

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

NOTICE

There will be a meeting of the Learning, Teaching and the Student Experience Committee on 28 April 2025 at 1730 hours in the Boardroom at South Lanarkshire College

AGENDA

Agenda Item		Paper	Lead
01	Apologies for Absence	No	JG
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items	No	JG
03	Minutes of Previous Meeting	Yes	JG
04	Matters Arising from the Previous Meeting	No	JG
	Matters for Discussion		
05	Student Association Report	Yes	CB
06	Learning Teaching and Student Experience Update	Yes	SM
07	Modern Apprenticeships Deep Dive	Yes	EB/AD
08	Quality Update	Yes	LD
09	Scotland's Tertiary Quality Enhancement (Tertiary Quality Enhancement Review (TQER))	Yes	LD
10	Meeting the Support Needs of Learners in Scotland's Colleges	Yes	SM
	Matters for Approval		
11	SLC Digital Strategy	Yes	SM
	Matters for Noting / Information		
12	Developing the Young Workforce Update	Yes	WM
13	Marketing and Communications Update	Yes	RH
14	Complaints Quarterly Report	Yes	WM
15	Any Other Business	No	JG
16	Summation of Actions and Date of Next Meeting	No	VA/CC

Key (Lead):

JG: Professor Jo Gill (Chair)
 SM: Stella McManus, Principal and Chief Executive
 CB: Catriona Blacker, Student Association President
 LD: Lisa Doonan, Quality Curriculum Manager
 RH: Rose Harkness, Head of Student Services
 WM: Wilma MacLeod, Depute Head of Curriculum
 EB: Elise Bonini, Alternative Funding / AD: Anne Doherty, Head of Alternative Funding
 VA: Vari Anderson, Governance Professional / CC: Christine Clark, Exec & Governance Admin

UNCONFIRMED LTSE MINUTES

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

MINUTES

LTSE Committee on 3 February 2025 at 1730 hours in the Boardroom and via Teams at South Lanarkshire College

Present

Jo Gill, Chair
Stella McManus, Principal
Scott Gray, TU Teaching Staff Rep
Douglas Morrison
Scott Coutts
Heather Meighan

In Attendance

Ann Baxter, NCL
Myra Sisi
Angela Pignatelli
Wilma MacLeod
Rose Harkness (part)

AGENDA ITEM

01

Apologies for Absence

None.

02

Declaration of any potential Conflicts of Interest in relation to any Agenda items

None made.

03

Minutes of Previous Meeting – 4 November 2024

Approved.

04

Matters Arising from the Previous Meeting

Item 6 – Complete and amended paper circulated at Board Meeting

Item 7 – Complete, update to be provided to ARC on 4 February 2025.

Matters for Discussion

05

Student Association Report

The Committee considered the terms of the report and noted the variety of events and activities held by the Students' Association including events for Christmas Jumper Week and 16 Days of Action against Gender Based Violence.

The Committee were advised that the SA held a 'Pizza and Patter' session to encourage men to open up regarding their mental health, the event was a huge success with pizza's running out and leaflets from relevant support organisations being distributed to attendees.

The Committee noted the upcoming events including Re-Freshers, Love Your Planet and CE Care Day.

The Committee thanked the SA for their hard work over the previous months.

06

Learning and Teaching Update including LTSE Mid-Year Review

	<p>The Committee considered and noted the terms of the report including the mid-year review information, work of the curriculum and alternative funding teams and the good news stories.</p> <p>The Committee noted the credit target and the recruitment to date for session 2024 to 2025. The Committee were encouraged that the College is on track to meet the credit target of 43,600.</p> <p>The Committee gave thanks for the in-depth information provided in respect of the progress reviews which provide the Committee with an enhanced level of confidence. Active engagement with industry partners reassures the Committee that the College is responding to community needs.</p>
07	<p>Quality Update The Committee noted, considered and discussed the terms of the report.</p> <p>The Committee recognised the growing number of awarding bodies that the College is feeding into, and thanks were given to the Quality team for their hard work. Further, the Committee congratulated Lisa Doonan and Angela Pignatelli on their appointment as QAA TQER reviewers. The Committee were reassured that good practice is being followed.</p>
08	<p>QAA Self Evaluation Action Plan Papers 08 and 09 were read in conjunction.</p> <p>The terms of the reports were considered, discussed and noted.</p>
09	<p>SFC Outcome Agreement Papers 08 and 09 were read in conjunction.</p> <p>The terms of the reports were considered, discussed and noted.</p>
10	<p>Corporate Parenting Plan The Committee noted and considered the corporate parenting plan.</p> <p>The Committee were advised that retention and attainment levels for care experienced students have not improved in line with overall college attainment. Further, a high percentage of care experienced students have partial success. As an <i>operational action point</i> enquiries are to be made into additional support for care experienced students, Douglas to raise at the Chairs Committee and Stella to raise at the Principal's Group.</p>
	Matters for Approval
11	<p>Hybrid Working Procedure The terms of the procedure were noted. Following discussion, the Committee remitted the procedure to the Board for approval upon amendment of section 3.1 to state "maximum of two days" and thought to be given to the communication of the procedure to staff and employers and the support available for new starts.</p>
	Matters for Information
12	<p>Developing the Young Workforce Update The Committee noted the terms of the report and the updates on recruitment and retention for all senior phase activity delivered in 2024/25.</p>
13	Marketing and Communications Update

	The Committee noted the terms of the update including the success of the November 2025 Graduation Ceremony and Social Media Policy.
14	Complaints Quarterly Report The Committee noted the terms of the report and the number of complaints received in Quarter 2.
15	Review of LTSE Work Plan The Committee considered and noted the terms of the LTSE Workplan.
16	Any Other Business The Committee gave thanks to Angela Pignatelli, Vice Principal for Learning, Teaching and the Student Experience for the support and assistance provided to the College and the Committee during her tenure.
17	Summation of Actions and Date of Next Meeting – 28 April 2025 Item 10 (operational) – Enquiries to be made into alternative ways to support care experienced students – Douglas to raise at Chairs Committee and Stella to raise at Principal’s Group. Item 11 – Hybrid working procedure remitted to the Board for approval upon amendment of section 3.1 to state “maximum of two days” and thought to be given to the communication of the procedure to staff and employers and the support available for new starts.



South Lanarkshire College

Students' Association

Board Report

April 2025

YOUR COLLEGE
 **YOUR WAY**

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Overview

The Student Association have had a very busy few months with lots of fantastic activities taking place for students to engage with, including Refreshers, Love Your Planet, LGBT History Month and much more.

We have been trying to make sure the students know the SA is available to them by always having an activity or stall taking place. Our commitment to support students experiencing financial hardship has continued by ensuring the food larder is kept fully stocked and that free student meals are clearly promoted.

As part of the activities taking place, the Student Association had help keeping the planet, and campus, clean with Biffa alongside some of our amazing students. The President and Vice President were also engaged with LGBT+ History Month with a stall for students to share their ideas and learn more information. We also had a tablecloth where students could write positive messages and free cakes were available, provided by our Hospitality students. It has been incredibly rewarding interacting and hearing from the students on a variety of different topics.

Student Engagement

As highlighted above, over the past few months the Student Association has been busy organising a variety of engaging events and activities, including Refreshers, Love Your Planet, LGBT History Month, Time to Talk, and an Easter Egg Hunt before the students finished for the Easter break. We are well on our way to completing all the activities we set out to achieve at the start of the year.

The Student Association is thrilled to have received feedback from students through the forms we handed out during our Refreshers event and are delighted to report that we received 100% positive feedback. We remain committed to hosting as many events as possible for students on campus, from mindfulness and mental health sessions to many more. Our goal is to ensure that every student has the best possible experience whilst studying at SLC.

The SA Office remains a central point on campus to support students, especially those dealing with increases in the cost-of-living. We are pleased we can continue to support students, in partnership with Aramark, by offering free soup, sandwiches, and breakfast on designated days. We are very grateful to the SLC Foundation for providing the funds to continue with this initiative. This funding also helps us operate the Student Larder. Located in the SA Office, this continues to remain stocked with food and toiletries and is a valuable resource for students.

To ensure students stay warm, the College Way Market continues to provide free clothing for all ages and is replenished with seasonal items throughout the year. This is such a valuable service and is easily accessible to the student community on the Ground Floor Atrium.

Refreshers

Refreshers took place from Tuesday 28 to Thursday 30 January and featured many student favourites including 'What's in the Box?' and a Lucky Dip. Students also had the opportunity to sign up for yoga classes and receive a free yoga mat.

The event was very successful with students enjoying their interactions with the Student Association. Many prizes were awarded in the Lucky Dip, and 'What's in the Box?' winners received exciting gift bags. The main prize was a large jar of sweets and a £20 gift voucher.

The Student Association also distributed feedback forms and is pleased to report we received 100% positive responses. We are committed to maintaining this high standard of service for all our students.





Time to Talk and Student Mental Health Agreement

Following our meeting with Think Positive in February 2025, we are excited to be continuing with the Student Mental Health Agreement for 2025-2027. We have already achieved a great deal in supporting student mental health but look forward to building on the work already undertaken. To find out more about our SMHA, please visit the Student Association webpage [here](#).

To support student mental health, the Student Association took part in the national Time to Talk event on 6 February 2025. The aim of the event was to create an open, informal space where students could have a relaxed conversation about their mental health and wellbeing. We wanted to check in with them and offer a safe space for discussing any challenges they might be facing, whether related to their studies, personal life, or day-to-day issues. It was an opportunity for students to share their thoughts and feelings, knowing they had support and someone to talk to.

Overall, the event fostered a sense of connection, and we were pleased to see many students engage in meaningful discussions about mental health.





Love Your Planet and Valentine's Day

On Valentine's Day, we embraced the spirit of love not just for each other, but also for our wonderful planet. We welcomed several different organisations onto campus to help raise awareness about waste reduction and sustainability including Biffa, Home Energy Scotland and Cairn Ecology.

We were also delighted to invite the SLC Horticulture students by arranging an information stall for them. The students discussed the importance of bees and how they play a vital role in keeping the world moving. We learned from the Horticulture Course Tutor that if bumblebees go extinct, the planet will suffer significantly due to their vital role in pollinating so many plants.

Cairn Ecology focused on protecting species and conducting ecological assessments.

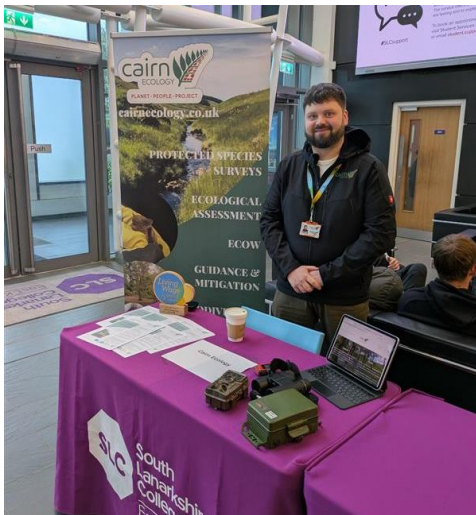
The Student Association handed out eco-friendly freebies to students, including recycled water bottles and notebooks. These items were highly sought after by our students with all of them being distributed. They also took the opportunity to talk about how everyone can contribute to taking care of our planet.

In the afternoon, the SA and student volunteers joined Biffa for a litter-picking session. We collected a lot of litter, splitting into smaller groups to cover different areas of the College campus. Overall, it was an excellent display of student participation and partnership.

Alongside this, the Student Association went around campus handing out individual Valentine's Day gift bags to students with lovely treats included. The aim of this was to help spread joy and the feeling of connection throughout the campus.

It was wonderful to see our college community come together to celebrate love and inspire sustainable behaviours that help protect our planet.

A big thank you to everyone who participated and helped make this event a huge success. Let's continue to spread love and care for one another and for our beautiful planet.





Care Day 20 February

The Student Association celebrated Care Day for our care experienced students on 20 February. SLC Guidance and Support Advisors hosted a stall in the Atrium providing freebies and valuable guidance and information on all the internal and external support services available. We also hosted a lunch with 16 students coming along to enjoy pizza, juice, biscuits, and caramel shortcake, which everyone thoroughly enjoyed. It was a great opportunity to meet and chat with our care experienced students and have an opportunity to check in with them about their learner experience.





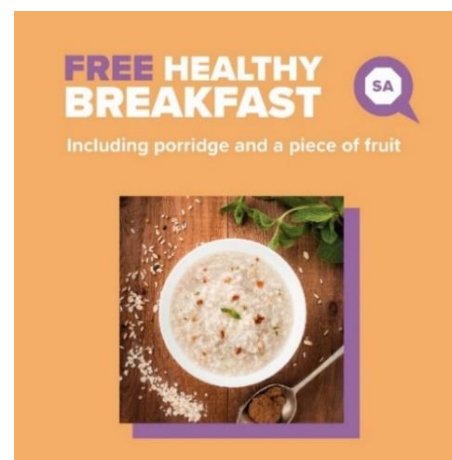
LGBT History Month / Purple Friday

On February 28 March, the Student Association celebrated Purple Friday as part of LGBT History Month. We held a stall where we welcomed students to express how they felt and to write something positive on our LGBT Equality tablecloth. We were also delighted to be handing out free rainbow bags, stickers and college branded LGBTQ+ button badges for students to proudly wear. Working in partnership with our Hospitality students, the Student Association handed out free cakes including scones, carrot cake and cupcakes! The students had a great time, and we received very positive feedback throughout the day. Women's Aid were also invited to have a stall providing information on gender-based violence to our college community. Our Beauty students also got involved by providing free purple manicures to staff and students. We would like to say a big thank you to all the students in our Hospitality and Beauty departments who helped make this event such a success.





Complimentary Student Meals and Student Larder



We remain dedicated to supporting students who continue to face financial challenges by providing this complimentary service, in partnership with Aramark Catering. We will continue offering free soup and a sandwich to students one day per week. We would like to take this opportunity to express our heartfelt thanks to the SLC Foundation for their generous support, all of which makes this possible. This contribution allows us to provide healthy breakfasts and lunches to students who are most impacted by rising food costs, helping them to continue to focus on their studies.

Additionally, we continue to offer a Student Larder, where students can visit the SA Office to collect essential food and toiletries. We will also provide free pens, notebooks, and blank folders to ensure students have the necessary stationery.

Throughout the year, we work closely with Student Services to help guide students to Discretionary Hardship funding and promote financial support through the SA's fortnightly newsletter – Student News4U.



Student's Charity Event

The Level 6 Cabin Crew students organised a three-day fundraising event for Valentine's Day to support their trip to Manchester for a residential course. The funds raised were aimed at assisting with both the cost of the trip and providing spending money, ensuring that all students had an equal experience, regardless of their budget. This initiative helps address student poverty, allowing everyone to participate and benefit from this learning opportunity. Additionally, part of the funds raised will be donated to the Beatson charity.

Well done to the students for hosting such a fantastic event!





