Invigilation, verification and examination activity for externally assessed National Qualifiaitions

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	4 November 2024
TITLE OF REPORT	Acceptable Engagement Policy
REFERENCE	Agenda item 08
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the Acceptable Engagement Policy and outline the approach to managing situations that the College considers unacceptable
KEY RECOMMENDATIONS/ DECISIONS:	Members are requested to <ul style="list-style-type: none"> • remit the Acceptable Engagement Policy for approval to the Board of Management.
RISK	<ul style="list-style-type: none"> • That staff do not feel supported in managing situations that the College considers unacceptable.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • This report sets out the the aims of the policy and the definition of unacceptable actions. • Guidelines for staff are provided in managing unacceptable situations. • In certain situations it may be necessary to restrict customer contact with the College. • Staff are empowered to end any interaction they find distressing. • Support is available for staff affected by unacceptable actions. • The College reserves the right to report unacceptable actions to a third party. • The policy will be renewed annually

1. INTRODUCTION

- 1.1. This paper provides an overview of the College's Acceptable Engagement Policy and outlines the College's approach to managing situations it considers unacceptable

2 POLICY AIMS AND APPROACH

2.1 The aims of the policy are to:

- to deal fairly, honestly, consistently, and appropriately with all customers, including those whose actions the College considers unacceptable;
- to provide a service that is accessible to all customers, while retaining the right to restrict or change access to our services;
- to ensure that SLC's effectiveness is not compromised by customers who make excessive and acceptable demands on college resources; and
- to provide a safe working environment for staff, where they are treated with respect and dignity.

2.2 Unacceptable engagement is not when a customer is forceful or determined, but when they are aggressive, abusive, make unreasonable demands, or have unreasonable levels of persistence.

2.3 The College recognises that every situation is unique and will ensure that any action taken is the minimum necessary to resolve the problem. Guidelines to manage unacceptable actions are included in the policy

2.4 In certain situations, it may be necessary to limit the customer's or supplier's contact with the College. The decision to restrict contact will only be made after careful consideration by the Vice Principal for Learning Teaching and Student Experience or the Vice Principal for Finance, Resources and Sustainability. Customers may appeal to the Principal regarding a decision to restrict contact with the College.

2.5 All SLC staff are empowered to end any interaction they find distressing, if they feel safe to do so

2.6 Employees affected by unacceptable actions will be encouraged to have a debriefing meeting with their line manager and will have access to the College's counselling service

2.7 The College reserves the right to report unacceptable actions or engagement to appropriate third-party organisations. This will only be done after careful consideration by the Vice Principal for Learning Teaching and Student Experience or the Vice Principal for Finance, Resources and Sustainability

2.8 The policy will be reviewed annually to ensure it remains relevant and effective.

3 EQUALITIES

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

4 RISK AND ASSURANCE

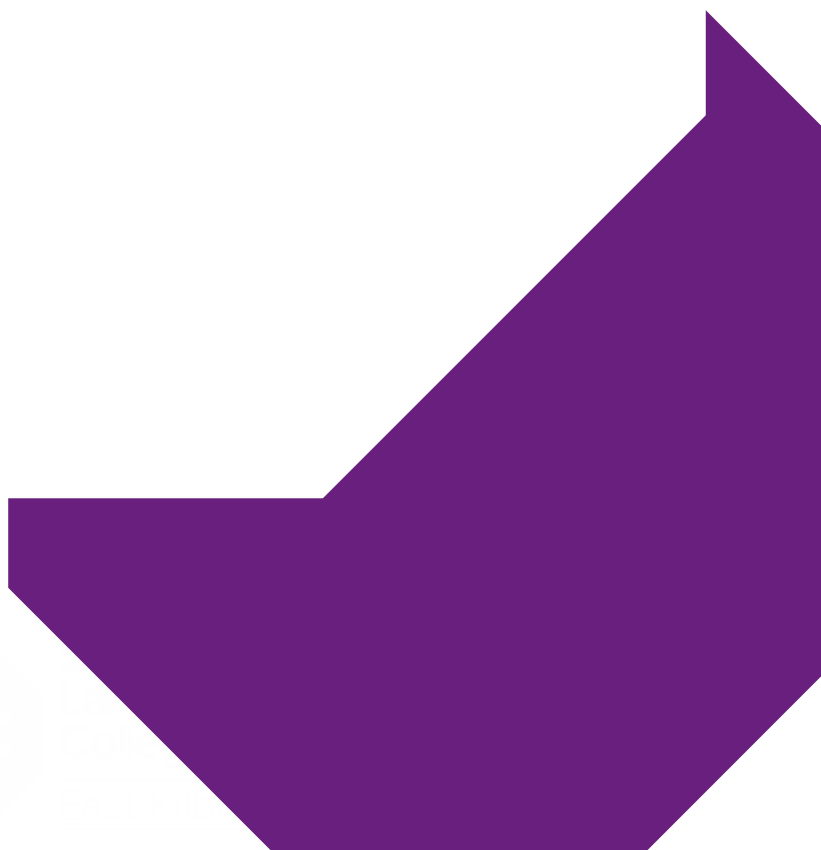
4.1 That staff do not feel supported in managing situations that the College considers unacceptable.

5 RECOMMENDATIONS

5.1 Members are requested to:

5.2 Remit the Acceptable Engagement Policy for approval to the Board of Management.

Acceptable Engagement Policy



Document Information

Procedure Published/Created:	September 2024
Reviewed Date:	N/A
Owner:	Principalship
Approved by:	Board of Management
Equality Impact Assessment:	September 2024
Next Review Date:	September 2025

Version History

Version Number	Date	Author	Rationale
1.0	September 2024	W. MacLeod	Document Creation

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.



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2. Introduction

South Lanarkshire College (SLC) believes that all customers have the right to be heard, understood, and respected. However, occasionally, the College is required to deal with individuals whose actions or engagement could be considered unacceptable. When this occurs, the College will take steps to protect its employees and ensure that our ability to work effectively is not undermined. This policy will explain the College's approach to these situations and is based on the Scottish Public Services Ombudsman's (SPSO) Engagement Policy.

https://www.spsso.org.uk/sites/spsso/files/communications_material/leaflets_public/general/SPSOEngagementPolicy.pdf

3. Aims of the Policy

The aims of the Policy are:

- to deal fairly, honestly, consistently, and appropriately with all customers, including those whose action the College considers unacceptable;
- to provide a service that is accessible to all customers, while retaining the right to restrict or change access to our services;
- to ensure that SLC's effectiveness is not compromised by customers who make excessive and unacceptable demands on college resources; and
- to provide a safe working environment for staff, where they are treated with respect and dignity.

4. Defining unacceptable engagement

The College does not view engagement as unacceptable solely because a customer is forceful or determined, recognising that individuals may act out of character in times of distress. However, engagement such as anger, demanding attitudes or persistence may lead to what could be defined as unacceptable conduct towards SLC staff. It is these actions that the College considers unacceptable.

4.1 Aggressive or abusive behaviour

Violence is not restricted to acts of aggression that may result in physical harm. It also includes engagement, or language (oral, written or non-verbal language) that may cause staff to feel afraid, threatened or abused.

Examples of aggressive or abusive engagement may include, but are not limited to:

- threats;
- physical violence;
- sexual harassment;
- verbal abuse; language that is designed to insult or degrade;
- non-verbal e.g. body language and tone; and
- unsubstantiated allegations that individuals have committed criminal, corrupt or perverse conduct.

4.2 Unreasonable demands

Customers may make what the College considers unreasonable demands, through the amount of information, they seek, the nature and scale of service they expect or the number of approaches they make. What amounts to unreasonable demands will always depend on the circumstances of the engagement and the seriousness of the issues raised by the individual.

Examples of unreasonable demands may include, but are not limited to:

- repeatedly demanding responses within an unreasonable timescale;
- insisting on seeing or speaking to a particular member of staff when that is not possible; or
- repeatedly changing the substance of a complaint or raising unrelated concerns.

4.3 Unreasonable levels of persistence

It is recognised that some customers will not, or cannot, accept that the College is unable to assist them further or provide a level of service other than that provided earlier. The manner of their contact may be reasonable, the persistence of their approach is not. The actions of persistent customers are unacceptable when they take up what is a disproportionate amount of time and resources to the disadvantage of other customers.

Examples of unreasonable levels of persistence may include, but are not

- limited to:
- persistent refusal to accept a decision made in relation to their issue;
- persistent refusal to accept explanations relating to what SLC can or cannot do;
- continuing to pursue their issue without presenting additional evidence-based information.

5. Managing unacceptable actions

There are few customers whose actions could be considered unacceptable. When a customer's actions adversely affect the ability to provide a service, the College will ensure that any action taken is the minimum necessary to resolve the problem, considering the needs of the individual and the seriousness of the complaint. Every situation presents its own unique set of circumstances, and the examples provided serve as guidance to manage engagement that the College deems unacceptable.