Money Monday

The Student President and Vice President held a Student Money Information Day where we handed out leaflets with information about student funding. The Student Association provided various informative leaflets including Your Guide to Student Support, as well as a link to find out more about student funding and to sign the National Union of Student (NUS) petition about improving overall student funding.



Easter Egg Hunt

To create some fun before the Easter break, the Student President and Vice President went around the College placing pictures of Easter Eggs so that students could participate in an Easter Egg Hunt. Students had the chance to win an Easter Egg or a chocolate bunny if they chose to take part. There was a huge number of students who participated with a winner of the large Easter Egg and plenty of students who won smaller prizes.



Forthcoming Events

Free Sanitary Product Stall: 2 April 2025

Care Experience Student Lunch: 24 April 2025

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	28 April 2025
TITLE OF REPORT	Learning, Teaching and Student Experience Update
REFERENCE	06
AUTHOR AND CONTACT DETAILS	Stella McManus Stella.mcmanus@slc.ac.uk
PURPOSE:	To provide members with information relating.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • Note the achievement of the credit target; and • Note the curriculum restructure;
RISK	<ul style="list-style-type: none"> • 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 • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The College has achieved the credit target is 210 over at this point in the year. Note that this is subject to year-end audit. • A new curriculum management structure has been established following an 8-week consultation with staff. • There will be a focussed management tier consisting of one Head of Curriculum, one Depute and eight Curriculum Quality Managers. • Associate Principals, David Innes and Myra Sisi, have retired and the College wishes to thank them for their service. • Retention has dropped slightly to 90%, mainly due to withdrawals in Full Time FE programmes. • Curriculum highlights include the establishment of Project Search and an award-winning Painting and Decorating apprentice.

1. INTRODUCTION

- 1.1 This paper seeks to provide an update on the credit target for academic year 2024-25, and an overview of learning and teaching to date. It also provides an update on the academic restructure.

2 CREDIT TARGET

- 2.1 The credit target for the 2024-25 academic year is 43,600, and SLC is currently sitting at 43,810 credits, so 210 credits over target. There is also potential for additional credits up to 164, which will be generated by short courses between March and June 2025. This means SLC are expected to claim 43,974 by the end of the academic year which is above target and within the 2% upper threshold. These credit numbers are subject to audit.

3 CURRICULUM RESTRUCTURE

- 3.1 At the time of writing the College had not yet received approval from the Scottish Funding Council for voluntary severance applications for some support staff postholders. Therefore, the College made the decision to tell academic staff the result of their VS applications and to publish the academic structure in advance of the Easter break. 19 applications accepted for voluntary severance were from the academic areas.
- 3.2 By enabling some voluntary severance requests, the College has been able to look at achieving the required financial savings to help to ensure sustainability. In addition, we are mindful that there is significant knowledge, experience and skills which will leave the College through the VS process. The College would like to thank everyone who is choosing to leave the College through VS at this point for their contributions to making the College the success that it is to date.
- 3.3 The College is acutely aware that there has not been such wholesale change and business transformation in some time, and that it is an unsettling time for staff. The final structures incorporate feedback from the consultation process.
- 3.4 ***Academic Management Structure***
- 3.5 The College aims to create a more focused academic management tier, accountable to stakeholders and staff, with an authority and responsibility to take whatever action is necessary to drive through new developments in a considered and sustainable manner but with pace and decisiveness.
- 3.6 The Associate Principal layer of academic senior management has been realigned to ensure a consistency of approach at this senior level. The post title has changed to 'Head of Curriculum' to be consistent with other posts across the organisation. Given the scale of the organisation, the structure will change to one Head of Curriculum to ensure a single point of contact, similar to other Head posts too.

- 3.7 The benefits of a single Head of Curriculum point of contact include ensuring a consistent strategic approach to curriculum delivery, consistency of messaging and information dissemination, and a single point of contact for all curriculum planning, accountability and oversight.
- 3.8 The post holder will be accountable for the full range of curriculum areas and will also be responsible for cross college functions linked to the College's strategic priorities. For example, these may include:
- Employer endorsement of curriculum;
 - Enterprise and Innovation;
 - Science, Technology, Engineering and Maths (STEM; including Digital Developments relating to education, learning and teaching);
 - Pathways: including community, schools and university links;
 - Core, Digital, Employability, Study and Meta Skills Development;
 - Guidance and support.
- 3.9 The Head of Curriculum and Depute Head of Curriculum will operate a matrix management arrangement to drive forward the themes above, with whichever staff are required to be involved. The expectation is that the Head and the Depute Head will be the College point of contact for these local and national thematic, attend the relevant network groups, meetings and conferences, harness the information and disseminate this information widely and proactively at the College. This will involve establishing and driving project groups on these themes to ensure the College remains current, entrepreneurial and at the cutting edge of national developments.
- 3.10 The Curriculum Manager posts will be renamed 'Curriculum and Quality Manager' (CQM) to reflect the full scope of their role. Given the prominence of working with quality standards within the Curriculum Manager post as is, the name change to 'Curriculum and Quality Manager' has been made to better reflect the skills set and requirements of the role. The CQMs will continue to provide the operational management of their curriculum areas. The CQM posts will report through to the relevant line management but will lead on all aspects of curriculum and quality management.
- 3.11 To provide the required support to the Curriculum and Quality Managers, and to ensure succession planning opportunities, there will be 4 x 1.0 FTE Level 1 Promoted Lecturers created. The post will be called 'Curriculum and Quality Leader' (CQL) to support the following curriculum areas:
- Building Services Engineering
 - Business, Events and Public Services;
 - Health, Social Care and Science; and
 - Hair, Beauty and Creative Industries
- 3.12 The additional resource is at a financial cost but deemed necessary in the areas where there is a specific set of circumstances requiring additional support. This is based on an assessment of:
- the volume of student recruitment,

- the volume of distinct courses,
- the credit yield,
- the complexity of the curriculum,
- the associated FTE required for delivery of the provision, and
- the volume of headcount staff to be line managed

3.13 This is a starting point and, should additional monies become available in the future, more Level 1 posts may be added.

4 Curriculum Areas

4.1 *The current academic management structure is as follows:*

1.0 FTE Associate Principal of Curriculum	1.0 FTE Associate Principal of Curriculum
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1.0 FTE Depute Head of Curriculum

11 x 1 FTE Curriculum Managers

1.0 FTE Curriculum Manager Building Services Engineering	1.0 FTE Curriculum Manager Carpentry and Joinery	1.0 FTE Curriculum Manager Early Education and Childcare	1.0 FTE Curriculum Manager Hairdressing, Beauty and Make Up
1.0 FTE Curriculum Manager Built Environment	1.0 FTE Curriculum Manager Wet Trades	1.0 FTE Curriculum Manager Health and Social Care	1.0 FTE Curriculum Manager Learning and Development
1.0 FTE Business Management and Media	1.0 FTE Curriculum Manager Hospitality Legal and Police Studies	1.0 FTE Curriculum Manager Life Sciences	

4.2 **The new Academic Management structure is as follows:**

1.0 FTE Head of Curriculum

1.0 FTE Depute of Curriculum

8 x 1 FTE Level 3 Curriculum and Quality Managers (CQMs) plus

4 x 1 FTE Level 1 Curriculum and Quality Leaders (CQLs)

1 FTE CQM Building Service Engineering	1 FTE CQM Business, Events and Public Services	1 FTE CQM Carpentry and Joinery	1 FTE CQM Hair, Beauty and Creative Industries
1 FTE CQL	1 FTE CQL		1 FTE CQL
1 FTE CQM Early Education and Social Science	1 FTE CQM Health, Social Care and Science	1 FTE CQM Inclusive Learning and Languages	1 FTE CQM Wet Trades
	1 FTE CQL		

4.3 The current Interim Curriculum Manager postholders (four postholders) will remain in post until the end of the academic year, working with the Head of Curriculum and Depute Head postholders, and the new structure will be in place for the new academic year.

4.4 The Head of Curriculum role and the two Curriculum Quality Manager (Health, Social Care and Science and Early Education and Social Science) roles will be advertised after the Easter break in a cascade order. In addition, there will also be a Learning and Teaching Innovation Manager role that will be available as well as the four Curriculum and Quality Lead roles. This means that there is a total of 8 roles available, 1 Head of Curriculum role, 3 Curriculum Manager (Level 3) roles and four Curriculum and Quality Lead roles (level 1) roles.

4.5 The College would like to note thanks to Associate Principals, David Innes and Myra Sisi who have left the college and are now retired.

4.6 The College will keep a watching brief on the new structure to ensure that it functions as intended.

5 RETENTION

5.1 Table 1 below shows the retention and withdrawal figures to date, 7 April 2025.

Intervention strategies, guidance and support are taking place across the curriculum areas to enable students to remain on their course challenge

5.1.1 Table 1: Enrolment, Retention, Early and Further Withdrawals April 2025

Mode	Number of enrolments	Early withdrawals	%	Number of further withdrawals	%	Retention %
FT FE	1,302	36	4.4	139	12	84
FT HE	751	24	3.5	80	12	85
PT FE	2,239	60	2.8	57	2.7	95
PT HE	289	15	5.4	1	0.4	94
Overall	4,581	150	3.5%	277	6.5%	90%

5.2 A breakdown by curriculum area can be found in Annex A.

5.3 Early withdrawals have increased to 51 from 36, and further from 69 to 139 across Full Time FE programmes which has led to retention dropping by 6%. This has impacted on overall college retention since the last committee by 3%.

6 Alternative Funding

6.1 The Celebration of Success event for a year of the College Local Innovation Centres was held on 28 March 2025. This was a great showcase event and an opportunity for all of the six colleges in Glasgow City Region to highlight the excellent work undertaken to date. (Presentation circulated to the Board)

6.2 In addition, the UK Research and Innovation reinforced the success of the project and officially announced the continuation of the funding £1.2m across the six colleges for another year.

7 CURRICULUM HIGHLIGHTS

7.1 Project Search

7.2 Project Search is one year transition to work programme for young adults with a learning disability or autism spectrum conditions, or both. The project involves partnering with organisations across public, private or voluntary sectors to provide supported employment internships for young people on their last year of education, helping them to take positive first steps into the world of work.

7.3 South Lanarkshire Council have approached the Inclusive Learning Curriculum Area regarding opening a site in partnership with ASDA. This would provide a further step towards employment for our students attending supported courses. The curriculum area plan to deliver a programme for one cohort of twelve students commencing next

academic session 2025/26, providing a progression pathway for current students studying on a Supported Programme at SCQF Level 4.

7.4 This programme will be delivered working in partnership with South Lanarkshire Council and ASDA at their Torglen site. Students will access a combination of classroom-based education and complete three rotations of work placement in different departments across the site. They will be supported by Job Coaches from South Lanarkshire Council.

7.5 *Experience the Art of Open Razor Shaving (Peer supported Learning)*

7.6 SCQF Level 3 Barbering students recently organised an open razor shaving seminar as part of their promotional activity assessment and chose their target audience to be a group of first year barbering students. They hoped that this event would help to inspire and motivate their peers to continue to the next level of their training and skills development in their career journey.

7.7 They contacted one of our local employers Jamie Hamilton from Cutthroat Barbers in East Kilbride who kindly volunteered to give of his time along with members of his talented team to deliver a masterclass in the precision razoring techniques showcasing the timeless skill of open razor shaving and the newest on trend blending techniques.

7.8 The students reflected on the structure, content and the success of the seminar by providing the audience with the opportunity to ask questions during and at the end of the seminar. They concluded that whether you are a styling enthusiast or simply curious about the trade, this seminar offered a unique glimpse into this specialist craft.

7.9 *Construction Industry Training Board (CITB)*

7.10 The College received a “green” RAG rating at the last monthly CITB contract meeting and which is the highest that can be achieved. These RAG ratings are scored against the series of provider obligations set by CITB and aligned with other obligations set by Skills Development Scotland (SDS) too. It provides further reassurance to CITB that the apprenticeship experience is good.

7.11 *Award Winning Apprentice*

7.12 Nathan Alexander one of the second year Painting and Decorating apprentices has won the CITB second year apprentice of the year at Dalmau on Friday, nominated and supported by Lecturer Mark Haddow.



8 EQUALITIES

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

9 RISK

- 9.1 That the quality of learning, teaching and assessment declines, negatively impacting the student experience

10 RECOMMENDATIONS

- 10.1 Members are recommended to:
- 10.1.1 Note the achievement of the credit target; and
 - 10.1.2 Note the curriculum restructure;

ANNEX A

Table 1: Overall Curriculum Area Enrolments, Retention, Early and Further Withdrawals 8 April 2025

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
Building Service Engineering	410	12	3	15	3.8	93
Built Environment	365	10	2.9	13	3.9	93
Business Management and Media and Accounts	647	22	3.8	38	6.6	89
Carpentry and Joinery	420	1	0.2	0	0	99.8
Early Education and Childcare	328	16	5	39	12	83
Hairdressing, Beauty and Make Up Artistry	515	19	4	50	11	85
Health and Social Care	392	16	4.5	24	6.7	88.8
Hospitality, Tourism, Legal and Police Studies	397	21	6	40	11.5	82
Inclusive Learning	420	16	4.1	20	5	91
Life Sciences	301	14	5	37	13	81
Wet Trades	387	3	0.8	1	0.3	99

LEARNING AND TEACHING AND STUDENT EXPERIENCE COMMITTEE

DATE	28 April 2025
TITLE OF REPORT	Apprenticeship Achievement Rates (Skills Development Scotland contract): An Update
REFERENCE	07
AUTHOR AND CONTACT DETAILS	Elise Bonini, Alternative Funding Advisor elise.bonini@slc.ac.uk
PURPOSE:	To update and reassure the Committee on the progress with the implementation of measures to ensure an improvement in the apprentices' achievement rates
KEY RECOMMENDATIONS/ DECISIONS:	The Committee is recommended to: <ul style="list-style-type: none"> a) Take cognisance of the way Skills Development Scotland (SDS) define achievement levels. b) Take note of the action plan proposed to maintain higher than average achievement rates. c) Take assurance from the work ongoing to monitor outcome and mitigate risks going forward. d) Recognise the impact of apprentices' achievement on future SDS contracts.
RISK	<ul style="list-style-type: none"> • The financial risk to the College through failure to maximise potential available funding because of poor apprentices' achievement, and • Reputational risk to the College through failure to support and progress initiatives.
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 concerns only the apprentices managed by South Lanarkshire College (SLC) as a managing agent with SDS. • SDS Modern Apprenticeship (MA) contract summary. • Apprenticeship delivery and growth at SLC. • Context of SDS presentation of college sector achievements. • Unusual set of circumstances including Action Short of Strike Action (ASOS); number of early leavers for a number of different reasons including fallout from COVID; slowdown in the economy with impact on construction. • Increase in activity and movement between sectoral SDS frameworks

	<ul style="list-style-type: none"> • Action plan includes: • Regular updates to SLT • The Executive team to be made aware of risk of low KPIs, with financial impact. • Measures put in place to remedy low KPIs • Measures put in place to reduce risk related to HMRC • Measures put in place by way of pre-recruitment – liaison with faculties – employment hub for construction and other sectors • Measure put in place in the selection process
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1. INTRODUCTION

- 1.1. This paper provides an overview of progress of SDS funded apprentices' achievement rates and sets out how these are calculated by SDS. This has stemmed from a presentation made by SDS showing Quarter 2 achievement rates across the college sector, with South Lanarkshire reporting a 42% achievement rate. This was the second lowest of colleges at the time.
- 1.2. SDS measures achievement in a different way to the other recorded data the college manages. It should be noted that at the following quarter, achievement rates reported by SDS, were 73%, a marked increase of 31%.