5.1 Aggressive or abusive telephone calls.

The member of staff receiving the call should:

- stay calm;
- remind the caller that they are there to help;
- inform the caller that their language/engagement is unacceptable and unhelpful;
- advise the caller that if they persist the call will be ended and that their contact with the College may be restricted;
- end the call if the action continues; and
- report the incident to the line manager, record the incident on the Unacceptable Actions or Engagement Report Form (Annex 1) and send to the Complaints Handler.

5.2 Aggressive or abusive correspondence (letter or electronic)

The member of staff receiving the correspondence should:

- remind the correspondent that they are there to help;

- inform the correspondent that their language/engagement is unacceptable and unhelpful;
- advise the correspondent that the College will not respond to their correspondence until their language/engagement is acceptable and that if they persist their contact with the College may be restricted; and
- report the incident to the line manager record the incident on the Unacceptable Actions or Engagement Report Form (Annexe 1) and send to the Complaints Handler.

5.3 Aggressive or abusive behaviour

The College will not tolerate any threat, use of violence or abuse or sexual harassment against a member of staff and any incidents may be reported to the appropriate authority. If they feel safe to do so, the member of staff should:

- stay calm;
- create a safe distance between themselves and the person and be aware of exit routes;
- reassure the person that they are there to help;
- call a colleague for support;
- inform the person that their action is unacceptable and unhelpful;
- advise the person that if they persist, they will be asked to leave the building and their contact with the College may be restricted;
- ask the person to leave the building;
- if their action continues call the police;
- report the incident to the line manager record the incident on the Unacceptable Actions or Engagement Report Form (Annex 1) and send to the Complaints Handler; and
- refer to the College grievance procedure and dignity at work policy to raise any case

5.4 Unreasonable demands

The member of staff responding to the customer should;

- stay calm;
- reassure the customer that they are here to help;
- explain why the College cannot meet their request;
- try to agree common ground to their request;
- advise that should their request continue then access to the College may be restricted; and
- report the incident to the line manager record the incident on the Unacceptable Actions or Engagement Report Form (Annex 1) and send to the Complaints Handler.

5.5 Unreasonable levels of persistence

The member of staff responding to the customer should:

- reassure the customer that they are here to help;
- explain what the College can or cannot do relating to their request;
- try to agree common ground to their request;
- advise that should their request continue then access to the College may be restricted; and
- report the incident to the line manager record the incident on the Unacceptable Actions or Engagement Report Form (Annex 1) and send to the Complaints Handler.

6. Restricting customer or supplier contact

In certain situations, it may be necessary to limit the customer's or supplier's contact with the College. The decision to restrict contact will only be made after careful consideration by the Vice Principal for Learning Teaching and Student Experience or the Vice Principal Finance for Resources and Sustainability.

Wherever possible, the customer will be given the opportunity to modify their engagement or action before a decision is made. The customer will be informed, in writing, of the reason for the decision to restrict contact and the duration of the restriction. The relevant Associate Principal or Head of Department will also be notified of this decision.

6.1 Appealing a decision to restrict contact

A customer may appeal a decision to restrict contact. The Principal will consider the appeal and the customer will be advised of in writing that the restricted contact arrangements still apply or that a different course of action has been agreed.

6.2 Recording a decision to restrict contact

The decision to restrict contact with the customer will be recorded with the Principalship.

7. Support for staff

All SLC employees are empowered to end any interaction which they find distressing or difficult at the point of occurrence. The employee should explain to the customer that they find the situation distressing and advise the individual what needs to happen to enable the interaction to continue.

Following an incident, the member of staff involved should be encouraged to have a de-brief meeting with their line manager, and any actions agreed, documented, and monitored.

Employees affected by unacceptable actions or engagement will have access to the College's counselling service.

Employees should refer to the College Grievance Procedure and Dignity at Work Policy to raise any case.

[SLC Policies and Procedures - Search \(sharepoint.com\)](#)

8.Sharing of information

The College reserves the right to report unacceptable actions or engagement to appropriate third-party organisations. This will only be done after careful consideration by the Vice Principal for Learning Teaching and Student Experience or the Vice Principal for Finance, Resources and Sustainability.

9. Reporting

Incidences of unacceptable actions or engagement by customers will be reported quarterly by the Complaints Handler to the Human Resources Committee.

10. Review

This policy will be reviewed annually to ensure that it remains relevant and effective.

11. Disposal of documentation

The retention time for all documentation relating to access to the College being restricted is 5 years from the case being closed.

Annex 1 – Unacceptable Actions or Engagement Report

Employee Name: _____

Job Title _____

Curriculum area
or Department: _____

Name of the
Individual (if known) -----

Date and time of
the incident: _____

Names of any
witness(es) to the
incident: _____

Nature of the Incident:

What action if any did you take to resolve the incident?

Manager's Name: _____

Date: _____

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

DATE	4 November 2024
TITLE OF REPORT	Annual Complaints Handling Report
REFERENCE	Agenda item 09
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the: the 2023/24 Annual Complaints Handling Report, and an update of the continuing governance of the complaints handling process
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: <ul style="list-style-type: none"> the Annual Complaints Handling Report requires to be approved and published on the College website by November 2024.
RISK	<ul style="list-style-type: none"> That the College does meet its statutory requirements to publish the report within the required SPSO time scale.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> Successful Students The Highest Quality Education and Support Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> In 2023-2024 28 complaints were received this is an increase of 18 from previous year. The majority of complaints are closed at Stage 1. Complaints are closed within the required SPSO time scales. Formal feedback from requested from complainants is low. The 2023-2024 actions have been completed. A revised action plan for 2024-2025 has been developed.

1. INTRODUCTION

- 1.1. This paper provides an overview the 2023-2024 Annual Complaints Handling report and the continuing governance of the complaints handling process.

2 DISCUSSION

- 2.1 The College complies with the governance of the Scottish Public Service Ombudsman (SPSO), ensuring that all complaints are recorded and closed within the required time scale.
- 2.2 In addition, to publishing the four mandatory Key Performance Indicators , the College also provides reports on complaint trends and any actions taken to improve service delivery.
- 2.3 The College's Annual Complaints Handling Report for 2023-2024 must be approved and published by November 2024 to comply with statutory requirements.
- 2.4 In 2023-2024 academic year, 28 complaints were received, an increase of 18 complaints compared to the previous year. This represents 0.7% of the student population.
- 2.5 The majority of complaints were closed at Stage 1, this is consistent with the previous year.
- 2.6 On average Stage 1 complaints are closed within 3.75 days and stage 2 complaints closed within 14 days, both of which fall within the timescales required by the SPSO.
- 2.7 Most of the complaints received were within the course related category, which is a shift from previous year, where the majority were related to the customer care category.
- 2.8 The 2023-2024 actions have been completed, and a revised action has been developed for 2024-2025
- 2.9 Formal feedback from complainants is requested; however, the response rate is low. This consistent within the sector.

3 EQUALITIES

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

4 RISK AND ASSURANCE

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

RECOMMENDATIONS

Members are recommended to note the contents of this report.

Annex 1

Annual Complaints Handling Report

2023/2024

With Scottish Public Service Ombusman Key Performance Indicators

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1. Introduction

South Lanarkshire College operates its complaints handling procedures in line with the requirements of the Scottish Public Sector Ombudsman (SPSO). In addition to publishing the four mandatory Key Performance Indicators (KPIs), the College demonstrates its commitment to the complaints handling process by reporting quarterly to the Learning, Teaching and Student Experience (LTSE) committee of the Board of Management (BOM) on the KPIs, complaint trends and any actions taken to improve service delivery.

2. Context

The College complaints handling process aims to provide a streamlined process for responding to complaints early and locally. Wherever possible the College will always try to resolve complaints to the satisfaction of the customer. If this is not possible the customer will be given a clear response to each of the points raised in their complaint.

The complaint stages are:

- stage 1 for issues that are straightforward and require little or no investigation;
- stage 2 for issues that are complex and require investigation or where the customer is not satisfied with the outcome at stage 1; and
- The Scottish Public Service Ombudsman where the customer is not satisfied with the stage 2 response from the College.

There are four categories of outcome for a complaint:

- resolved (the complaint is neither held or not upheld);
- partially upheld (where some of the complaint is upheld)
- upheld (where the College is at fault); and
- not upheld (where the College is not at fault).

3. 2023-2024 Key Performance Indicators

Table 1: KPI 1 the total number of complaints received at stage 1, escalated complaints and the complaints received directly at stage 1 and as a % of the complaints received.

Complaint Indicator	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Yearly Total	
The number of complaints received	6		7		13		2		28	
College population and the % of complaints received per 100 population	3,237	0.18%	3,756	0.19%	3890	0.33%	3,894	0.05%	3,894	0.7%

Table 2: KPI 2: The total number of complaints received that were closed in full within the set timescales of five and 20 working days.

Complaint Indicator	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Yearly Total	
Number of complaints closed at Stage 1 and % of total closed in full within the set timescales of five days.	4	100%	6	100%	10	100%	2	100%	22	100%
Number of complaints closed at Stage 1 and % of total closed in full within the set timescales of 10 days when an extension has been granted.	1	100%	0	0%	0	0%	0	0%	1	100%
Number of complaints closed at Stage 2 and % of total closed in full within the set timescales of 20 days.	1	100%	0	0%	1	100%	0	0%	2	100%
Number of complaints closed at Stage 2 after escalation and % of total closed in full within the set timescales of 20 days.	0	0%	1	100%	2	100%	0	0%	3	100%

Table 3 KPI 3: The average time in working days for a full response to complaints at each stage.

Complaint Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Yearly Total
Average time in working days to respond in full at stage 1	4	5	3	3	3.75
Average time in working days to respond in full at stage 2	15	15	13	0	14

Table 4: KPI 4 the number of complaints resolved, partially upheld, upheld and not upheld at each stage and the % of complaints closed at each stage.

Complaint Indicator	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Yearly Total	
Number and % of complaints resolved at Stage 1	0	0%	1	17%	0	0%	0	0%	1	4%
Number and % of complaints partially upheld at Stage 1	1	20%	1	17%	1	10%	0	0%	3	13%
Number and % of complaints upheld at Stage 1	3	60%	0	0%	3	30%	0	0%	6	26%
Number and % of complaints not upheld at Stage 1	1	20%	4	67%	6	60%	2	100%	13	57%
Number and % of complaints resolved at Stage 2	0	0%	0	0%	0	0%	0	0%	0	0%
Number and % of complaints partially upheld at Stage 2	1	100%	0	0%	1	33%	0	0%	2	40%
20%Number and % of complaints upheld at Stage 2	0	0%	0	0%	0	0%	0	0%	0	0%
Number and % of complaints not upheld at Stage 2	0	0%	1	100%	2	66%	0	0%	3	60%

4. Category of complaints received, and actions taken to improve.

Table 5: The category of complaints received by quarter.

Complaint Category	Q1	Q2	Q3	Q4	Yearly Total
Customer Care	1	2	5	0	8
Applications to Progression	1	1	4	1	7
Course Related	3	4	3	0	10
Services	1	0	1	0	2
Facilities	0	0	0	0	0
Other	0	0	0	1	1

Table 6: The number of complaints received within each category and the % of total complaints received.

Customer Care	Number Received	% of Total Complaints
Health & Safety		
Security		
Diversity & Equality		
Data Protection	1	4%
Environmental	1	4%
Staff Conduct	6	21%
Student Conduct		
Other		
Applications to progression	Number Received	% of Total Complaints
Marketing		
Interview, enrolment, induction		
Articulation, withdrawal	7	25%
Other		

Course Related	Number Received	% of Total Complaints
Learning and Teaching		
Environment. Resources		
Course Management	10	36%
Learning and Support		
Assessment and Certification		
Other		
Services	Number Received	% of Total Complaints
Finance	1	4%
Funding/Bursary		
Student Records		
Learning Support		
Library/Learning Technology	1	4%
Quality		
Other		
Facilities	Number Received	% of Total Complaints
Catering		
Maintenance and Car Parking		
Others	Number Received	% of Total Complaints
	1	4%

Table 7: Actions Taken to Improve

Category of Complaint	Actions Taken to Improve
Customer Care 8 received 1 partially upheld 2 upheld 5 not upheld	Staff received support from their line manager in managing and reducing stressful situations. Staff were reminded to recognise that sensitive discussions with students should be supportive and to confirm with students that they fully understand the content of the discussion. Candidates were informed that interviews for courses will be conducted by a lecturer out with the Advice Centre
Applications to Progression 7 received 7 not upheld	Course teams were reminded of the importance of clear communication with students regarding attendance and progression. The curriculum area has implemented a system to ensure that students receive consistent advice on recruitment and progression.
Course Related 10 received 1 resolved 4 partially upheld 2 upheld 3 not upheld	The curriculum areas will, wherever possible, adopt a consistent approach to class cover during periods of lecturer absence. The curriculum area will enhance the interview procedure for blended learning courses to ensure that students are fully informed about the course delivery and requirements. An introduction to teams has been included within course inductions. A formal communication process has been introduced to notify students when results are put on hold by an awarding body. The process of notifying students about the decision to merge classes has been reviewed to ensure students are informed promptly once a decision is made. The College has introduced a standardised communication to notify students when results are delayed due to Action Short of Strike. Lecturers were reminded to provide clear notes to students following guidance meetings.
Services 2 received 2 upheld	A review of payment methods has been conducted to simplify the system for the payment of student fees. A centralized room booking system is required to maximise room usage across the College
Other 1 received not upheld	

5. Complaint Trends

Table 8: Number of complaints received by % of population.

	Number and % of complaints received	Number and % of complaints resolved	Number and % of complaints partially upheld	Number and % of complaints upheld	Number and % of complaints not upheld
2023-2024	28 (0.7%)	1 (4%)	5 (18%)	6 (21%)	16 (57%)
2022-2023	10 (0.18%)	n/a	n/a	1 (10%)	9 (90%)
2021-2022	23 (0.4%)	n/a	n/a	13 (57%)	10 (43%)

Table 9 Category of complaints received per % of 100 population.

	2023-2024 (3984)	20222-2023 (5505)	2021/2022 (5996)
Customer Care	8 received (0.2%) 3 partial upheld or upheld (0.08%) 5 not upheld (0.12%)	5 received (0.09%) 0 upheld 5 not upheld (0.09%)	7 received (0.12%) 5 upheld (0.08%) 2 not upheld (0.03%)
Applications to Progression	7 received (0.18%) 7 not upheld (0.18%)	1 (0.02%) 1 not upheld (0.02%)	5 received (0.08%) 5 upheld
Course Related	10 received (0.25%) 1 resolved (0.03%) 6 partial upheld or upheld (0.15%) 3 not upheld (0.08%)	2 received (0.04%) 2 not upheld (0.04%)	5 received (0.08%) 0 upheld 5 upheld
Services	2 received (0.05%) 2 upheld	2 (0.04%) 1 upheld (0.02%) 1 not upheld (0.02%)	6 received (0.1%) 3 upheld (0.05%) 3 not upheld (0.05%)
Facilities	0	0	0
Other	1 received (0.03%) 1 not upheld (0.03%)	0	0

6. Customer satisfaction with complaints

The College requests formal feedback from complainants regarding their satisfaction with the complaints process. In 20023-2024, two complainants provided feedback. One expressed satisfaction with the outcome, while the other disagreed with the response.

6. Actions

All actions from the 2022-2023 Annual Complaints Handling Report were successfully completed.

Table10: 2024-2025 Action Plan

Action	Lead	Target Date
Publish the 2023-2024 Annual Complaints Handling Report on the College website following its presentation to, and approval by, the Senior Leadership Team, the Learning Teaching and Student Experience Committee (LTSE) and the Board of Management (BOM)	Depute Head of Curriculum (Complaints Handler)	November 2024
Present to the SLT and the LTSE Committee quarterly the number of complaints, outcomes, lessons learned and the progress of actions prior to publication on the College website	Depute Head of Curriculum (Complaints Handler)	November 2024 February 2025 June 2025 August 2025
Review the <i>Complaints Handling: A Guide for Staff</i> document	Depute Head of Curriculum (Complaints Handler)	March 2024
Review and update the <i>Making a Complaint to the College</i> leaflet	Depute Head of Curriculum (Complaints Handler)	January 2025
Create an Acceptable Engagement Policy for approval by SLT, LTSE and the BOM prior to publishing on the staff portal and college website	Depute Head of Curriculum (Complaints Handler)	November 2024

Update the College online system for reporting and recording complaints	Head of MIS Depute Head of Curriculum (Complaints Handler)	January 2025
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LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE:	4 November 2024
TITLE OF REPORT:	New Social Media Policy, including general guidance and digital etiquette guidelines.
REFERENCE	Agenda Item 10
AUTHOR AND CONTACT DETAILS	Marie King, Marketing & Communications Manager marie.king@slc.ac.uk
PURPOSE:	To provide Members with the new Social Media Policy.
KEY RECOMMENDATIONS/ DECISIONS:	Members are requested to <ul style="list-style-type: none"> remit the new Social Media Policy for approval to the Board of Management.
RISKS	<ul style="list-style-type: none"> The College does not currently have a Social Media Policy and is therefore at risk of reputational damage. The development of this policy was identified as a recommendation following the Publicity & Comms internal audit.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> Successful Students The Highest Quality Education and Support Sustainable Behaviours
SUMMARY OF REPORT:	<p>This new policy sets clear expectations for all users regarding:</p> <ul style="list-style-type: none"> a consistency of approach; terms of compliance, confidentiality, responsibility, defamation together with a responsible user guide and etiquette guidelines acceptable standards relating to content and behaviours; the correlation to related college policies and agreements.