2 OVERVIEW OF APPRENTICESHIP PROVISION

- 2.1 South Lanarkshire College has delivered one of its highest allocations of apprenticeships over the past year with 105 new starts and 255 in training by 31st March 2025. Compared to pre-COVID levels in 2019–20, which recorded 73 new starts and 150 in training, the current figures demonstrate steady incremental growth.
- 2.2 Apprenticeship programmes currently offered at the College include Construction (Building), Domestic Plumbing & Heating, Social Services and Healthcare, Care Services Leadership and Management, Healthcare Support, Hairdressing, and Accounting.

3 SDS ACHIEVEMENT RATES CALCULATION

- 3.1 The following sets out how SDS calculate achievement rates for apprentices:
 - 3.1.1 Achievement rates are calculated based on the number of achievers and early leavers. Individuals who do not complete their apprenticeship for any reason are classified as early leavers. Partial completions are not recognised by SDS.
 - 3.1.2 Process to record achievement –

The full group award, including any relevant enhancements and core skills, must be certified on SQA.

These certifications are verified with the relevant Sector Skills Council.

Once verified, the achievement is submitted to SDS for processing.

The apprentice is then sent a text to confirm their completion.

Confirmation texts are time-bound; any delays in confirmation beyond the set SDS reporting dates can impact the achievement rate for that reporting period. As a result, attainment figures may fluctuate daily.
- 3.2 Quarter 2 performance was recorded at 42%, corresponding to 15 early leavers. This is a snapshot in time, and it can take very little to impact the rates. Some SDS data can be misrepresented, such as:
 - 3.2.1 3 apprentices marked as early leavers in Q2 due to compliance rules but achieved in Q3.
 - 3.2.2 2 early leavers with end dates in 2023-24 were reported in 2024-25 because the data was processed after March 31, 2024.
 - 3.2.3 Apprentices who transfer to a different managing agent are classified as non-achievers under our contract, even if they continue their apprenticeship at the College.
 - 3.2.4 Apprentices who have temporarily left the programme are marked as non-achievers, even though they returned to complete their apprenticeships.

3.3 In previous years, our final achievement rates were: 2022-23 = 63% and 2023-25 = 62%

4 ACTIVITY TO DATE AND AT THE END OF 24-25 CONTRACT

4.1 Achievement rate reported at Quarter 3 was 73%.

4.2 The College is expected to have a final achievement rate of approximately 68%. SDS typically report final year-end figures in May.

5 ACTIVITY SINCE PRE-COVID

5.1 The following table details Modern Apprenticeship Contract activity across the last six years.

5.1.1 Table 1 Modern Apprenticeship Contract Activity.

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Starts	73	86	107	123	120	101
In training	150	156	210	254	240	255
Gross Income	£230,060	£246,944	£322,654	£367,757	£503,084	£546,097

6 ACTION PLAN

6.1 The College has devised an action plan to support with the continual monitoring and management of Modern Apprenticeship delivery and compliance.

6.2 Elise Bonini, Alternative Funding Advisor, is responsible for ensuring the completion of these actions by the Alternative Funding team.

6.2.1 Table 2 Action Plan

Action(s)	Target Date	Resources needed
Regular updates to Senior Leadership Team (SLT)	Monthly	Internal data and period reports from SDS
Executive team to be aware of risk of low KPI's with financial impact In training	Quarterly	Period reports from SDS
Measure to remedy low KPIs	Ongoing	Guidance and mentoring apprentices and employers
Measure to reduce risk related to HMRC	June 2025	Employment evidence gathered at induction
Measures put in place by way of pre-recruitment	June 2025	Employability support for NPA Construction

Measure to ensure a more robust initial assessment of potential apprentices	June 2025	Meta skills framework <i>N.B. Review suitability check used at Dumfries & Galloway College.</i>
Monitor leaving codes and analyse any patterns	March 2026	Internal data and FIPs reports
Include the review of leaving codes and patterns as a standing agenda item in team meetings	Monthly	Internal monitoring of data

7 EQUALITIES

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

8 NEXT STEPS

8.1 As demonstrated at table 6.2.1, an action plan has been put in place and the Alternative Funding team will review progress against intended target dates as the year progresses, bringing relevant updates to the Committee as appropriate.

8.2 The College will also work to sustain incremental growth of apprenticeship delivery through continued, effective and regular communications with both students and businesses who are undertaking Modern Apprenticeships at the College.

9 RISK AND ASSURANCE

9.1 The following risks have been identified.

- 9.1.1 The financial risk to the College through failure to maximise potential available funding because of poor apprenticeship attainment rates.
- 9.1.2 Reputational risk to the College through failure to support and progress apprentices with local businesses.

10 RECOMMENDATIONS

- 10.1 Members are recommended to:
 - 10.1.1 Take cognisance of the contents of the paper.
 - 10.1.2 Take assurance from the work ongoing within Alternative Funding to quantify outcomes and mitigate risks going forward.
 - 10.1.3 Recognise the unusual situation with a number of extraordinary events including ASOS and HMRC.
 - 10.1.4 Recognise the commitment of the team in supporting the apprentices to achieve their qualification.



Learning, Teaching and the Student Experience Committee



Alternative Funding: Apprenticeships



**South
Lanarkshire
College**
East Kilbride



INTRODUCTION

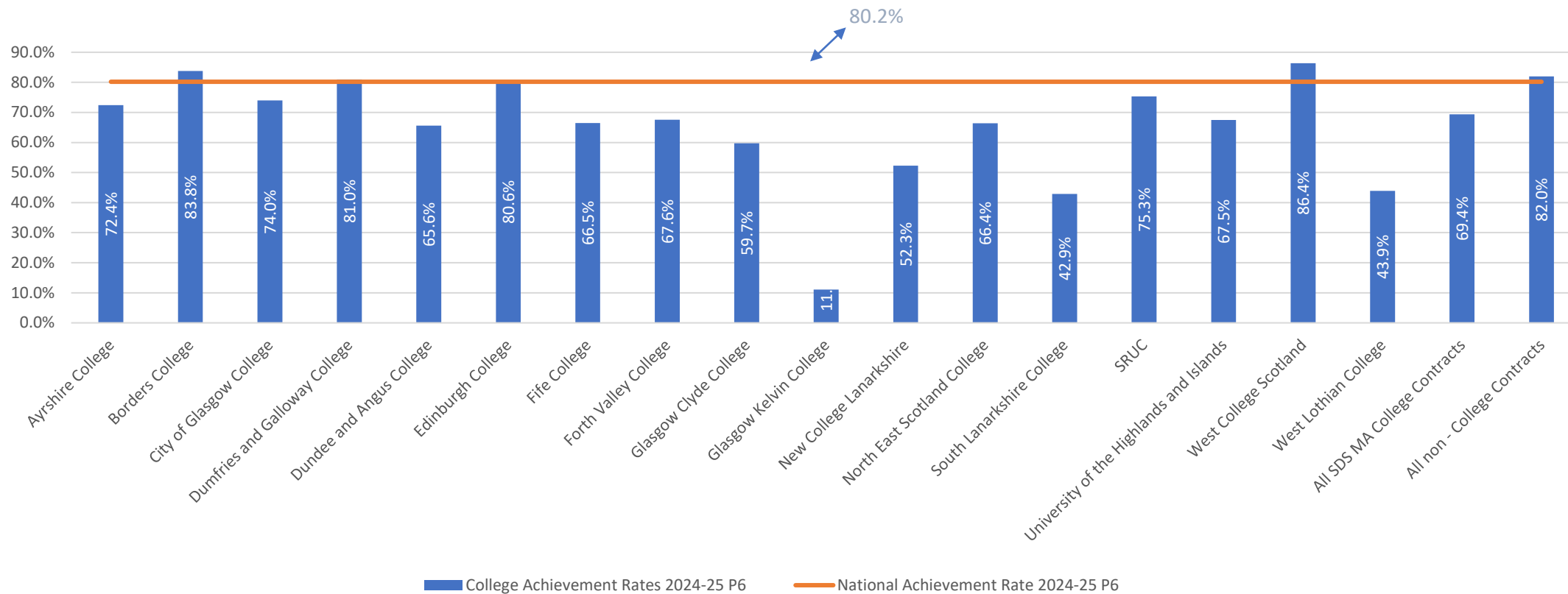
- Elise Bonini – Alternative Funding Advisor
- Purpose of Area: Contract Management and Commercial Income

Skills Development Scotland – Modern Apprenticeships

- Summary of SDS Modern Apprenticeship Contract
- Apprenticeship provision at South Lanarkshire College
- Achievement rate calculation

Modern Apprenticeships - Colleges Scotland Update

2024-25 Q2 College Achievement Rate against 2024-25 Q2 National Achievement Rate

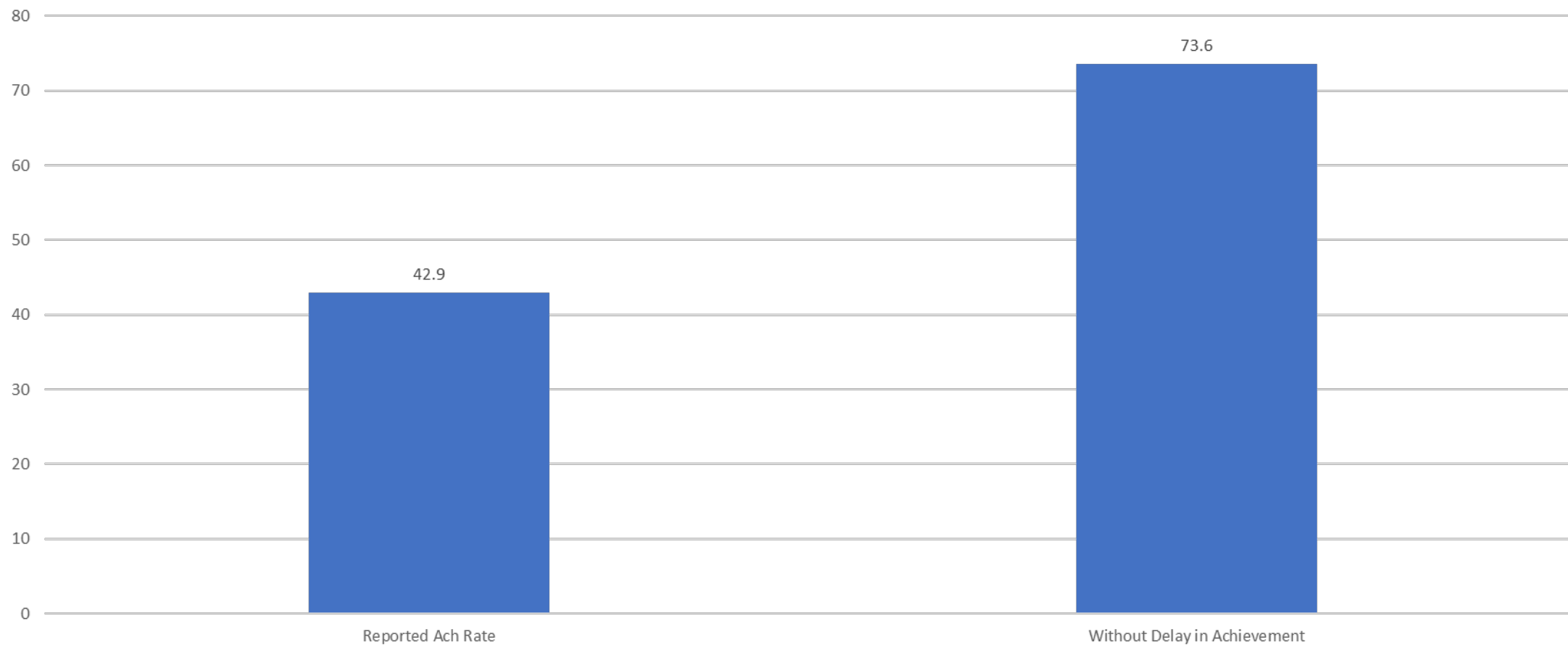


Skills Development Scotland Q2 (April 24 – Sept 24)

Framework Achievement Rates

Framework	Students who leave	Students who achieve	Ach Rate %
Construction: Building	14	1	7.1%
Plumbing & Heating	6	5	83.3%
Hairdressing	1	0	0%
Social Services & Healthcare	6	5	83.3%
Social Services & Healthcare Technical Apprenticeship	0	0	0.0%
Care Services Leadership & Management	0	0	0.0%
Accounts	0	0	0.0%
TOTAL	27	12	42.9%

Q2 Achievement Rate Without Industrial Action



Skills Development Scotland Q3 (April 24 – Dec 24) Framework Achievement Rates

Framework	Students who leave	Students who achieve	Ach Rate %
Construction: Building	19	6	31.6%
Plumbing & Heating	23	20	87%
Hairdressing	7	6	85.7%
Social Services & Healthcare	7	6	85.7%
Social Services & Healthcare Technical Apprenticeship	0	1	100.0%
Care Services Leadership & Management	1	1	100.0%
Accounts	2	2	100.0%
TOTAL	59	42	70.0%

CURRENT PERFORMANCE & ACHIEVEMENTS

- Action plan to increase achievement rates.
- Impressive work being done at South Lanarkshire College.
- Notable partnerships, employer engagement.

CHALLENGES & OPPORTUNITES

- Key challenges for 25/26: Recruitment in Construction, continued restrictions with compliance.
- Opportunities: Growth within priority sectors.

FUTURE PRIORITIES

- Continuous monitoring of achievement rates.
- Sustain incremental growth of modern apprenticeship income.
- Establish effective relationships with local businesses and local authorities to generate more commercial income streams.



South
Lanarkshire
College
East Kilbride

LEARNING, TEACHING & STUDENT EXPERIENCE COMMITTEE

DATE:	28 April 2025
TITLE OF REPORT:	Quality Update
REFERENCE	08 & 09
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 recommended to: <ul style="list-style-type: none">• note the SLC Quality Cycle for 2024-25 adaptations;• note the revised Quality Audit Group activity schedule;• note the summary of external quality assurance activity; and• note The SLC Way updates.
RISK	<ul style="list-style-type: none">• That the College does not meet the quality assurance requirements of awarding and/or scrutiny bodies; and• Self-evaluation processes do not demonstrate satisfactory progress against college, Scottish Funding Council (SFC)/Education Scotland (ES)/Quality Assurance Agency (QAA) actions.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none">• Successful Students;• Highest Quality Education and Support; and• Sustainable Behaviours

**SUMMARY OF
REPORT:**

- The SLC Quality Cycle for 2024-25 has been adapted;
- Student voice remains central to the College's self-evaluation process, and continuous improvement activity is underway to enhance engagement;
- Evaluation processes have been, and will continue to be, further developed in response to Scottish Funding Council & Quality Assurance Agency requirements; with 2024-25 activity well-underway;
- The Quality Audit Group programme of internal audit is in progress; with a reprioritised plan for 2024-25;
- There has been a limited number of qualification approval applications in 2024-25;
- External qualification verification and quality assurance activity for 2023-24 has fully concluded. The volume of selections for 2024-25 has increased significantly; whilst the available resource has reduced;
- Quality continues to engage with external partners to promote enhancement, develop practice and knowledge share with internal and external partners; and
- Quality assurance and quality enhancement in learning and teaching is being further developed for 2025-26.

1. INTRODUCTION

- 1.1 This paper seeks to provide members with an update on self-evaluation, quality enhancement and quality assurance activity, since February 2025.

2 SLC QUALITY CYCLE 2024-25

- 2.1 The SLC Quality Cycle 2024-25 has been adapted to support the reprioritisation of key mandatory and operational activities; including the completion of the 2023-24 external qualification verification activities. The revised plan also considers the 29% reduction in Quality Unit resource over Block 2 and Block 3 2024-25.
- 2.2 Curriculum Progress Review meetings were completed throughout December 2024 and January 2025, with the resultant enhancement actions underway; refer to section 4.
- 2.3 The Quality Audit Group (QAG) audit schedule has been reprioritised; refer to section 5.
- 2.4 Resource challenges and the evolving quality landscape require focussed activity throughout the remainder of 2024-25; changes will be reported accordingly.

3 STUDENT VOICE AND ENGAGEMENT IN QUALITY ENHANCEMENT

- 3.1 The *Student Experience Survey: How is it going?* – the survey is open for 6 weeks between 5th March 2025 and 2nd May 2025, as per the [Scottish Funding Council \(SFC\)'s College Student Satisfaction and Engagement Survey \(SSES\) Guidance 2024-25](#).
- 3.2 The SFC state that colleges should aim to achieve a target response rate of at least 50% for full-time provision. The college-wide action to achieve a minimum of 50% returns to the SFC SSES remains in place for 2024-25. The survey target is 2798 respondents, which is 71 less than the 2023-24 target. Course, curriculum, and college-wide reports will be produced via *QDP Services Ltd.* software, which will inform the Block 3 self-evaluation process.
- 3.3 The College's response rates have been consistently low. In 2023-24, the FEFT response rate was 49.2%, with HEFT returns of 42.9%, which is a reduction of 9.8% and 2.4%, respectively.
- 3.4 As on 8th April 2025, the response rate is 51.4% for FEFT and 44.0% for HEFT. Early indicators are that the direct promotion of curriculum level statistics to curriculum staff, via the Quality Alerts page, has improved engagement.
- 3.5 The following Tertiary Quality Enhancement Framework (TQEF) high-level principles will be captured in the Block 2 Course Evaluation – Student Views 2024-25 proforma:
- 3.5.1 *Excellence in Learning, Teaching & Assessment*, the focus will be on *curriculum and learning, teaching and assessment*; and
 - 3.5.2 *Supporting Student Success*, the focus will be on *student experience support and wellbeing, equality, inclusion and achievement*.

3.6 For each theme we continue to ask *What Works Well* and *Even Better If*.

3.7 The Block 2 Course Evaluation – Student Views 2024-25 proforma hopes to assist Class Representatives (Class Reps.) to elicit information and promote discussion.

3.8 Quality continues 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.

4 SELF-EVALUATION

4.1 The Block 2 2024-25 curriculum self-evaluation cycle concluded in early April 2025.

4.2 The Block 2 Self-evaluation 2024-25 process considers: the *Course Evaluation – Student Voice* submissions; course team voice from the *Course Team Self-evaluation* submissions and the curriculum *Progress Reviews*.

4.3 Curriculum level enhancement actions have been agreed. College-wide enhancement actions have been captured and will be included in the 2024-25 Self-evaluation and Action Plan (SEAP).

4.4 It is likely that significant time and resources will be required to successfully support the requirements of the Tertiary Quality and Enhancement Framework (TQEF) and Tertiary Quality and Enhancement Review (TQER), as we move forward.

5 QUALITY AUDIT GROUP (QAG)

5.1 The *Quality Audit Group (QAG) Internal Audit Schedule 2024-25* has been adapted in response to the on-going operational resource challenges, as outlined in 2.1.

5.2 *Table 2: Revised Internal Quality Audit Group (QAG) Audit Schedule 2024-25*

Internal Audit	Audit reason code *see	Proposed Date/Month	Confirmed Date	Audit Team *Lead writer in bold
EMA (1st audit)	1	November 2024	05/12/2024	AJ , LD
EMA (2nd audit)	1	April 2025	24/04/2025	AJ , LD
BPEC Level 5 Gas Installation & Maintenance SCQF 5	2	May 2025	15/05/2025	JC , LD & AJ
BPEC - pre-audit for ACS and Foundation programmes	2	April 2025	22/04/2025	JC , LD & AJ

Audit Reason codes:

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

5.3 The Quality Audit Group (QAG) audit reports will be presented to the Audit Committee. Actions will be monitored, and an update will be reported in due course.

6 QUALIFICATION APPROVAL UPDATE

6.1 There has been limited approval activity to date in 2024-25. The curriculum has been expanded through the SQA devolved approval of Higher National Diploma (HND) Professional Cookery, Professional Development Award (PDA) Approaches to Trauma Informed Practice and additional units within the Higher National Certificate (HNC) Travel and Tourism framework.

6.2 A non-devolved approval for SQA's Scottish Vocational Qualification (SVQ) Healthcare Support (non-clinical support) is in progress and subject to external review.

6.3 The approval status of 3 group awards and 16 units has been reviewed. Quality will monitor approval requirements throughout the remainder of the session.

6.4 The *National Educational Institute of Scotland's Further Education Lecturers' Association (EIS-FELA) Action Short of Strike Action 2023-24* impacted staff engagement with the SQA Learning and Development Awards, and the conclusion of the associated actions. The action plan was updated in early April 2025, and the post approval External Verification visit currently in planning.

7 EXTERNAL VERIFICATION AND QUALITY ASSURANCE ACTIVITY

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

7.2 *Table 3: Summary of 2023-24 Activity, as on 31st March 2025.*

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	3	3	0	0	3
Scottish Qualifications Authority (SQA)	39	39	39	0	3	36
Overall	44	44	44	0	3	41

7.3 The 2023-24 activity concluded on 14th March 2025. The SQA soft-holds were lifted, to enable certification of the associated awards. An annual review of 2023-24 Good Practice and Recommendations was undertaken.

7.4 The annual activity for AAT concluded successfully on 22nd January 2025.

7.5 Table 4: Summary of 2024-25 Activity, as on 3rd April 2025.

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	0	0	0	0	0
City & Guilds (C&G)	2	0	0	0	0	0
Scottish Qualifications Authority (SQA)	53 (31, +22, +2)	4	4	0	0	4
Overall	59	4	4	0	0	5

7.6 SQA's Qualification Verification Criterion: Guidance for Centres 2024-25 builds on the approaches piloted in 2023-24.

7.7 SQA made 22 selections across the regulated portfolio, which is likely to include 31 groups awards/qualifications. In addition, 12 SQA Higher National and Vocational Qualifications (HNVQ) group awards have been selected which is likely to span across 22 verification groups, each with individual verification reviews and outcomes.

7.8 Round 1 of the biannual National Qualification (NQ) Central Verification Selections has been requested; NQ Accounting units will be submitted to SQA with an agreed deferral date, due to the planned delivery schedule; the activity is outstanding as on 3rd April 2025.

7.9 SQA National 5 English for Speakers of Other Languages (ESOL) returned a successful Round 2 NQ visiting verification in April 2025

7.10 No selections were made for SQA Round 2 NQ Central Verification.

7.11 Collectively quality-leads from across the sector continue to lobby SQA re. a single approach to verification activity, via the SQA Colleges' Quality Focus Group. It is

understood that it is the intension of Qualifications Scotland to unify the quality assurance processes across their portfolio.

- 7.12 Overall, this is an increase of 34% in annual activity in a period where the Quality team resources has reduced by 29%.

8 KEY ENGAGEMENTS WITH INTERNAL AND EXTERNAL PARTNERS

- 8.1 Quality continues to participate across a range of national fora, including: the Quality Assurance Agency's (QAA) Scottish Tertiary Enhancement Project (STEP) programme, College Development Network (CDN) Quality Development Network, CDN Quality Steering Group and SQA's College Quality Focus Group.
- 8.2 The Curriculum Manager: Quality is 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.
- 8.3 The Quality Forum continues to provide a vehicle to share knowledge and practice across internal and external partners; more recently hosting workshops linking the College's strategic priorities with the Tertiary Quality Enhancement Framework (TQEF).
- 8.4 The Curriculum Manager: Quality has been appointed as a QAA Tertiary Quality and Enhancement Review (TQER) Reviewer, as of March 2025. Deployment selections for 2025-26 have yet to be confirmed. Information to date suggests that the planned review activity for 2025-26 is limited to 3 universities.
- 8.5 QAA Reviewer training is scheduled for May 2025; it is hoped that this will inform our internal practice and processes in advance of the 2028-29 SLC review.

9 QUALITY ASSURANCE AND QUALITY ENHANCEMENT SYSTEMS AND PROCESS UPDATES

- 9.1 The SLC Way guidance and the associated proforma have been refreshed to consider the Tertiary Quality Enhancement Framework (TQEF), in advance of the 2025-26 session. Group sessions are being offered to help build teams' confidence in the framework and the associated evaluation processes.

10 RISK

- 10.1 That the College does not meet the quality assurance requirements of awarding and/or scrutiny bodies; and
- 10.2 Self-evaluation processes do not demonstrate satisfactory progress against college, Scottish Funding Council (SFC)/Education Scotland (ES)/Quality Assurance Agency (QAA) actions.

11 EQUALITIES

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

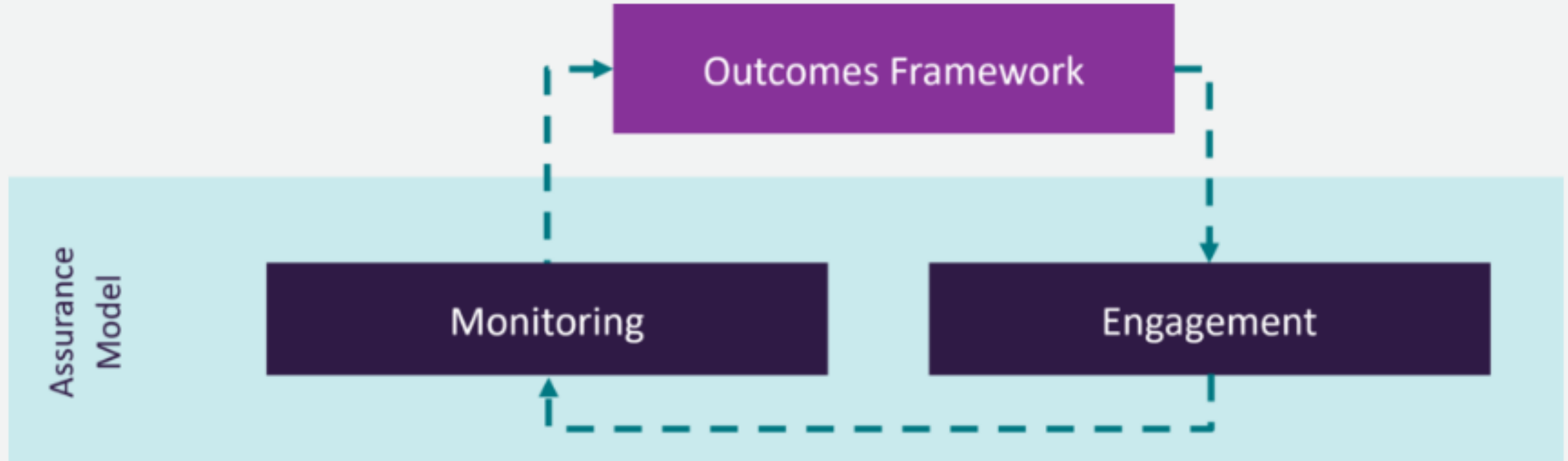
12 RECOMMENDATIONS

12.1 Members are recommended to:

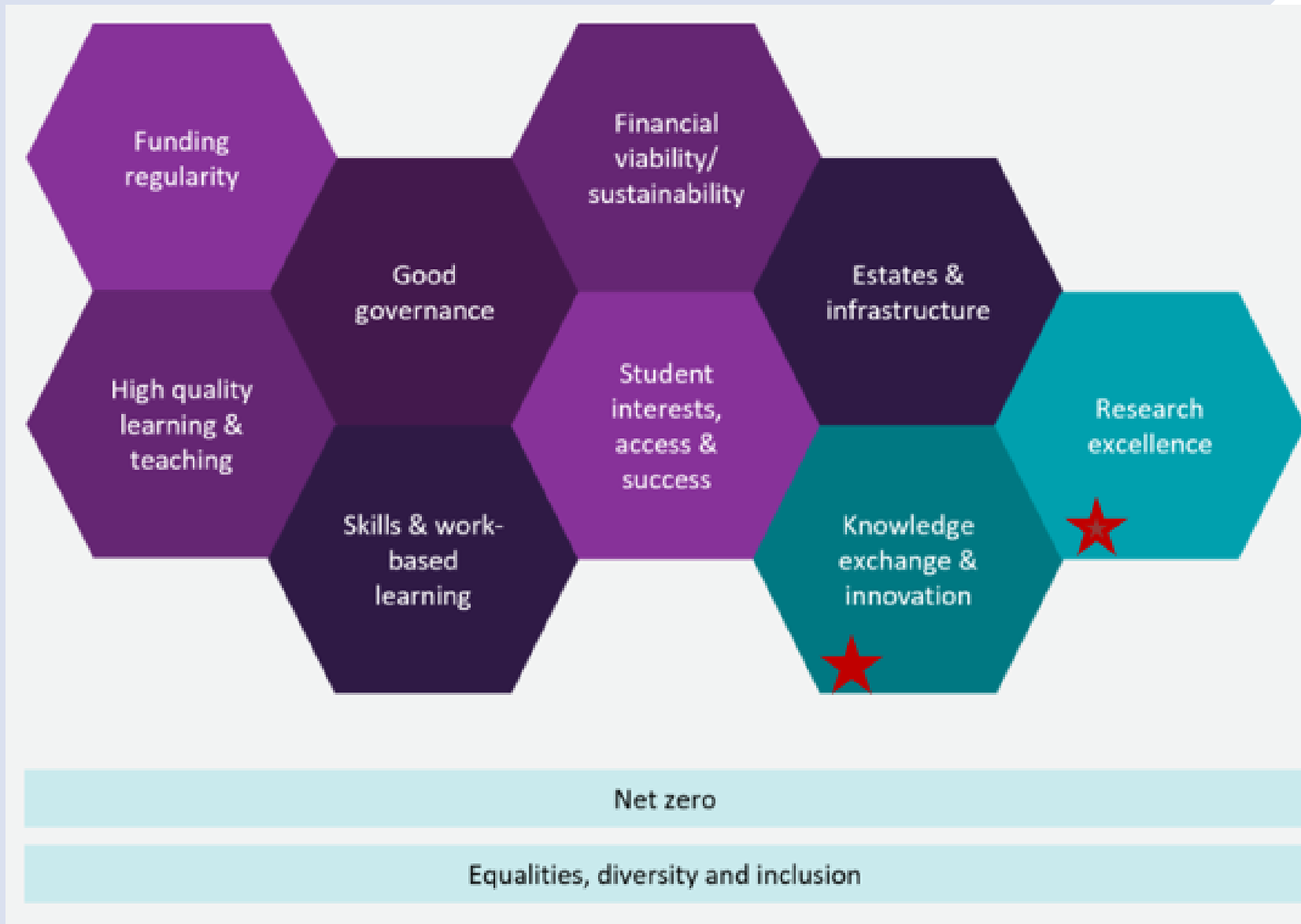
- note the SLC Quality Cycle for 2024-25 adaptations;
- note the revised Quality Audit Group activity schedule;
- note the summary of external quality assurance activity; and
- note The SLC Way updates.