1. INTRODUCTION

1.1 This paper sets out a new Social Media Policy for approval. South Lanarkshire College is committed to minimising the risks to the College through the use of various social media platforms. In tandem, the College strives to make the best use of all available technology and innovation to improve the way we do business.

1.2 The College has a duty of care to avoid major mistakes which could result in reputational, legal, and ethical issues, and misuse/abuse of a well-functioning social media relationship, it is important that we manage any potential risks through the common-sense approach outlined in the policy.

2. Summary Overview

2.1 The new Social Media Policy frames the detailed operating parameters, requirements of individuals in terms of compliance, confidentiality, responsibility, defamation together with a responsible user guide and etiquette guidelines.

2.2 The policy establishes:

- clear expectations for all users regarding appropriate content creation;
- a consistency of approach;
- acceptable standards relating to content and behaviours;
- the correlation to related college policies and agreements.

2.3 The implementation of the policy will mitigate risks to the college in terms of content accuracy and associated reputational damage through robust monitoring of rager posts, misguided posts, trolling posts, spamming posts or unhappy/disgruntled user posts.

2.4 The associated “social media post assessment” offers a level of scrutiny and monitoring which enables actions to be taken including sanctions to users.

3. RISK

3.1 That The College does not currently have a Social Media Policy and is therefore at risk of reputational damage;

3.2 The development of this policy was identified as a recommendation following the Publicity & Communications internal audit.

4. EQUALITIES

4.1. There are no matters for people with protected characteristics or from areas of multiple deprivation which arise from consideration of this policy.

5. RECOMMENDATIONS

Members are recommended to:

- note the contents of this paper; and
- note the new Social Media Policy.



South
Lanarkshire
College

East Kilbride

SLC Social Media Policy

Version Number: 1.0

Document Information

Procedure Published/Created:	August 2024
Reviewed Date:	N/A
Owner:	Marketing
Approved by:	SLT
Equality Impact Assessment:	
Next Review Date:	August 2026

Version History

Version Number	Date	Author	Rationale
1.0	May 2024	Marie King (Marketing and Communications Manager)	Document Creation: Establishing professional protocols

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](#)



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1. Introduction

This Policy is in place to minimise the risks to South Lanarkshire College (SLC) through the use of social media. SLC is committed to making the best use of all available technology and innovation to improve the way we do business. This includes using all reasonable and cost-effective means to improve the way we communicate, reach out and interact with the different communities we serve.

Social media is the term commonly given to web-based tools and applications which allow users to interact with each other in some way – by sharing information, opinions, knowledge, and interests online. As the name implies, social media involves the building of online communities or internets to encourage participation and engagement. This Policy deals with the use of all forms of social media, including but not limited to Facebook, Snapchat, LinkedIn, X (formerly known as Twitter), Wikipedia, Instagram, TikTok, YouTube and all other social networking sites, internet postings and blogs. It applies to the use of social media for College business purposes as well as personal use that may affect the College in any way.

To avoid major mistakes which could result in reputational, legal, and ethical issues, and misuse/abuse of a well-functioning social media relationship, it is important that we manage any potential risks through a common-sense approach and framework as well as proactively monitoring the development of such applications.

This Policy aims to provide managers and individual employees with information concerning the use of/or the development of, any social media application, and to help them get the best out of the tools available whilst maintaining a safe professional environment and protecting themselves, as well as the College.

This Policy covers all staff and contractors associated with SLC.

This Policy does not form part of any employee's contract of employment and the College may amend it at any time subject to consultation with recognised trade union.

This Policy extends to cover all devices such as desktops, laptops, tablets, mobile phones and even employee's own computer equipment or other device when used for business related work.

2. Staff responsible for implementing the Policy

The SLC Senior Leadership Team (SLT) has overall responsibility for the effective operation of this Policy but has delegated day-to-day responsibility for its operation to the Marketing & Communications Manager.

Responsibility for monitoring and reviewing the operation of this Policy and making recommendations for change to minimise risks lies with the Marketing & Communications Manager, who will review this Policy every two years to ensure that it meets legal requirements and reflects best practice. This is in association with any updated data protection legislation that maybe advised by the SLC DPO.

Managers have a specific responsibility for operating within the boundaries of this Policy, ensuring that all staff understand the standards of behaviour expected of them and acting when behaviour falls below its requirements. Managers will be given training to do this as part of the College Continuing Professional Development Program.

All staff are responsible for the success of this Policy and should ensure that they take the time to read and understand it. Questions regarding the content or application of this Policy should be directed to the Marketing & Communications Manager.

3. Compliance with related policies and agreements

Social media should never be used in a way that breaches any of the College's other policies or procedures. If an internet or blog post would breach any of the College's policies or procedures in another forum, it will also breach them in an online forum. For example, staff are prohibited from using social media to:

- breach the College's ICT Acceptable Use Policy;
- breach the College's Staff Code of Conduct Policy
- breach the College's obligations with respect to the rules of relevant regulatory bodies;
- breach any obligations contained in College policies or contractual requirements relating to confidentiality;
- breach the College's Staff Disciplinary Procedure;
- breach the College's Safeguarding Policy;
- harass or bully other staff in any way or breach the College's Bullying and Harassment Procedure for Staff;
- unlawfully discriminate against other staff or third parties or breach the College's Equal Opportunities Procedure;
- breach the College's Data Protection Procedure (for example, staff must never disclose personal information about a colleague, student, customer, or contractor online and must also seek consent for the pictures or photos used in a social media post by means of the photo consent form or checking the student's enrolment details);
- criticise or argue with students, customers, colleagues, contractors or competitors;
- post images or links to images or other content which are inappropriate;
- breach any other laws or regulatory requirements.

References, positive and negative, can be attributed to the College and create legal liability for both the author of the reference and the College. Staff should therefore never provide references for other individuals on social or professional networking sites.

Staff who breach any of the above policies may be subject to disciplinary action up to and including termination of employment.

4. Personal use of social media

Occasional and reasonable personal use of social media during working hours, as may be determined by the College in its reasonable discretion, is permitted so long as it does not involve unprofessional or inappropriate content, does not interfere with a member of staff's employment responsibilities or productivity, and complies with this Policy. Access to particular social media websites using College systems may be blocked by the College at any time.

5. Prohibited use

Staff must avoid making any social media communications that could damage the College's interests or reputation, even indirectly.

Staff must not use social media to defame or disparage the College, its staff or any third party; to harass, bully or unlawfully discriminate against staff or third parties on any grounds including those of age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, or sexual orientation; to make false or misleading statements; or to impersonate colleagues or third parties.

Staff must not express opinions on the College's behalf via social media, unless expressly authorised to do so by their senior manager. Staff may be required to undergo training in order to obtain such authorisation.

Staff must not post comments about sensitive business-related topics, such as the College's performance, or do anything to jeopardise the College's trade secrets, confidential information and intellectual property.

Staff must not discuss the College's internal workings or structure or its future business plans or projects where these are not already in the public domain other than through their or another member of staff's authorised disclosure.

While staff are permitted to say that they work for the College on social media, their online profile (for example the name of a blog or a X account) must not contain the College's name.

If staff do discuss their work on social media (for example, giving opinions on their specialism or the sector in which the College operates), they must make it clear that the views expressed are their own.

Any communications that staff make in a professional capacity through social media must not breach copyright, for example by:

- using someone else's images or written content without permission
- failing to acknowledge permission which has been given to them or the College to reproduce something

Any misuse of social media should be reported to the individual's line Manager who will consult with the Marketing & Communications Manager.

6. Use of social media for College business

The College encourages staff to make reasonable and appropriate use of social media websites as part of their work. For example, it is an important part of how the College communicates with its customers and promotes its services. Some social media sites can also be used effectively to support learning and teaching.

Staff may contribute to the College's social media activities, for example by writing for its blogs, managing a Facebook account for a class, or contributing to an official X account, or YouTube channel for the College.

When using social media in a professional capacity staff should use the same safeguards as they would with any other form of communication about the College in the public sphere.

These safeguards may include:

- ensuring that the communication has a purpose and a benefit for the College
- obtaining permission from an appropriate manager before embarking on a public campaign using social media

Where possible, it is preferred that the main SLC social accounts are tagged for resharing purposes. However, if staff would like to create for example, a curriculum focused Facebook, X account or other social media account for College business they must discuss this first with the Marketing Team. Only SLC business accounts should be used for this purpose. It is essential that Marketing know what is in the public domain under the SLC name for reputational and brand reasons.

If staff duties require them to speak on behalf of the College in a social media environment, the College may require them to undergo training before they do so and impose certain requirements and restrictions regarding their activities. Likewise, if staff are contacted for comments about the College for publication anywhere, including in any social media outlet, they must direct the enquiry to the Marketing Team and must not respond without written approval.

The use of social media for business purposes is subject to the provisions of this Policy.

7. Business continuity and incident response

Only members of the incident response team assigned by the senior management leaders are permitted to post information for incident/crisis management. For example, decisions to close the building, incidents involving the safety of the staff and students and potentially the wider community.

As part of the business continuity plan, there must be a designated spokesperson and clear messaging should be agreed before an incident. Updates for an incident/emergency plan must be consistent and clear.

8. Guidelines for responsible use of social media

Staff should make it clear in any social media postings, or in their personal profile, that they are speaking on their own behalf. They must write in the first person and use a personal e-mail address.

Staff must be respectful to others when making any statement on social media and be aware that they are personally responsible and legally liable for all communications which they cause to be published on the internet for anyone to see.

If staff disclose their affiliation with the College on their profile or in any social media postings, they must state that their views do not represent those of the College (unless they are authorised to speak on the College's behalf as set out in section 5).

Staff should also ensure that their profile and any content they post are consistent with the professional image they are expected to present to students, customers, and colleagues.

Staff should ensure that the posts and information shared is accurate to the best of their knowledge in relation to College activities.

If staff are uncertain or concerned about the appropriateness of any proposed statement or posting, or if they see anything that disparages or reflects poorly on the College, they should discuss this with their line manager.

9. Monitoring

The contents of the College's IT resources and communications systems are its property. Therefore, staff should have no expectation of privacy in any message, files, data, document, facsimile, telephone conversation, social media post conversation or message, or any other kind of information or communications transmitted to, received, or printed from, or stored or recorded on the College's electronic information and communications systems.

For further information, please refer to the College's ICT Acceptable Use Policy.

10. Breach of this Policy

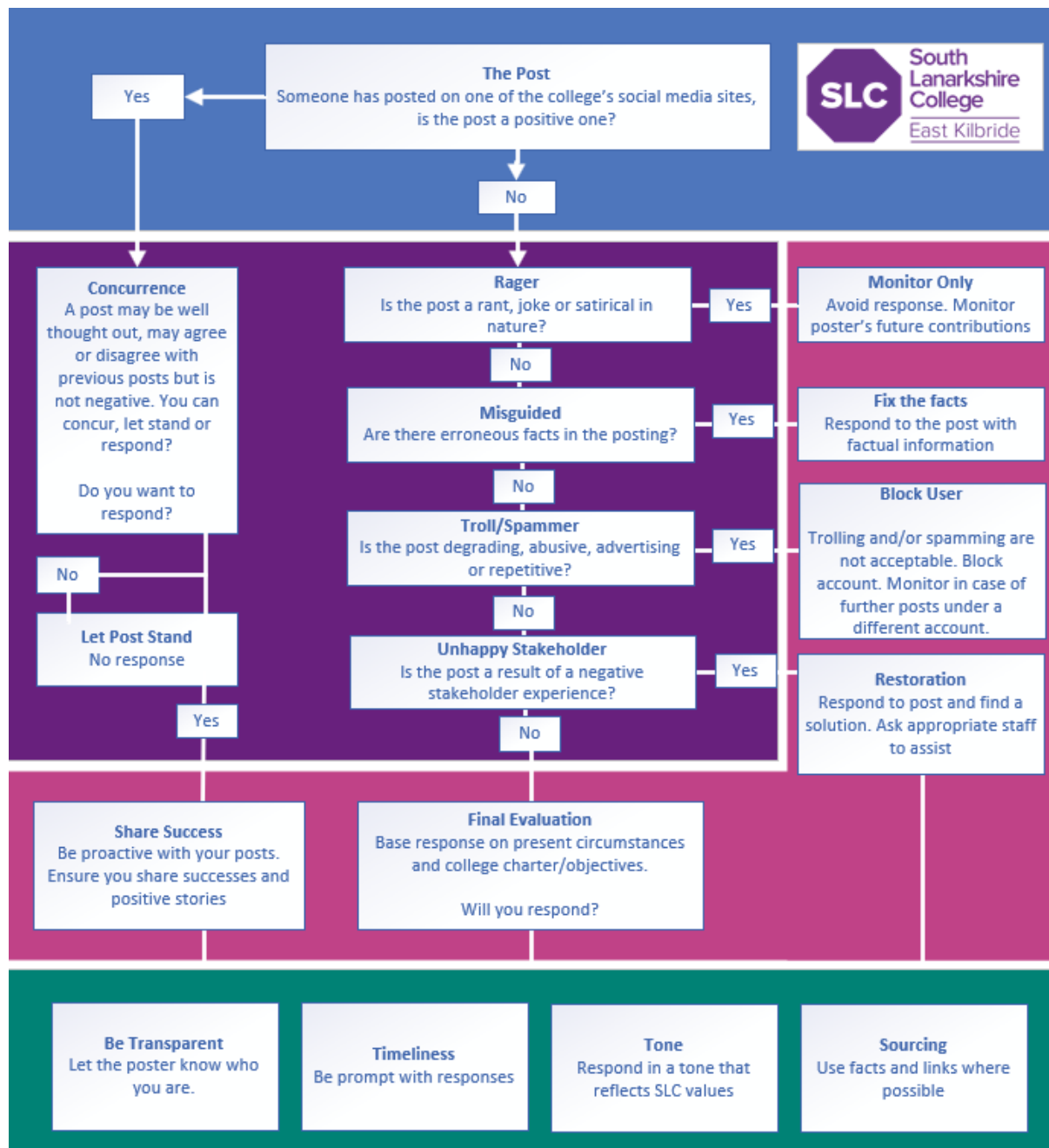
Employees should be aware that use of social media in a way that may be deemed as deliberate or inadvertent misuse could be a breach of this Policy and may lead to disciplinary action under the College Disciplinary Procedure. Serious breaches may constitute gross misconduct under the Disciplinary Procedure, which will normally be regarded as grounds for summary dismissal.

Any member of staff suspected of committing a breach of this Policy will be required to co-operate with the College's investigation, which may involve handing over relevant passwords and login details.

SLC reserve the right to remove, block, report or ban any user who:

- encourages others and/or posts unacceptable content
- uses offensive images
- has an offensive username

11. Social media post assessment



12. Digital etiquette guidelines

1. Professionalism

- **Tone and Language:** Use clear, professional, and respectful language. Avoid slang, jargon, and overly casual expressions.
- **Accuracy:** Ensure that all information shared is accurate and up-to-date. Verify facts before posting.
- **Grammar and Spelling:** Proofread all posts for grammatical errors and spelling mistakes.

2. Respect and Inclusivity

- **Respectful Interaction:** Engage respectfully with followers, colleagues, and other users. Avoid arguments and confrontations.
- **Inclusivity:** Use inclusive language and be mindful of diverse perspectives and backgrounds.
- **Privacy:** Respect the privacy of others. Do not share personal or confidential information without consent.

3. Consistency and Branding

- **Brand Voice:** Maintain a consistent voice that aligns with the organisation's brand identity.
- **Visuals:** Use approved logos, images, and branding elements. Ensure visual content is high quality and appropriately credited.
- **Content Guidelines:** Follow established content guidelines, including post frequency, topics, and themes.



South
Lanarkshire
College

East Kilbride

LEARNING TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	04 November 2024
TITLE OF REPORT	Developing the Young Workforce
REFERENCE	Agenda Item 11
AUTHOR AND CONTACT DETAILS	Myra Sisi, Associate Principal of Curriculum Myra.Sisi@slc.ac.uk
PURPOSE:	To provide the Committee members with an update on senior phase and school activity.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none"> • note the updates on retention and achievement for all senior phase activity delivered in 2023/24 • note the contents of this report which include updates on all senior phase recruitment and retention for 2024/2025.
RISK	<ul style="list-style-type: none"> • That the engagement for GradU8 and Winter and Summer Leaver programmes decreases leading to low achievement and a drop in students progressing. • That poor retention and achievement could negatively impact the College's overall target.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • GradU8 recruitment across all programmes for 24/25. • Foundation Apprenticeship (FA) provision has sustained growth with 6 frameworks being offered across 14 cohorts. • This academic session all FA courses are within the Consortium Agreement with the Local Authority and will deliver a baseline income of £233k. There will be no credit bearing FAs in academic session 2024/25. • No new senior phase independent options (Pathway 2) being offered in this academic session. • The College continues to engage with schools to showcase SLC as a viable next step in their education and attends a range of school events where possible. • The College will continue to engage with our DYW regional stakeholders.

1. INTRODUCTION

- 1.1. The College continues to work closely with South Lanarkshire Council to ensure our Senior Phase offer takes account of labour market trends and that courses provide clear progression pathways for our young people. The College offer is divided into four pathway options to Senior Phase pupils from across the Local Authority, delivered either in college or in a school hub. This paper outlines the activity taking place in these four pathway options.