Quality Assurance and Enhancement The National Landscape: Key Changes and Considerations

Scottish Funding Council
Outcomes Framework and Assurance Model



Outcomes Framework



Universities Only

Outcome, Definition and Monitoring Mechanism

Outcome	Definition	Monitoring	Scottish Government's Purpose & Principals (Post School Education, Research & Skills)
Funding Regularity	<p>SFC funding is used for its intended purpose. Teaching funding is used effectively to deliver high quality coherent provision, with special attention to priority provision, and meeting volume targets and thresholds.</p> <p>Student Support, Capital Funding and any ring-fenced funds are used for their intended purpose. Research, innovation and strategic investments deliver high quality research outcomes.</p>	<ul style="list-style-type: none"> FES (college) returns External audit opinion on use of funds within Annual Reports Audit of student number and student support data Project/strategic funding reports 	<p>P&P1: Transparent, resilient & trusted</p> <p>P&P2: Supportive and equitable</p>
Good Governance	Governing Bodies demonstrate good governance and accountability, including ownership of institutions' performance, compliance with SFC's requirements, proactive risk management, value for money, leadership and integrity in decision making and the way they conduct their business, and having regard to the principles of Fair Work and fair access.	<ul style="list-style-type: none"> Internal and external audit reports Statements of internal control within Annual Reports meeting the relevant Financial Memorandum and sector code of good governance Governance effectiveness reviews Contextual commentary Thematic reviews 	P&P1: Transparent, resilient & trusted
Financial Viability & Sustainability	Institutions are financially viable in the short-term (1-2 years) and hold credible plans for long term financial sustainability to secure a high-quality learning experience and high-quality research and innovation	<ul style="list-style-type: none"> Annual Reports Financial forecasts, Mid-year financial returns External audit reports Borrowing approvals 	P&P1: Transparent, resilient & trusted
Estates & Infrastructure	Institutions' estates and digital infrastructure are well-managed, well-utilised and effectively support and enable high quality learning and teaching and research.	<ul style="list-style-type: none"> Estates usage and relevant financial data Student feedback through NSS, SESS, PTES and PRES surveys Contextual commentary 	P&P1: Transparent, resilient & trusted

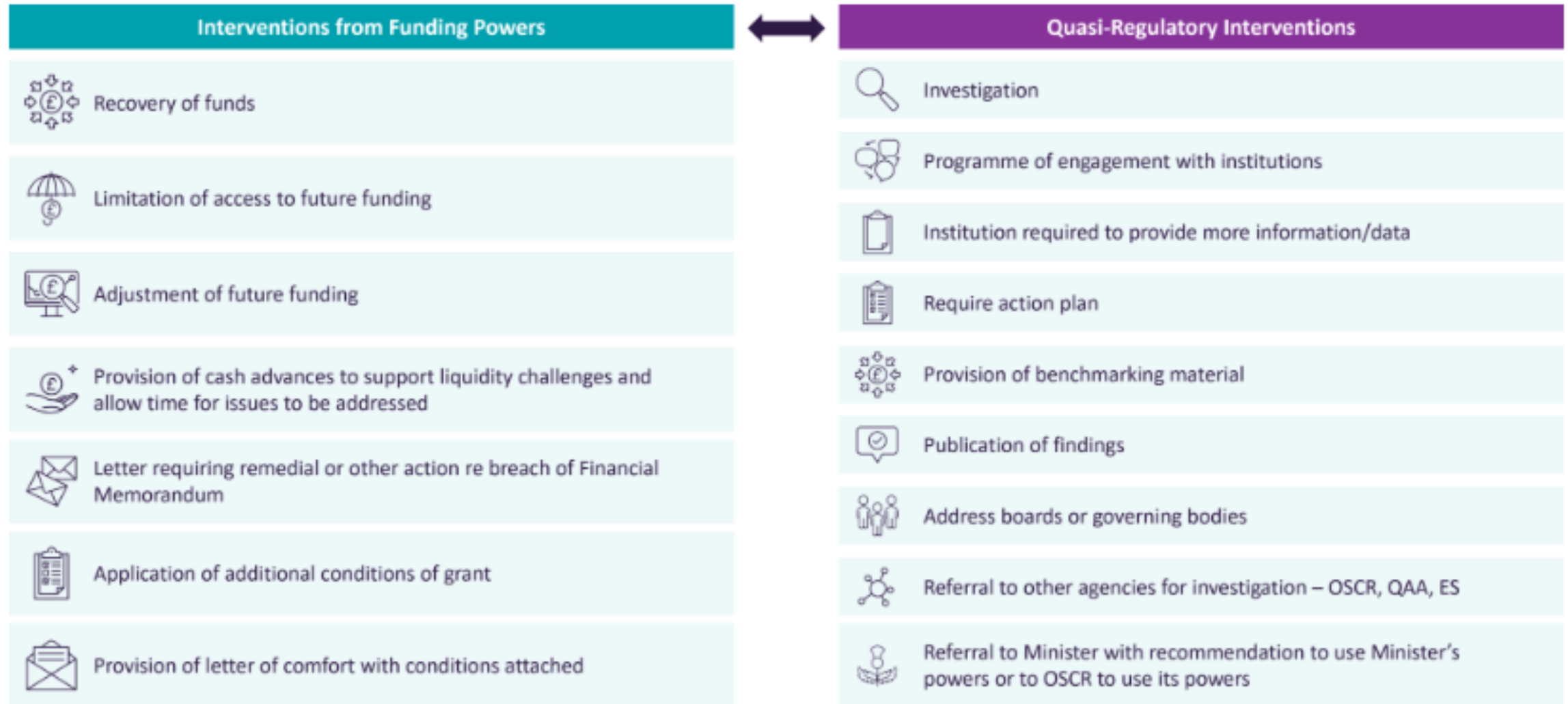
Outcome, Definition and Monitoring

Outcome	Definition	Monitoring	Scottish Government's Purpose & Principals (Post School Education, Research & Skills)
High Quality Learning & Teaching	<p>Students experience high-quality learning and teaching that allows them to engage with and succeed in their studies. Students are effectively engaged with the development of curricula and learning pathways.</p> <p>The quality of learning and teaching and confidence in standards are enhanced through institutions delivering continuous improvement of robust and transparent quality processes. Students are equipped with the skills and knowledge to flourish in employment, further study and lead fulfilling lives.</p>	<ul style="list-style-type: none"> • Performance against COWA targets • National Equality Outcomes • Student participation, retention and outcomes • Student feedback through NSS, SESS, PTES and PRES surveys • Contextual commentary • Thematic reviews 	<p>P&P3: High quality</p> <p>P&P4: Globally respected</p>
Student Interests, Access & Success	<p>Education is accessible to students from all backgrounds and protected characteristics and, with effective student partnership, students are supported through successful pathways and routes through their learner journey. Students can prioritise their mental health and wellbeing and are part of a safe and supportive institution which allows them to engage and participate in the student experience.</p>	<ul style="list-style-type: none"> • Evidenced within submissions for other Outcomes (including the contextual commentary) and considered through thematic reviews 	<p>P&P2: Supportive and equitable</p> <p>P&P3: High quality</p> <p>P&P5: Agile and responsive</p>
Skills and Work-based Learning	<p>Institutions produce confident and highly capable work-ready graduates, engaging with employers to respond to industry and sector needs, skills alignment and to co-create solutions to challenges. Students are equipped with the skills and knowledge to find employment, flourish in their career, meet employer needs and make a positive contribution to society and the economy.</p>	<ul style="list-style-type: none"> • Data on placements and work-based courses • College Leavers destinations • Contextual commentary • Thematic reviews 	<p>P&P3: High quality</p> <p>P&P4: Globally respected</p> <p>P&P5: Agile and responsive</p>

Outcome, Definition and Monitoring Mechanism

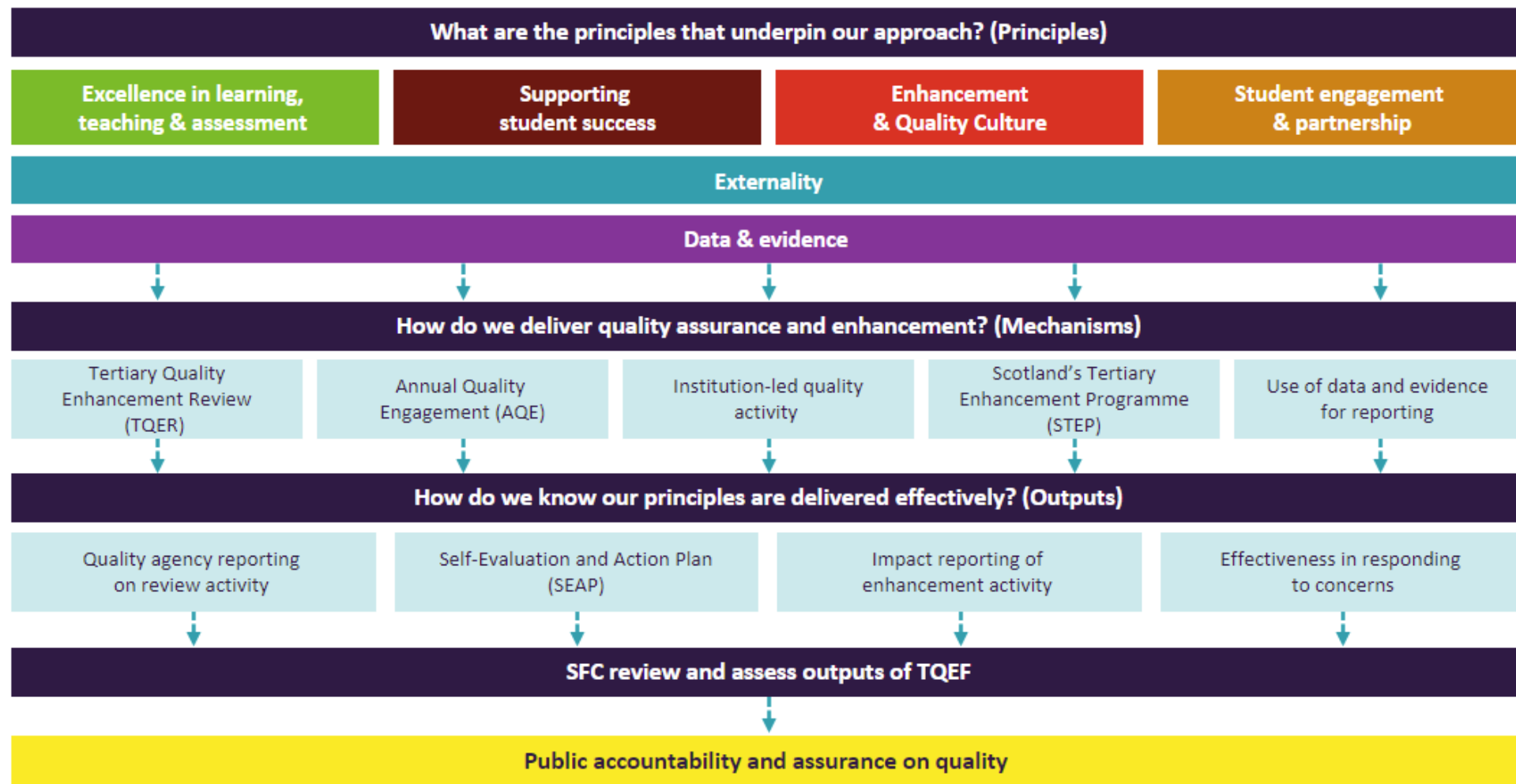
Outcome	Definition	Monitoring	Scottish Government's Purpose & Principals (Post School Education, Research & Skills)
Net Zero - Institutions embed approaches to just transition, green growth and net zero transformation across their strategic functions.		<ul style="list-style-type: none">Evidenced within submissions for other Outcomes (including the contextual commentary) and considered through thematic reviews	P&P1: Transparent, resilient & trusted
Equalities, Diversity & Inclusion - Institutions comply with the Public Sector Equality Duty and the National Equality Outcomes to have due regard to the need to: (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010; (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.		<ul style="list-style-type: none">National Equality OutcomesPSED reportsEvidenced within submissions for other Outcomes (including the contextual commentary) and considered through thematic reviews	P&P2: Supportive and equitable P&P5: Agile and responsive

Scottish Funding Council Interventions

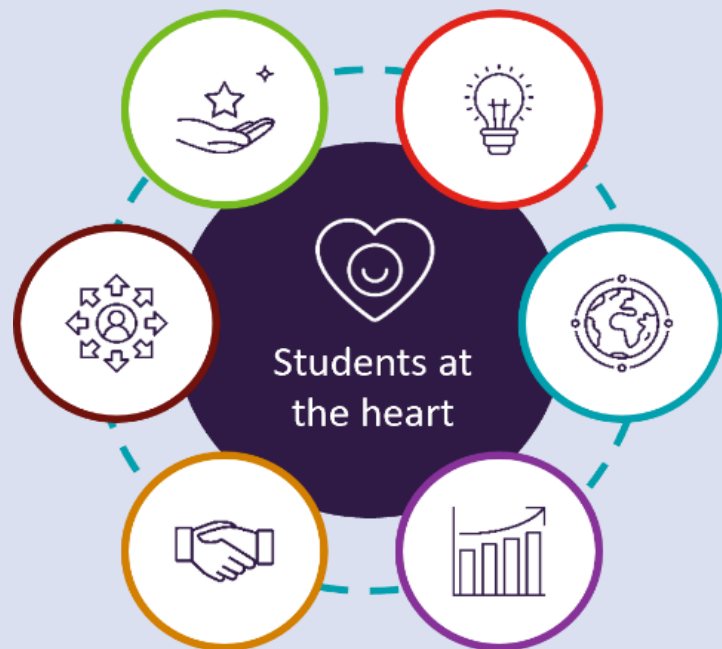


The Overarching Quality Framework

Scotland's Tertiary Quality Enhancement Framework (TQEF)



Principles of Scotland's Tertiary Quality Enhancement Framework



Excellence in learning, teaching & assessment

- Academic standards and awarding
- Strategic leadership of learning and teaching
- Curriculum planning, design and delivery
- Learning environment, resources and technologies
- Professional development
- Currency of learning and teaching
- Peer review and evaluation of learning, teaching and assessment
- Innovation in learning, teaching & assessment



Supporting student success

- Enabling student success – wellbeing, inclusion, equality, student support
- Context and community - meeting the needs of students
- Effective and successful transitions
- Support for employability, skills development and lifelong learning
- Achieving positive outcomes for every learner
- Responsiveness to concerns



Student engagement & partnership

- Students as partners in their learning experience
- Students at core of review and enhancement activity
- Student Voice - Every student, every place, every level
- Effective and robust student representation
- Responsiveness to student feedback



Enhancement & Quality Culture

- Institution wide culture of assurance, improvement and enhancement
- Institution-led review/activity and action planning
- External institutional peer review
- Sector enhancement activity
- Impact of collaboration
- External outlook – globally responsive



Externality

- External institutional peer review
- Sector reference points/requirements
- External specialists/experts
- Public information and assurance



Data & evidence

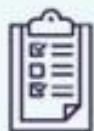
- Student outcomes
- Common dataset for reporting
- Institutional PIs/QIs
- Institution-led self-evaluation and action planning
- Use of student and staff feedback
- Outcomes of review activity

How do we deliver quality assurance and enhancement?