2 PATHWAY ONE: SENIOR PHASE GRADU8 PROGRAMME

2.1 Table 1: GradU8 Programme retention, achievement and planned enrolments

2022/23				2023/24				2024/25		
GradU8	Enrol	Ret	Ach	GradU8	Enrol	Ret	Ach	GradU8	Plan Enrol	Enrol
Beauty	27	100%	82%	Beauty	17	94%	94%	Beauty	16	13
					15	100%	100%		16	17
Early Years & Childcare	35	86%	86%	Early Years & Childcare	12	100%	100%	EECC	16	18
					18	78%	78%		16	12
Hair & Barbering	36	92%	92%	Hair & Barbering	15	100%	100%	Hair	16	17
					16	100%	100%		16	11
Health & Social Care	26	100%	81%	Health & Social Care	13	100%	81%	HSC	16	17
					14	100%	100%		16	6
Make-Up				Make-Up	14	100%	100%	Make-Up	16	13
					15	100%	100%	-	16	16
NA				NA				Horticulture	16	7
Uniform ES	44	93%	75%	Uniform ES	11	55%	55%	U&ES	16	12
					18	83%	83%		16	10
					13	100%	100%		-	-
Digital Media				Digital Media	9	78%	78%	Digital Media	16	8
					7	100%	100%	-	16	13
Hospitality	16	100%	69%	Hospitality	4	0%	0%	Hosp	14	11
					13	69%	69%		14	12
Construction	27	100%	85%	Construction	16	100%	100%	Cons	14	15
					12	100%	100%		14	11
Total	211	96 %	81%	Total	252	87%	86%	Total	296	239

- 2.2 In the GradU8 pathway programmes 296 enrolments were planned across 19 cohorts for academic session 2024/25. In the end, 239 enrolments were successfully recruited, down slightly on the previous year by 13.

- 2.3 In addition, only one new subject Horticulture has been introduced this session, however numbers are low with only 7 enrolments.
- 2.4 Overall retention for academic session 2023/24 was 87%, which is 9% down on the previous year, with overall achievement at 86% which is 5% better than the previous year.

3 PATHWAY TWO: SENIOR PHASE INDEPENDENT OPTIONS

- 3.1 This academic session there are no senior phase independent options being offered. However, the College has committed to supporting one group from St Ninians High School to complete the second year of the NPA Playworker course. To date a total of 18 pupils have returned to complete their course. Moving forward this pathway option will remain open to South Lanarkshire Council pupils only.

4 PATHWAY THREE: SENIOR PHASE WINTER AND SUMMER LEAVER PROGRAMMES

- 4.1 The Winter and Summer leaver programmes in Construction and Creative Hair and Beauty are open to pupils across South Lanarkshire who are intending to leave school either in December 2024 or June 2025. The course delivery model for both programmes is three full days in college.
- 4.2 These programmes provide progression pathways in 2025 to January and August programmes and all progressing pupils will receive a guaranteed interview to a college course.

4.3 Table 2: Winter Leavers Programme recruitment and retention

Course	2022/23			2023/2024			2024/2025		
	Enrol	Ret	Achieved	Enrolled	Ret	Achieved	Plan	enrol	Ret
Creative	NA	NA	NA	12	12	(4) 33%	15	16	12
Cons	13	13	(9) 69%	12	12	(2)16%	15	15	15
Total	13	13	69%	24	24	24%	30	31	27

- 4.4 Both winter leavers programmes have recruited a total of 31 pupils out of a planned number of 30 this session this is up slightly on the previous year. Overall retention is sitting at 87%.
- 4.5 Summer leaver programmes are planned for this academic session however, they will only run if a minimum target of 15 pupils per cohort is reached.

5 PATHWAY FOUR SENIOR PHASE FOUNDATION APPRENTICESHIPS (FA)

- 5.1 This academic session all courses are within the Consortium Agreement with the Local Authority and will deliver a baseline income of £233k. There will be no credit bearing FAs for this academic session 2024/25.
- 5.2 The College continues to maintain its strong links with South Lanarkshire Council and local employers to provide work experience for students.

5.3 Table 4: Foundation Apprenticeship achievement 2023/24 and enrolments 2024/25

2022/23			2023/24			2024/25				
Foundation Apprenticeships	Enr	Ach	FAs	En	Ret	Ach	FAs	Enr	Ret	Ach
Accounting										
	NA	NA	Accounting 2 year	14	64%	29%	Accounting return	6		
Business Skills										
Business Skills 1 year programme	13	100%	Business Skills 1 year programme	5	80% (4)	80%	Business Skills 1 year programme	6		
Business Skills 2-year programme	NA	NA	Business Skills 2-year programme	7	71% (5)	57% (4)	Business Skills 2-year programme	NA		
Business Skills Returners	3	100%	Business Skills Returners	NA			Business Skills Returners	3		
Creative and Digital Media										
							CDM 1yr	10		
Creative & Digital Media 2-year programme	17	94%	Creative & Digital Media 2-year programme	19	(17) 89%	89%	Creative & Digital Media 2-year programme	14		
	10	100%	CDM returners	12	(11) 92%	92%	CDM return	18		
Children and Young People										
Children & Young People 1 year programme in college	13	69%	Children & Young People 1 year	18	16 89%	78%	Children & Young People 1 year	10		
CYP 1 Year	NA	NA	NA		NA	NA				
Children & Young People 2-year hub	14	64%	Children & Young People 2yr	18	18 100%	100%	CYP 2-year programme	14		
CYP 2 year	13	76%	CYP 2-year programme	12	10 83%	83%	CYP 2-year programme	13		
CYP 2 year	NA	NA								
Children & Young People Returners	13	84%	Children & Young People Returners	15	10 67%	67%	Children & Young People Returners	19		
CYP Returners	12	100%	CYP returners		NA	NA	NA			
Healthcare										
Healthcare 1 year programme in college	12	83%	HealthCare 1 year programme in college	13	100%	100%	HealthCare 1 year programme in college	10		
HealthCare 2-year programme in hubs	16	81%	HealthCare 2-year programme in hub	12	100%	75%	HealthCare 2-year programme	16		
				11	(10) 91%	81%		-		

2022/23			2023/24			2024/25		
HealthCare Returners	10	100%	HealthCare Returners	8	100%	100%	HealthCare Returners	13
IT Software 2 year								
			IT Software	13	11 85%	85%	IT Software (returners)	9
Total	146	87%	Total	177	86%	82%	Total	158

5.4 Overall achievement for 2023/24 was 82%, this is 5% lower than the previous year. Enrolment numbers for this academic session are down on the previous year by 19.

5.5 This year the College will deliver a total of six Foundation Apprenticeship frameworks across fourteen class groups: Accountancy (returners), Business Skills (one-year and two-year options), Social Services and Healthcare (one year and two-year options), Social Services Children and Young People (one year and two-year options), Creative and Digital (one year and two-year options) and Information Software Development (returners group only).

6 SCHOOL EVENTS 2024-25

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

6.2 The College played host to the “Step into STEM” event on the 9 October 2024. The event is run in partnership with Developing the Young Workforce (DYW) East Dunbartonshire, for Senior Phase pupils from across the South Lanarkshire area. A range of bespoke workshops covering STEM subjects were delivered on the day designed to inspire pupils to think creatively, collaborate, and solve problems.

6.3 Over thirty local employers supported the event and 180 pupils who attended on the day were given the opportunity to speak to the wide range of employers about career options and progression pathways.

6.4 Table 8: School Event Schedule 2024-25

Date	Time	Type of Event	Location	Audience	Expected numbers
Oct 24	4:00-6:00pm	Careers Fayre	Williamwood High School	S3-S6	TBC
Nov 24	4:00-6:00pm	Pathway Evening	Eastwood High School	S3-S4	TBC
Nov 24	4:30 6:30pm	Careers Fayre	Cathkin High School	S3	TBC

7 RISK

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

7.2 That further withdrawals could negatively impact the College's target.

8 EQUALITIES

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

9 RECOMMENDATIONS

9.1 Members are recommended to:

- Note the contents of this report which updates on the retention and achievement for all senior phase activity delivered at the College in 2023/2024 and the enrolment activity for all senior phase activity for academic session 2024/25.