Tertiary Quality Enhancement Review (TQER)

Cyclical peer-led and enhancement-led process



Annual Quality Engagement (AQE)

Engagement with SFC and liaison meetings with QAA.

Institutional self-evaluation and action plan (SEAP), built on annual institutional activity.



Institution-led quality activity

Annual monitoring and Institution-led Quality Review of programmes and professional services.



Scotland's Tertiary Enhancement Programme (STEP)

New approach to national enhancement activity across the tertiary sector



Use of data and evidence for reporting

Strengthened assurance and outcomes reporting

Key Changes

- The Outcome Framework and Assurance Model does not require SFC agreement re. specific outcomes in advance
- Focus is on outcomes, not activities
- The Self-Evaluation and Action Plan will replace the Evaluative Review and Enhancement Plan
- The Self-Evaluation and Action Plan will replace the learning and quality aspects of the Outcomes Framework and Assurance Model
- Tertiary Quality Enhancement Review - initial 7-year cycle, then 6-year cycle thereafter
- The Tertiary Quality and Enhancement Review process includes: a review of an advanced data set, issued by the Scottish Funding Council; the most recent Self-Evaluation and Action Plan; supporting materials, and evidence, and Strategic Impact Analysis submission
- Institution Led Quality Review - includes curriculum and professional services on a maximum 6-year cycle
- No Self-Evaluation and Action Plan submission in a review year

Key Considerations

- The Scottish Funding Council will monitor against strategic and operational plans
- Outcomes Framework and Assurance Model to take account of evolving funding models
- Require clarity regarding Scottish Funding Council thematic reviews verses Quality Assurance Agency thematic reviews
- Scottish Funding Council's Interventions - funding verses quasi-regulatory
- Outcomes Framework and Assurance Model - contextual commentary on performance submission, due November 2025
- Outcomes Framework and Assurance Model - two case studies related to use of funding to deliver outcomes, due November 2025
- The formats of the submission will be published in July 2025
- Thematic Review topics and timescales will be introduced in 2025-26

Key Considerations (Continued)

- **Self-Evaluation and Action Plan** feedback cycle - retrospective submission; with next annual cycle in progress, due for submission on 1st December 2025
- **Students as partners** - on-going national challenges re. Further Education student engagement
- **Self-Evaluation and Action Plan** aligns to the Tertiary Quality Enhancement Framework whilst the Outcomes Framework and Assurance Model monitors against SLC's strategic and operational plans
- **Scottish Tertiary Enhancement Project** - Supporting Diverse Learner Journeys; with 7 or 8 project streams - national commitment to lead, collaborate or consult in projects - long-lead time and resource challenges
- **Institution-Led Quality Review** - require clarification regarding what effective "externality" looks like
- **Tertiary Quality Enhancement Review** - limited range of judgements: effective, partially effective, and not effective

Key Considerations (Continued)

- Resource to support Tertiary Quality Enhancement Review, both internally and externally
- Retaining autonomy - “What Works Well”
- Profile of Quality Assurance Reviewers - potential for review to be undertaken with no Further Education representation
- External review of learning and teaching - there appears to be no direct observation/review of the quality of learning and teaching - indirect methods only
- Desk-top verses active review
- Long-term resource requirements re. HMIE review across Schools-partnerships, and Foundation/Modern Apprenticeships, and SLC as a Managing Agent for Skills Development Scotland Activity remains unclear
- Ensuring duplication of effort is designed out of the interlinked external scrutiny body activities
- Scottish Quality Concerns Scheme’s adoption across the tertiary sector - entirely new process to be adopted

Links to Supporting Guidance

- [SFC Outcomes Framework and Assurance Model – Overview](#)
- [Scotland's Tertiary Enhancement Quality Framework - Overview](#)
- [QAA's Tertiary Quality Enhancement Review - Guidance](#)
- [SFC Data Analysis for Tertiary Quality Enhancement Review - Overview](#)
- [Scotland's Tertiary Enhancement Project – Website](#)
- [Purpose and Principles: Post School Education, Research and Skills](#)



LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	28 April 2025
TITLE OF REPORT	Education Scotland: Meeting the support needs of learners in Scotland's Colleges
REFERENCE	10
AUTHOR AND CONTACT DETAILS	Stella McManus Stella.mcmanus@slc.ac.uk
PURPOSE:	To provide members with information relating to the complex and varied support needs of learners in Scotland.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> note the findings in the report and are encouraged to read the full report which can be found here Meeting the support needs of learners in Scotland's colleges National thematic inspections HM Chief Inspector reports and guidance Inspection and review Education Scotland
RISK	<ul style="list-style-type: none"> That the College does not continue to focus on continuing to ensure that student requiring additional support have their needs.
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"> This timely report highlights the increasingly diverse and varied needs of learners in colleges. College staff have to provide a wide range of support for disabilities, mental health and learning difficulties. Colleges face challenges as many additional support needs are not disclosed when entering college, there is increased demand on all staff for support services despite mental health funding being stopped. In addition, schools do not always provide relevant information leading to delays in providing support. There remains inequity in learner outcomes for learners declaring a disability. Further work on data sharing is required to provide support for learners with complex needs.

1. INTRODUCTION

- 1.1 This report summarises the findings and recommendations from Education Scotland's national thematic inspection titled "Meeting the Support Needs of Learners in Scotland's Colleges." The inspection evaluated how effectively colleges identify and support learners with additional needs, focusing on pre-entry, on-course, and transition support mechanisms.
- 1.2 His Majesty's Inspectors visited eight colleges and drew on the quality indicators and themes from the How Good is Our College (HGIOC) framework to focus discussions with staff and key stakeholders.

3 BACKGROUND

- 3.1 The profile of learners attending college in Scotland has changed significantly in the last few years. Currently, around half of all learners at college are aged 16 to 24 years, and just over a quarter of school leavers enter full-time college provision. This shift has increased the demand for colleges to address the diverse needs of learners.
- 3.2 Scottish Funding Council data used to evaluate rates of recruitment, retention, attainment and progressed has helped to highlight a significant increase in learners declaring disabilities, mental health conditions, and other support needs since the pandemic. This surge is accompanied by challenges related to poverty, family instability, and chaotic lifestyles, reshaping the complexity of support required in colleges.

4 KEY INSIGHTS

- 4.1 College staff effectively support a wide range of needs, including disabilities such as autism, dyslexia, mental health conditions, and learning difficulties. However, a growing number of learners require support for multiple and diverse needs, necessitating enhanced and sustained resources to meet these challenges.
- 4.2 Many learners do not disclose their additional needs upon entering college, making it challenging for staff to provide timely and appropriate interventions. Proactive strategies are needed to encourage early disclosure and to clarify the demands of future pathways for learners.
- 4.3 The increased demand for support services, combined with uncertain funding for mental health support, is placing strain on learners, college staff, and resources. From 2022, funding for mental health counselling (See Annex A) was available to all Scottish colleges for a period of two years. The demand for this support continues to increase. Colleges recognise the potential impact that any reduction in this service may have on learner recruitment and performance, and many have chosen to continue mental health counselling services through alternative sources of funding. In all colleges, mental health first aiders are available to help and guidance to those experiencing mental health challenges.

- 4.4 Almost all colleges face challenges in obtaining important learner information from schools, leading to delays in providing appropriate support and hindering effective transitions. Unrealistic expectations about college programmes exacerbate difficulties for new learners.
- 4.5 There remains inequity in learner outcomes, particularly for those with physical impairments or mental health conditions. While progress has been made in narrowing gaps for some groups, success rates and attainment for learners with disabilities remain concerning.
- 4.6 College staff collaborate well with external agencies to provide specialised support for learners with complex needs. However, stronger joint evaluation and data sharing with schools, agencies, universities, and employers are needed to improve transitions and outcomes.
- 4.7 These measures aim to better meet the support needs of learners in Scotland's colleges, ensuring a more inclusive and effective educational environment.

5 RECOMMENDATIONS

- 5.1 To address the findings outlined in the Key Insights, the following are recommendations for colleges and national bodies to improve the quality of provision and services across Scotland's colleges.

5.1.1 Improve the early disclosure of additional needs

- Encourage and support all learners to disclose additional needs through:
 - improved data sharing between schools, colleges, and external agencies, ensuring compliance with GDPR;
 - proactive strategies that build trust and encouragement for all learners to provide information on their needs, and
 - increased visibility and accessibility of the support available at college.

5.1.2 Support for mental health

- Continued investment in support for learner mental health and wellbeing, ensuring:
 - mental health awareness training for staff to improve consistency in support;
 - mental health support is accessible and sufficient to meet growing demand; and;
 - promoting partnerships with local mental health organisations to expand available resources.

5.1.3 Improving information sharing on transition

- Improve the sharing of relevant learner information from schools to colleges about school-aged learners, by:
 - improving data-sharing agreements, and
 - providing comprehensive pre-college information for school-age learners, focusing on realistic expectations and the skills required for college success.

5.1.4 Improve learner outcomes for key groups

- Address inequity in learner outcomes by:
 - Implementing targeted interventions for learners with disabilities;
 - Using data-driven approaches to identify at risk groups and prioritise support, and
 - Improving self-evaluation and action planning for improvement, particularly with key partners.

6 EQUALITIES

- 6.1 There are no new matters for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report. However, it should be recognised that some learners requiring additional learning support may not always be able to achieve in line with their counterparts if funding is not available.

7 RISK

- 7.1 That the College does not focus on continuing to ensure that students requiring additional support have their needs.

8 RECOMMENDATIONS

- 8.1 Members are recommended to:
- 8.2 note the findings in the report and encouraged to read the full report which can be found here [Meeting the support needs of learners in Scotland's colleges | National thematic inspections | HM Chief Inspector reports and guidance | Inspection and review | Education Scotland](#)

ANNEX A: IMPACT OF COUNSELLING ON STUDENT ATTAINMENT

Academic Year 2023-24 Counselling Service ~ Student Attainment

There was a total of 106 students that had access to the College's counselling services in 2023-24.

- Successful = 75 (outcomes codes 8; 17 & 18) which represents 71% of the total
- Unsuccessful = 31 (outcomes codes 2; 4 & 7) which represents 29% of the total

The age range of those accessing counselling is split below:

- 16-19 = 39 (36.7% of total)
- 20-29 = 37 (34.9% of total)
- 30-39 = 20 (18.8% of total)
- 40-49 = 6 (5.6% of total)
- 50 + = 5 (4.7% of total)

The split between further and higher education is shown below:

- FE = 65
- HE = 41

LEARNING TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	28 April 2025
TITLE OF REPORT	SLC Digital Strategy 2025-2030
REFERENCE	11
AUTHOR AND CONTACT DETAILS	Chris Sumner, Head of MIS Chris.Sumner@slc.ac.uk
PURPOSE:	To request members to approve the draft Digital Strategy for 2025-2030.
KEY RECOMMENDATIONS/ DECISIONS:	The Board is asked to: <ul style="list-style-type: none"> • note that the Audit & Risk Committee approved the remittance of the Strategy to the Board at its meeting on 4 February 2025; and • approve the draft Digital Strategy.
EQUALITIES	<ul style="list-style-type: none"> • There are no adverse implications for equalities identified within the attached report.
RISK	<ul style="list-style-type: none"> • That the College does not have a full understanding of its strategic direction to influence operational planning, resulting in confusion, inconsistent performance, poor use of resources and poor time management.
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 report sets out the key principles of the Digital Strategy for 2025-2030 which aligns to the new strategic priorities for the College • With the huge shift in digital technology, advancements in automation, the speed of artificial intelligence software to market and availability for digital collaboration across the college sector, the Strategy serves as a guide through these dynamic changes in the digital landscape of the sector. • The Strategy also acknowledges the need for a dedicated Digital Strategy Group to oversee strategy implementation. (DSG) and effective budgeting.

1. INTRODUCTION

1.1 The purpose of this paper is to provide an overview of the Digital Strategy for 2025-2030.

2. THE STRATEGY

2.1 The strategy sets out the key strategic areas of focus for the College that need to be fully integrated with digital and technological advancement:

- 2.1.1 Enhance Learning and Teachings
- 2.1.2 Learner Experience
- 2.1.3 Administrative Efficiency
- 2.1.4 Inclusivity and Accessibility
- 2.1.5 Community Engagement
- 2.1.6 Innovation and Research
- 2.1.7 Sustainability
- 2.1.8 Infrastructure

2.2 Through seamless integration of technology, we strive to create an inclusive, dynamic learning environment that prepares our community (staff, students and collaborating partners) to excel in the ever-evolving landscape of knowledge and discovery.

2.3 The Strategy is line with the National Digital Strategy to ensure best practice and support in delivering national priorities. Having a strategy enables the college to move far more quickly in order to remain at the forefront of change.

2.4 The Strategy acknowledges the need for a dedicated Digital Strategy Group to oversee implementation.

2.5 The Strategy also acknowledges the need for careful budgeting, to allocate resources for technology infrastructure, software licences, staff training, and innovation initiatives. This will involve proactively seeking funding from grants, partnerships, and cost-saving measures in administrative processes.