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE:	4 November 2024
TITLE OF REPORT:	Marketing and Communications update
REFERENCE:	Agenda item 12
AUTHOR AND CONTACT DETAILS	<p>Marie King, Marketing and Communications Manager Marie.King@slc.ac.uk</p> <p>Rose Harkness, Head of Student Services Rose.Harkness@slc.ac.uk</p>
PURPOSE:	To provide the Board with a summary of marketing, communications and student recruitment activities that have taken place over the past few months.
KEY RECOMMENDATIONS/ DECISIONS:	<p>Members are asked to note:</p> <ul style="list-style-type: none"> • The success of the August Open Evening and the College Local Innovation Centres (CLIC) Business Breakfast. • Brand rollout. • Marketing support for Commercial (FCR). • Social Media Policy.
RISKS	<ul style="list-style-type: none"> • That there is negative press arising from the Employment Tribunal happening in November 24. • Applications for August 24 courses not meeting target due to a later launch date of February 24. • Funding cut of 4.7% to the sector that will require other sources of funding to be explored i.e. increase of Commercial (FCR) course offering.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students. • The Highest Quality Education and Support. • Sustainable Behaviours.
SUMMARY OF REPORT:	<p>This paper includes:</p> <ul style="list-style-type: none"> • College Event Information. • An increase in applications for August 24 start courses. • Update on August 24 Recruitment Campaign. • Social Media Summary. • Awards.

1 INTRODUCTION

- 1.1 This report provides an overview of Marketing, Communications and Recruitment activity from mid-August to mid-October 2024. During this period the August recruitment campaign August Start and laterally Final Places message has remained a key priority.
- 1.2 There have been a range of activities, events, campaigns, and projects taken place during this period, which are highlighted below.

2 REPORT HIGHLIGHTS (THE PAST 3 MONTHS)

- 2.1 Highlights over the past three months include:
 - 67 attendees at the Open Evening on 20 August 2024.
 - Successful launch event on 25 September 2024 of the College as the (CLIC) Centre for Sustainable Development.
 - Ongoing promotion of August 2024 courses; and
 - The roll out and finalisation of the current brand.

3 ANALYSIS OF RECRUITMENT AND AUGUST 2024 APPLICATIONS

- 3.1 To date, the College has received a total of 6034 applications for August 2024 courses. This marks an increase of 513 applications compared to the previous year (6034 versus 5521). These applications are divided into full-time and part-time programs, with 4752 for full-time courses (an increase of 223 compared to the previous year) and 168 for part-time courses (an increase of 69).
- 3.2 Recruitment continues to be a top priority for the Marketing and Communications team to mitigate any potential shortfall in meeting recruitment targets in the coming months. We continue to update the website as necessary to improve the user journey, while implementing targeted campaigns, to drive enquiries and applications across the suite of courses available.
- 3.3 Facebook paid advertisements are continuously updated to promote any courses requiring an application boost. Paid promotion was also attributed to events such as the most recent Open Evening held on 20 August and course areas including Admin and IT, Hospitality, Travel and Tourism and Beauty Therapy.

4 EVENTS

- 4.1 Since the last Committee Report in August 2024 there have been a variety of events, including Freshers' Week (Monday 9 to Wednesday 11 September), a College Local Innovation Centres (CLIC) Business Breakfast networking event on Wednesday 25 September and another hugely successful STEM event. This year the STEM Event attracted 150 school pupils, 14 teachers, and 38 employers with 82 delegates.
 - 4.1..1 August start course Open Evening on 20 August (67 attendees) and their families who came to explore opportunities at South Lanarkshire College, tour the campus, and engage in conversations with our staff and students. Future planned events include:

4.2 Table 1

EVENT DATE	TARGET MARKET	PURPOSE
30 October 2024 Volunteering Event	New SLC students.	Showcase event hosted by charities and third sector contacts – opportunity to sign explore volunteering opportunities.
12 November 2024 Graduation Class of 2024	Graduands, friends and families.	To celebrate graduate success.
14 November 2024 UCAS Going to University Event	SLC students.	Showcase event from universities – providing info study progression opportunities.
18 November 2024 College Local Innovation Centres (CLIC) Networking Event	Local businesses, organisations and stakeholders.	Launch of the College as the CLIC Centre for Sustainable Development.
26 November 2024 January Start Open Evening	School leavers, influencers, those looking to upskill, retrain and friends and family.	To showcase the campus and facilities and promote courses starting in January 2024.
21 January 2025 January Start Completion 25/26 Course Launch Open Evening	School leavers, influencers, those looking to upskill, retrain and friends and family.	To showcase the campus and facilities and promote the launch of courses starting in 25/26.

5 CAMPAIGN ACTIVITY

5.1 The following campaign plans have taken place to support recruitment and brand awareness:

- Billboard advertising in East Kilbride.
- Digital media campaigns with focus on social media targeting and website re-targeting.
- Direct communications with SDS careers advisors, schools, DYW and JCP.
- Open Evening (20 August).
- Banners updated to spread College key message around campus and East Kilbride; and
- continued promotion of August 2024 start courses.

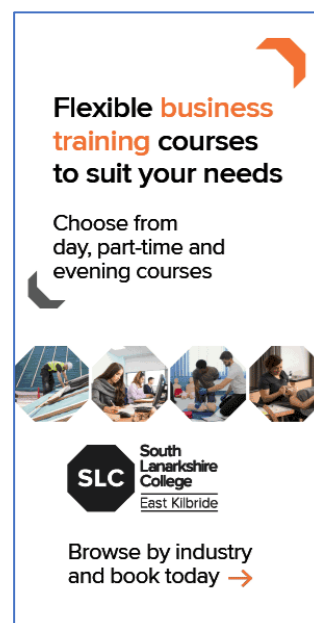
6 CAMPAIGNS – Commercial (FCR) Focus

6.1 With the view of promoting selected commercial courses, as well as generating a general awareness of the Business & Training section on the website, a series of posts were scheduled on social alongside a targeted digital campaign. Different design approaches were applied to determine what route received the most traction.

Social Graphics (icon based)



Targeted Digital Campaign Graphics (photography based)



7 DIGITAL AND WEBSITE IMPROVEMENTS

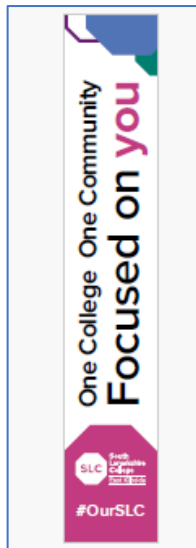
- 7.1 As part of a six-month project (September 24 to January 25), the Marketing and Communications team are working to fully utilise and optimise GA4 – getting it set up correctly so that accurate reporting can be used to inform future decisions around campaigns and/or help inform any changes required to the website.
- 7.2 Work continues internally to enhance meta (SEO) data on all pages on the website. This includes research, reporting and input of key words to ensure the website appears as high up the search rankings as possible.

8 BRAND ROLL OUT

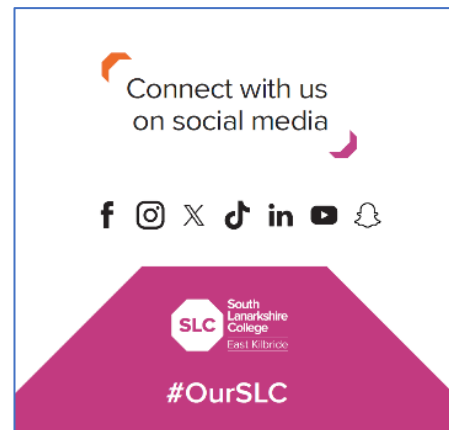
- 8.1 Rolling out the brand identity continues – this has now extended internally to the large banner in the atrium and the ATM vinyls and externally, to the lamppost flags and large display signs at the roundabout as you approach the College.

Large outdoor signs at roundabout across from Di Maggio's





Atrium banner and ATM Vinyls



9 GRADUATION

- 9.1 Following the end of EIS-FELA strike action and the entering of all results, the Class of 2024 Graduation is confirmed for Tuesday 12 November 2024. Plans are well underway to ensure a successful and special event for graduands and guests.

10 STAKEHOLDER ENGAGEMENT

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

11 STAFF COMMUNICATION

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

12 IN THE PRESS

- 12.1 An ongoing priority for the Marketing and Communications team is to generate as many positive news stories and case studies as possible, to promote courses, relay the key brand messages and to continue to combat any negative press arising from ongoing potential industrial action.
- 12.2 There is potential for negative press in relation to the Employment Tribunal planned in November 24. The Marketing and Communications team will continue to undertake horizon scanning on any negative PR and report this through the appropriate channels.
- 12.3 Normal College business and highlighting positive news stories, case studies and other good news continues to be a focus to ensure that stakeholders know it is business as usual across the college during this period.
- 12.4 Future projects that help raise the profile of the College include the continued involvement as part of the (CLIC) Innovate UK College Consortium, with South

Lanarkshire College leading as a Centre for Sustainable Development.

13 SOCIAL MEDIA

13.1 As part of the new Social Media Policy, which has been drafted for Board approval, and details what's expected as regards curating, posting and sharing content, work has begun on collating information on all associated SLC channels. Meetings will be held to ensure best practice is being followed as regards tone of voice and producing quality content.

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

- Facebook – the Facebook page has had a reach (from posts, stories or ads) of over 95K. Content interactions is 1.6K and link clicks is 3.8K. We now have over 10k followers. It's important to note that Facebook reach is 182% higher when running paid social over organic.
- Instagram – the Instagram account has had a reach of over 5.3K. The number of followers has increased by 73 taking the total to 2857.
- X (Twitter) – has 3405 followers, an increase of 23 from the last report).
- LinkedIn – we have gained 189 new followers taking the total to 2558 and have achieved over 26.5k impressions.
- TikTok – we currently have 353 followers and 693 likes.

13.3 Top performing organic posts include the back to College content, Creative and Digital team roundup, Freshers' Week and the NC Bakery students creating 575 desserts as part of the Hospitality Industry Trust Scotland poets lunch.

13.4 Focused course recruitment posts, such as the Nail Technician course, Fastrack to Criminology and Psychology, Admin and IT and Make-up Artistry courses also received great engagement.

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

14 AWARDS

14.1 Of the five award submissions, the College have not been nominated for any categories in the 2024 CDN College Awards.

14.2 We have been shortlisted for the Collaborative Partnership Award with the Energy Savings Trust as part of the Construction BE-ST – Accelerate to Zero Awards. The winner will be announced on Thursday 7 November.

15 MARKET RESEARCH AND DATA ANALYSIS

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

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

16 MISCELLANEOUS

16.1 The Marketing and Communications Team have supported the launch of the SLC Library Instagram and X social channels: https://www.instagram.com/slc_library and https://x.com/Library_SLC

17 KEY PRIORITIES

17.1 Some key priorities over the next 3 months include:

- Promotion of the College brand and courses to drive applications to places on January 2025 start courses.
- Continued marketing support for Commercial (FCR) courses.
- Enhance internal and external comms to get across good news stories to stakeholders.
- Newsletter of College activity to be sent to stakeholders.
- Ongoing improvement and development of the Keep Warm campaign for prospective students.
- Refinement and understanding in need for printed materials (e.g., prospectus).
- Better quality open evenings, which include tasters, to showcase the College curriculum offer.
- Continued engagement with curriculum teams; and Digital improvements on SEO and analytics tracking.

18 RISK

- That there is negative press due to the Employment Tribunal.
- That the College does not achieve recruitment targets.
- That there are challenges in meeting key targets due to current staffing resource.
- That there are challenges owing to 4.7% funding cut in the sector.

19 EQUALITIES

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

20 RECOMMENDATIONS

Members are recommended to note:

- The success of the Open Evening, CLIC launch event and ongoing social media/digital strategies;
- Ongoing brand roll out;
- Social Media Policy;
- The marketing activity noted in this paper.

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	4 November 2024
TITLE OF REPORT	Quarter 1 Report Complaints Handling Report
REFERENCE	Agenda Item 13
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the: complaints received by the College during Quarter 1 (1 August 2024 to 31 October 2024), and an update on the continuing governance of the complaints handling process.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: <ul style="list-style-type: none"> all complaints are logged on the College complaints handling system; the College complies with Scottish Public Service Ombudsman (SPSO) governance;
RISK	<ul style="list-style-type: none"> That the College does not deal with complaints within the time scales required by the SPSO resulting in a poor experience for our learners and stakeholders.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> Successful Students The Highest Quality Education and Support Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> Eight complaints were received, and all closed within the SPSO timescales. There is an increase of two complaints received in Quarter 1 2024/25 compared to Quarter 1 2023/2024. Lessons learned and actions to improve are identified and addressed. Three complaints were resolved, this in compared to 0 in 2023-2024 Industrial action had an impact on the number Applications to Progression complaints received.

1. INTRODUCTION

1.1. This paper provides an overview of the complaints received during Quarter 1 2024/2025, the continuing governance of the complaints handling process and complaint trends

2 DISCUSSION

2.1 The College complies with the governance of the Scottish Public Service Ombudsman (SPSO), ensuring that all complains are recorded and closed within the required timescale. In addition to publishing the four mandatory Key Performance Indicators (KPIs) quarterly, the College also provides reports on complaint trends and any actions taken to improve service delivery.

2.2 The tables below report for Quarter 1:

- SPSO KPIs
- category and outcome of complaints with actions to improve; and
- complaint trends.

2.3 Table 1 Quarter 1 SPSO KPIs

KPI 1: The total number of complaints received and as a % of college population Student population 2,569	KPI 2: The total number of complaints closed at each stage within the required timescale	KPI 3: The average time in working days for a full response to complaints at each stage	KPI 4: the outcome of each complaint and the % closed at each stage
8 (0.31%)	Stage 1 8 received 100% closed in full within the set timescale Stage 2 No complaints received	4 days	Stage 1 Resolved 3 (37%) Partially upheld 1 (12%) Upheld 1 (12%) Not upheld 3 (37%)

2.4 The lessons learned from each complaint are identified and addressed, with follow-up actions managed by the Complaints Handler.

2.5 Table 2: Quarter 1 2024-2025 category of complaint, outcome of complaint and actions to improve

Complaint Category	Complaints Received	Outcome of Complaint	Actions to improve
Customer Care	1 (12.5%)	Partially upheld	Consider a standardised approach to guidance. Ensure accurate an accurate record of guidance meetings
Applications to Progression	6 (75%)	Resolved: 3 (50%) Partially upheld: 0 Upheld: 1 (17%) Not upheld: 2 (34%)	Give greater notice to students if a course requires to be cancelled. Notify students if they are attending an interview for the course waiting list
Course Related	0		
Services	1 (12.5%)	Not upheld	None identified
Facilities	0		
Other	0		

2.6 In Quarter 1 of 2024-2025, there was a slight increase in the number of complaints received, with an additional 2 complaints, representing a 0.14% rise. The number of complaints resolved improved, increasing from 0 to 3. This could be attributed to increased awareness of this outcome as an available option. The most significant increase was in complaints related to Applications to Progression, which is mainly linked to industrial action and the withholding of student results.

2.7 Table 6 Quarter 1 2024-2025 and 2023-2024 complaints received and outcomes

	2024-2025 Student population 2,569	2023-2024 Student population 3,237
Total complaints received	8 (0.31%)	6 (0.18%)
Complaints received resolved	3 (37%)	0
Complaints received partially upheld	1 (12%)	2 (33%)
Complaints received upheld	1 (12%)	3 (50%)
Complaints received not upheld	3 (37%)	1 (17%)

2.8 Table 6 Quarter 1 2024-2025 and 2023-2024 category of complaints received

	2024-2025	2023-2024
Customer Care	1 (12.5%)	1 (17%)
Applications to progression	6 (75%)	1 (17%)
Course Related	0	3 (50%)
Services	1 (12.5%)	1 (17%)
Facilities	0	0
Other	0	0

3 EQUALITIES

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

4 RISK AND ASSURANCE

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

RECOMMENDATIONS

Members are recommended to note the contents of this report.

Our ref: SOUT348/DA/STI

Your ref:

Scottish Funding Council
Apex 2
97 Haymarket Terrace
Edinburgh
EH12 5HD

9 October 2024

To Whom it May Concern

**2023/24 Student Activity Data
South Lanarkshire College**

On behalf of our above named client, we have pleasure in attaching our Audit Certificate in relation to the College's FES return for academic year 2023/24.

We understand that the College certificate of Credits claimed, signed by the Principal, has already been submitted by the College.

Should you have any queries regarding the attached, please do not hesitate to contact us.

Yours faithfully



Stuart Inglis
Director
For and on behalf of Henderson Loggie LLP
Chartered Accountants
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Our ref: SOUT348/DA/STI

Your ref:

South Lanarkshire College
College Way
East Kilbride
G75 0NE

9 October 2024

To Whom it May Concern

Auditor's Report to the Members of the Board of Management of South Lanarkshire College

We have audited the FES return which has been prepared by South Lanarkshire College under SFC's Credit Guidance for colleges issued 12 June 2023 and which has been confirmed as being free from material misstatement by the College's Principal in her Certificate dated 3 October 2024. We conducted our audit in accordance with the 2023-24 audit guidance for colleges. The audit included an examination of the procedures and controls relevant to the collection and recording of student data. We evaluated the adequacy of these controls in ensuring the accuracy of the data. It also included examination of evidence relevant to the figures recorded in the student data returns. We obtained sufficient evidence to give us reasonable assurance that the returns are free from material misstatements.

In our opinion:

- the student data returns have been compiled in accordance with all relevant guidance;
- adequate procedures are in place to ensure the accurate collection and recording of the data; and
- we can provide reasonable assurance that the FES return is free from material misstatements.



Stuart Inglis
Director
For and on behalf of Henderson Loggie LLP
Chartered Accountants
Dundee Office
stuart.inglis@hlca.co.uk

9 October 2024

Date FES returned: 3 October 2024

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