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 ASSURANCES

4.1 Having a Strategy safeguards the College from the risk:

- 4.1.1 that the College does not have a full understanding of its strategic direction to influence operational planning, resulting in confusion, inconsistent performance, poor use of resources and poor time management.

5 RECOMMENDATIONS

5.1 The Committee is asked to:

- 5.1.1 note that the Audit & Risk Committee approved the remittance of the Strategy to the Board at its meeting on 4 February 2025; and
- 5.1.2 approve the draft Digital Strategy.



South
Lanarkshire
College

East Kilbride

SLC Digital Strategy 2025-30

Final v.7.0

Document Information

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Reviewed Date:	05 th June 2024
Owner:	Head of MIS
Approved by:	SLT (Awaiting Board Approval)
Equality Impact Assessment:	02 nd Dec 2024
Next Review Date:	05 th June 2029

Version History

Version Number	Date	Author	Rationale
1.0	05/06/2022	Head of MIS	Creation of Document
2.0	10/10/2023	Head of MIS	Updated to include the JISC DET and Learner Journey
3.0	11/02/2024	Head of MIS	Wording changes following feedback
4.0	13/06/2024	Head of MIS	Aligned to College strategic aims and timeframes
5.0	10/09/2024	Head of MIS	Updated from feedback from BOM
6.0	02/12/2024	Head of MIS	Updated from SLT feedback
7.0	04/02/2025	Head of MIS	Updated following ARC Committee feedback

Quick Links

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

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



To find out more about FREDIE click [HERE](#)

To find out more about our Vision, Mission and Values click [HERE](#)



Need help with accessibility? Click [HERE](#) to view our accessibility pages.

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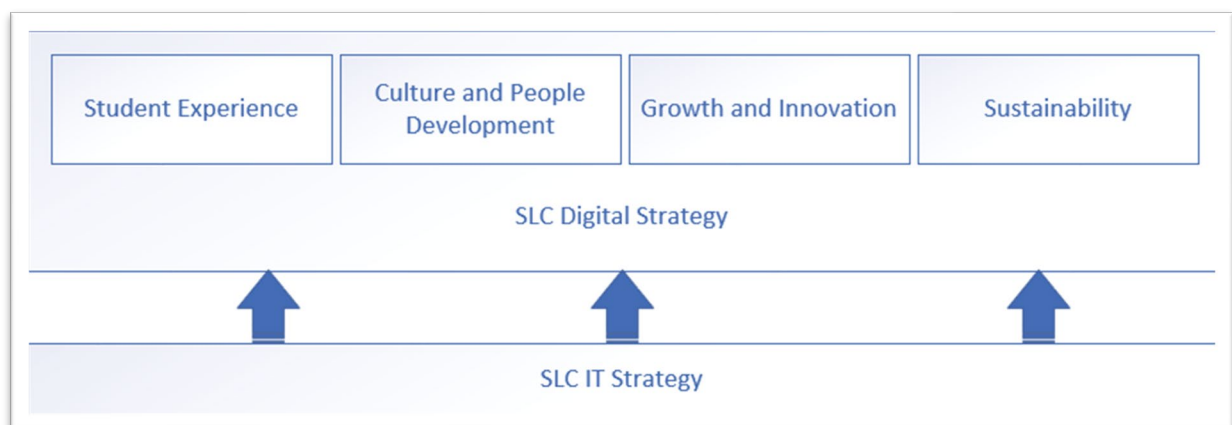
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Advancing SLC through Digital Innovation: A Digital Strategy for South Lanarkshire College

Introduction

South Lanarkshire College (SLC) has been at the forefront of many innovative and cutting-edge curriculum developments over the years. With the huge shift in digital technology, advancements in automation, the speed of artificial intelligence software to market and availability for digital collaboration across the college sector, it's an opportunity for SLC to use these new advancements to achieve the strategic goals over the next 5-10 years. This digital strategy serves as a guide through the dynamic changes in digital technology and allows SLC to utilise the new digital innovations applicable to the Scottish education sector and improve operational efficiency within the college whilst maximising the value and impact of our work.

The current SLC Strategy framework 2020-2025 and how the digital strategy will support these goals are displayed below, essentially enabling the college to move far more quickly with the tasks required to achieve these aims.



Vision and Mission

At SLC we envision a digitally empowered future where innovation in education knows no bounds. Through seamless integration of technology, we strive to create an inclusive, dynamic learning environment that prepares our community (staff, students and collaborating partners) to excel in the ever-evolving landscape of knowledge and discovery.

Strategic Goals

- *Enhance Learning and Teaching*
 - *Online Course Delivery: Develop a robust Learning Management System (LMS) for online courses, blended learning, and remote access to course materials.*
 - *Digital Learning Resources: Create and curate high-quality digital content, including video lectures, e-books, VR and Augmented reality, social media uses, micro-learning e.g. TikTok and Instagram and interactive tools to enrich the learning experience.*
 - *Faculty Training: Provide training and support for faculty to effectively use digital tools to enhance the learning experience through effective teaching and assessment.*
 - *Student Support: Implement online tutoring, discussion forums, and peer-to-peer learning platforms to enhance student support and engagement.*
 - *Commercial: More flexible engagement with Business employees – businesses?*
- *Learner Experience*
 - *Student Portal: Develop a user-friendly student portal for easy access to academic records, course schedules, support services (such as fee and bursary payments), chatbots for overall guidance and support on topics and communication with staff and peers.*
 - *Mobile Apps: Create a mobile app to facilitate communication, event notifications, and access to digital resources on the go.*
 - *Personalised Learning: Implement adaptive learning technologies and data analytics to personalize the learning experience for each student.*
- *Administrative Efficiency*
 - *Automation: Streamline administrative processes like admissions, registration, management tools and financial aid through automation and self-service options.*
 - *Data Analytics: Utilise data analytics to improve decision-making, resource allocation, and student retention efforts.*
 - *Cybersecurity: Establish strong cybersecurity measures to protect sensitive student and institutional data.*
- *Inclusivity and Accessibility*
 - *Accessibility Standards: Ensure all digital content and platforms meet accessibility standards, making education more inclusive for all students.*

- *Digital Literacy: Promote digital literacy among students, faculty, and staff to bridge the digital divide.*
- **Community Engagement**
 - *Online Events: Host webinars, virtual open houses, and online seminars to engage with the community, alumni, and prospective students.*
 - *Social Media: Maintain active social media channels and an engaging website to keep the college community informed and connected.*
- **Innovation and Research**
 - *Digital Research Centre - Establish a centre for digital research to explore emerging technologies and their applications in education.*
 - *Partnerships: Collaborate with tech companies, educational institutions, and local organisations to stay at the forefront of digital innovation.*
- **Sustainability**
 - *Green Technologies: Implement sustainable and energy-efficient technologies to reduce the college's carbon footprint.*
 - *Remote Work: Promote remote work options for staff to reduce commuting and minimise environmental impact.*
- **Infrastructure**
 - *Robust Network Infrastructure - Ensure high-speed, reliable internet connectivity across the entire campus. Regularly upgrade network hardware and software to keep up with technological advancements.*
 - *Hybrid Cloud Computing and Storage Solutions - Migrate some services to cloud-based services for data storage, management, and backup to enhance accessibility and security, reducing the need for physical servers.*
 - *Cybersecurity Measures - Invest in advanced security tools such as firewalls, intrusion detection systems, and encryption technologies. Continue to conduct regular security audits and training sessions for staff and students to promote cybersecurity awareness.*
 - *Smart Campus Technologies: Integrate IoT (Internet of Things) devices for efficient campus management, such as smart lighting, HVAC systems, and security cameras. Explore the use of AI and machine learning for predictive maintenance and resource optimization.*

Implementation and Monitoring

- *Establish a dedicated Digital Strategy Group responsible for overseeing strategy implementation. (DSG)*
- *Regularly monitor progress towards goals and adapt the strategy as needed. (JISC DET)*
- *Seek feedback from students, faculty, and staff for continuous improvement.*

Budgeting

Allocate resources for technology infrastructure, software licences, staff training, and innovation initiatives. Seek funding from grants, partnerships, and cost-saving measures in administrative processes.

Aligning to the National Digital Strategy

It is also important to recognise that this strategy is directly related to the National Digital Strategy. SLC define within this strategy our priorities at the local level which supports and delivers the national digital strategy vision and mission set out below.

National Digital Strategy Vision

Empowering our stakeholders to have access to innovative, engaging, and inspiring digital solutions that enhance the student experience, promoting personal growth, enable success, and improve attainment.

National Digital Strategy Mission

Deliver innovative, sustainable, relevant, accessible, and consistent learning experiences.

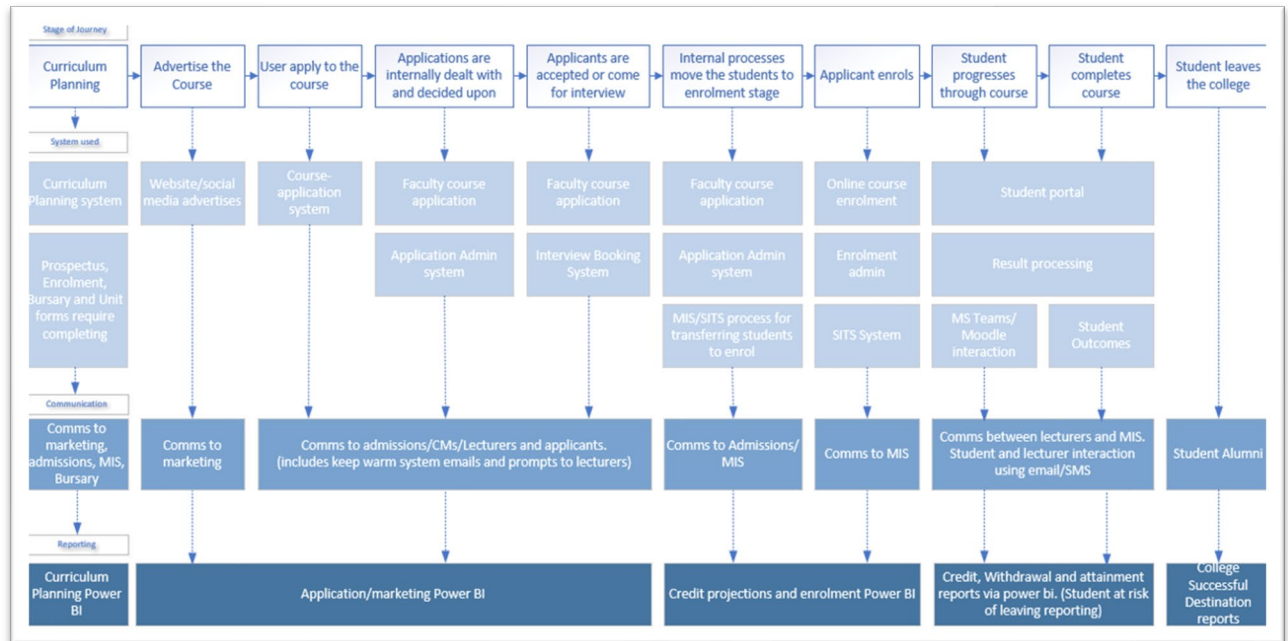
In a way that:

- Ensures that students' voice is paramount
- Maintains a compassionate and safe environment
- Empowers staff and builds their confidence
- Promotes a culture of continual improvement
- Upholds national and local values and standards

- Ensures continuity through an effective business model
- Provides cost effective and adaptive digital solutions and connectivity

The Learner Journey

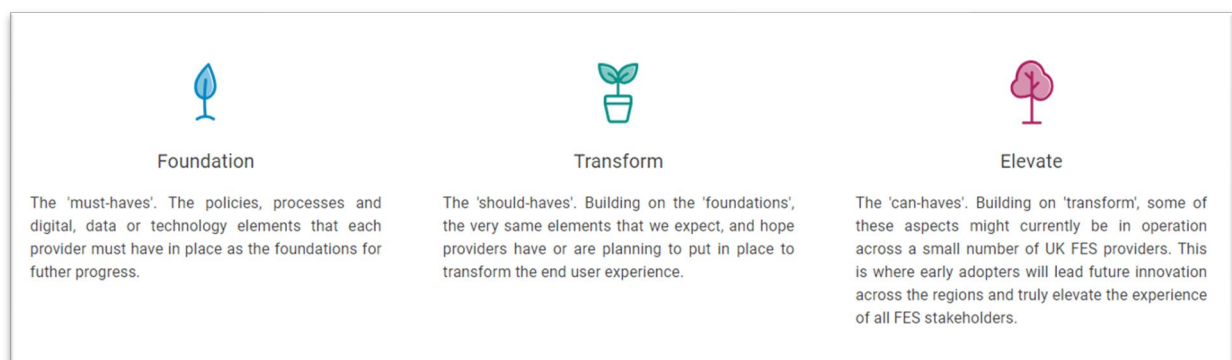
Learners are at the forefront of our business so it's important to recognise in this document the overall learner journey and all the aspects of digital technology that wrap around the processes in the college.



Digital Strategy Tools

To support the college, the education institution JISC produced a digital elevation tool (DET) that can be used within the SLC digital strategy focusing on key themes that enable the college to identify areas of good practice and areas to improve on, allowing a directional task list to be created.

Levels of achievement have been created by the JISC team as a marker for the progress made by the college. These levels are Foundation, Transform and Elevate.



The key themes used in the DET are as follows (to see more information on this please [click here](#) to visit JISC DET website, credentials are required to access):

- *Leadership governance & culture*
- *Learner experience*
- *Staff experience*
- *Curriculum development*
- *Underpinning technologies*

Conclusion

- *Reinforce the Commitment to Digital Transformation*
- *Acknowledge the Collective Efforts of the College Community*

By following a strategic approach outlined in this document, SLC aims to harness the power of digital innovation to provide an enriched educational experience for students and contribute to the advancement of knowledge and research in the 21st century.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	28 April 2025
TITLE OF REPORT	Developing the Young Workforce
REFERENCE	12
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 2024/25
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 retention and achievement across all programmes for 24/25. • Foundation Apprenticeship (FA) provision has sustained growth with 6 frameworks being offered across 14 cohorts. • Foundation Apprenticeship (FA) retention and achievement across all programmes for 24/25. • This academic session all FA courses are within the Consortium Agreement with the Local Authority and will deliver a baseline income of £256k. 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 regions 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 in college. 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	Enrol	Ret	Ach
Beauty	27	100%	82%	Beauty	17	94%	94%	Beauty	13	76%	%
					15	100%	100%		17	70%	%
Early Years & Childcare	35	86%	86%	Early Years & Childcare	12	100%	100%	EECC	14	85%	%
					18	78%	78%		18	72%	%
Hair & Barbering	36	92%	92%	Hair & Barbering	15	100%	100%	Hair	17	94%	%
					16	100%	100%		12	100%	%
Health & Social Care	26	100%	81%	Health & Social Care	13	100%	81%	HSC	7	100%	%
					14	100%	100%		6	100%	%
Make-Up	24	91%	86%	Make-Up	12	58%	0%	Make-Up	13	100%	%
					15	100%	80%	-	16	100%	%
NA				NA				Horti	6	100%	%
Uniform ES	44	93%	75%	Uniform ES	11	55%	55%	U&ES	11	72%	%
					18	83%	83%		15	73%	%
					13	100%	100%		-	-	-
Digital Media				Digital Media	9	78%	78%	Digital Media	8	87%	%
					7	100%	100%	-	11	100%	%
Hospitality	16	100%	69%	Hospitality	4	0%	0%	Hosp	11	100%	%
					13	69%	69%		13	100%	%
Construction	27	100%	85%	Construction	16	100%	100%	Cons	10	100%	%
					12	100%	100%		15	100%	%
Total	211	95%	82%	Total	252	85%	79%	Total	233	90%	

- 2.2 In the GradU8 pathway programmes realised 233 enrolments across 19 cohorts for academic session 2024/25. This is down on the previous year by 19. Overall retention and achievement to date is 90% this is a 5% improvement on last year.

- 2.3 In addition, only one new subject has been introduced this session: Horticulture, with only 6 enrolments realised. Retention is currently sitting at 100%.

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 of 17 pupils from St Ninians High School to complete the second year of the NPA Playworker course, with current retention sitting at 94%. 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 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	Achieve
Creative	NA	NA	NA	12	12	(4) 33%	15	16	62%	43%
Cons	13	13	(9) 69%	12	12	(2)16%	15	15	100%	100%
Total	13	13	69%	24	24	49%	30	31	81%	71%

- 4.4 Both winter leavers programmes recruited a total of 31 pupils this session, this was up slightly on the previous year by 7. Overall retention was 81% with achievement at 71%. A total of 10 pupils (7 pupils from Creative Hair and Beauty and 3 from Construction) progressed to a full time January 2025 course.

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 £256k. There is no credit baring FA's 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 enrolment and retention for 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	100%	-
Business Skills										
Business Skills 1 year programme	13	100%	Business Skills 1 year programme	5	80% (4)	80%	Business Skills 1 year programme	6	100%	-
Business Skills 2-year programme	NA	NA	Business Skills 2-year programme	7	71% (5)	57% (4)	Business Skills 2-year programme	NA	NA	
Business Skills Returners	3	100%	Business Skills Returners	NA			Business Skills Returners	4	75%	-
Creative and Digital Media										
							CDM 1yr	10	90%	-
Creative & Digital Media 2-year programme	17	94%	Creative & Digital Media 2-year programme	19	(17) 89%	89%	Creative & Digital Media 2-year programme	15	80%	
	10	100%	CDM returners	12	(11) 92%	92%	CDM return	17	100%	-
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	100%	-
CYP 1 Year	NA	NA	NA		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	92%	-
CYP 2 year	13	76%	CYP 2-year programme	12	10 83%	83%	CYP 2-year programme	13	84%	-
CYP 2 year	NA	NA								
Children & Young People Returners	13	84%	Children & Young People Returners	15	10 67%	67%	Children & Young People Returners	19	94%	-
CYP Returners	12	100%	CYP returners		NA	NA	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	100%	-
HealthCare 2-year programme in hubs	16	81%	HealthCare 2-year programme in hub	12	100%	75%	HealthCare 2-year programme	16	100%	-
				11	(10) 91%	81%		-		
HealthCare Returners	10	100%	HealthCare Returners	8	100%	100%	HealthCare Returners	13	92%	-

2022/23			2023/24				2024/25			
IT Software 2 year										
			IT Software	13	11 85%	85%	IT Software returners	9	100%	-
Total	146	87%	Total	177	86%%	82%	Total	162	93%	-

- 5.4 Enrolment numbers for this academic session are down on the previous year by 15 with retention currently at 93% which 7% better than last year and anticipated achievement at 93% which is 11% better than last year
- 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 Technology Software (returners group only).

6 SCHOOL EVENTS 2024-25

- 6.1 As part of Modern Apprenticeship Week working in partnership with Developing the Young Workforce (DYW), the College hosted its Step into Future Jobs Event which aimed to provide a positive experience of pathways into future and green jobs market to secondary school pupils. Over 200 pupils attended on the day along and their teachers from schools across South Lanarkshire.
- 6.2 During the event staff provided career insights into future jobs for young people delivering a range of information workshop sessions and demonstrations. The event was supported by 35 of our partner employers and external suppliers who took the time to exhibit, interact and inspire our students, potential students and guests.
- 6.3 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.

6.4 Table 8: School Event Schedule 2024-25

Date	Time	Type of Event	Location	Audience	Expected numbers
6 March 2025	4:00 6:00pm	Foundation Apprenticeship Open Evening	South Lanarkshire College (SLC)	S4-S6	50
12 March 2025	4:00 6:00pm	Pathway Evening	Hamilton College	S4-S6	TBC
27 March 2025	10am-12pm	Routes for All Interactive taster sessions	South Lanarkshire College	S5	40
27 March 2025	4:30 -7pm	Open Evening Event	South Lanarkshire College	General	tbc
29 April	1:30 – 3:00pm	Foundation Apprenticeship Celebration Event	South Lanarkshire College	S5-S6	85

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 recruitment and retention for all senior phase activity delivered at the College in 2024/2025.

LTSE Committee 28 April 2025

Curriculum Area 1: Good News Stories.

Davd Forbes-Nixon (DFN) Project SEARCH

Project Search is one year transition to work programme for young adults with a learning disability or autism spectrum conditions, or both. The project involves partnering with organisations across public, private or voluntary sectors to provide supported employment internships for young people on their last year of education, helping them to take positive first steps into the world of work.

South Lanarkshire Council have approached the Inclusive Learning Curriculum Area regarding opening a site in partnership with ASDA. This would provide a further step towards employment for our students attending supported courses. The curriculum area plan to deliver a programme for one cohort of twelve students commencing next academic session 2025/26, providing a progression pathway for current students studying on a Supported Programme at SCQF Level 4.

This programme will be delivered working in partnership with South Lanarkshire Council and ASDA at their Torglen site. Students will access a combination of classroom-based education and complete three rotations of work placement in different departments across the site. They will be supported by Job Coaches from South Lanarkshire Council.

Experience the Art of Open Razor Shaving (Peer supported Learning)

SCQF Level 3 Barbering students recently organised an open razor shaving seminar as part of their promotional activity assessment and chose their target audience to be a group of first year barbering students. They hoped that this event would help to inspire and motivate their peers to continue to the next level of their training and skills development in their career journey.

They contacted one of our local employers Jamie Hamilton from Cutthroat Barbers in East Kilbride who kindly volunteered to give of his time along with members of his talented team to deliver a masterclass in the precision razoring techniques showcasing the timeless skill of open razor shaving and the newest on trend blending techniques.

The students reflected on the structure, content and the success of the seminar by providing the audience with the opportunity to ask questions during and at the end of the seminar. They concluded that whether you are a styling enthusiast or simply curious about the trade, this seminar offered a unique glimpse into this specialist craft.



LEARNING, TEACHING AND STUDENT EXPERIENCE (LTSE) COMMITTEE

DATE:	8 April 2025
TITLE OF REPORT:	Marketing and Communications update Agenda No. 13
AUTHOR AND CONTACT DETAILS:	<p>Marie King, Marketing and Comms 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 3 months.
KEY RECOMMENDATIONS/ DECISIONS:	<p>Members are asked to note:</p> <ul style="list-style-type: none"> • The success of the January and March Open Evenings and ongoing social media strategies. • The success of the College Local Innovation Centres (CLIC) Business Networking Events: 23 Jan, 4 Feb and 20 Feb. • The launch of the SLC and Go Radio Podstars competition. • The renewal of CLIC funding for year two: £1.2 million across six Colleges until March 2026.
RISKS:	<ul style="list-style-type: none"> • That there is negative press arising from the current VSS, consultation and restructure.
RELEVANT STRATEGIC AIMS:	<ul style="list-style-type: none"> • Successful Students. • The Highest Quality Education and Support. • Sustainable Behaviours.
SUMMARY OF REPORT:	<p>This paper includes information on the following activity:</p> <ul style="list-style-type: none"> • College Event Information. • An increase in applications for August 25 start courses. • Implementation of August 25 Recruitment Campaign. • Social Media Summary. • Awards. • Positive News Stories.

1 INTRODUCTION

- 1.1 This report provides an overview of Marketing, Communications and Recruitment activity from mid-January to mid-April 2025. During this 3-month period the August recruitment campaign 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:
 - 2.1..1 **119** attendees at the Open Evening in January 2025.
 - 2.1..2 **44** attendees at the Open Evening in March 2025.
 - 2.1..3 Successful Business Networking Events on 23 January and 4 February, 20 February for the College as the (CLIC) Centre for Sustainable Development; and the Celebration of Success event on 28 March.

3 ANALYSIS OF RECRUITMENT AND AUGUST 2025 APPLICATIONS

- 3.1 To date (7.4.24), the College has received a total of **2952 applications** for August 2025 courses. This marks an increase of 128 applications compared to the previous year (2952 vs. 2824). These applications are divided into full-time and part-time programs, with **2419** for full-time courses (an increase of 118 compared to the previous year) and **533** for part-time courses (an increase of 10).
- 3.2 Recruitment continues to be a top priority for the Marketing team to mitigate any potential shortfall in meeting recruitment targets in the coming months. We continue to update the website as necessary to improve the user journey, while implementing targeted campaigns, to drive enquiries and applications across the suite of courses available.
- 3.3 Facebook paid advertisements are continuously updated to promote any courses requiring an application boost. Paid promotion was also attributed to events such as the launch of August 25 start courses and both Open Evenings in January and March.

4 EVENTS

- 4.1 Since the last Committee Report in January 2025 there have been a variety of engaging events on campus, including Scottish Apprenticeship Week, the Foundation Apprenticeship Open Evening and mainstream College Open Evenings.
 - 4.1..1 August 2025 start course Open Evenings on 21 January (**119** attendees) and 27 March (**44** 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.
 - 4.1..2 On 27 March, members of the CLIC community came together for a fabulous Celebration of Success event – commemorating the amazing work achieved to date via the Glasgow City Region Colleges Consortium. At this event, a second year of funding, £1.2 million split across the six partner Colleges, was confirmed by the Innovate UK

Further Education Innovation Fund. This means we can continue providing businesses across the Glasgow City region with support, guidance, and expertise until March 2026.

Future planned events include:

4.2 Table 1

EVENT DATE	TARGET MARKET	PURPOSE
22 Apr 2025 Four Course Dinner, provided by SLC students <i>External Event: Held at the Scottish Parliament</i>	External stakeholders – Stella will host a table with VIPs, including MSPs. Dinner will be provided by the College Hospitality students and lecturers.	To showcase the skills and talent of the Hospitality team. A fantastic networking opportunity.
29 Apr 2025 Colleges Scotland Parliamentary Reception <i>External Event: Held at the Scottish Parliament</i>	External stakeholders – James Jamieson will host a table at the event which will be attended by other Colleges, MSPs, Scottish Funding Council etc.	To highlight the achievements and opportunities of the mobile heat pump training van.
20 May 2025 August starts Open Evening	School leavers, influencers, those looking to upskill, retrain and community members.	To showcase the campus and facilities and promote courses starting in August 2025.

5 CAMPAIGNS

5.1 The following campaign plans (**with a focus on the message: Invest in you and make your career goal a reality**) have taken place in the past 3 months to support recruitment and brand awareness:

5.1..1 Billboard advertising in East Kilbride.

5.1..2 3-month digital media campaign.

5.1..3 Direct communications with SDS careers advisors, schools, DYW and JCP.

5.1..4 Open Evening(s).

5.1..5 Capital Radio advertising – focusing on August course recruitment and the March Open Evening.

5.1..6 Go Radio advertising – promoting the competition but also highlighting a range of activity including August course recruitment, Scottish Apprenticeship Week and the March Open Evening before moving on to curriculum/course focused adverts.

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

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

5.1..9 The immediate focus is on the continued promotion of August 2025 start courses; and

5.1..10 As it's been four years since our last Sky AdSmart TV advert – we have a campaign booked for 2025. We are currently in the planning stages as regards filming, scripting, production and editing.

6 DIGITAL AND WEBSITE IMPROVEMENTS

6.1 Owing to Umbraco 8 (the platform the website uses) reaching its end of life and no longer being supported, the website has now been successfully upgraded to Umbraco 13. This will ensure the website meets GDPR and data protection regulations.

6.2 As part of a short project (initially September 2024 to March 2025), the Marketing and Communications team have been 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. The project is due to be continued for a further six months. We have made good progress but there is still work to do in completing the configuration and ensuring key members of the team are adequately trained to understand and use GA4 to extract accurate data/run reports as required.

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

7 BRAND ROLL OUT

7.1 To ensure clear and concise brand messaging, the brand continues to be rolled out and now includes new mouse mats and the recent sign off of new lanyards for staff, students and visitors. The bright and distinctive colours will help easily identify College groups.



7.2 The banners (free advertising space) are now in place on the large Heras panel hoarding at EK train station while it closes as part of the East Kilbride Enhancement electrification project.

8 SLC AND GO RADIO PARTNERSHIP: THE SEARCH TO FIND SCOTLAND'S NEXT PODSTAR



- 8.1 In February, the College launched an exciting partnership with Go Radio. The aim of which was to go a step further than purchasing radio airtime adverts – this is an innovative cross-College and cross-business project. The project was funded 50/50 from the marketing budget and successful SLC ALF submission.

The competition offers students across Glasgow and the West the chance to create their own podcasts. Additionally, competition finalists will visit the College's Creative Hub podcast studio to create short soundbites for the radio. Go Radio are also offering some of the College's Creative and Digital Media students work placements where they will get to produce 30-second radio trailers as part of their work experience in audio production. Throughout the duration of the project (which now owing to a project extension at no additional cost to the College) is now expected to run until Oct/Nov), the College benefit from unlimited airtime creative meaning a full suite of ads can be created to promote a variety of activity.

9 STAKEHOLDER ENGAGEMENT

- 9.1 The date of the next Stakeholder communication is planned for Apr/May 2025.

10 STAFF COMMUNICATION

- 10.1A 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 have the opportunity to contribute to this newsletter.

11 IN THE PRESS

- 11.1 An ongoing priority for the Marketing and Communications team over the next 3 months is to generate as many positive news stories and case studies as possible, to promote courses, relay the key brand messages and monitor channels for any potential negative press.

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

- 11.2.1 [UK's First Bar Scholarship with Bacardi](#) **13 March**

11.2..2 [Go Radio](#) 14 March

11.3 There is potential for negative press in relation to the current VSS, consultation and restructure. The Marketing and Communications team will continue to undertake horizon scanning on any negative PR and report this through the appropriate channels.

11.4 Normal College business and highlighting positive news stories, case studies and other good news continues to be a focus to ensure that stakeholders know it is business as usual across the college during this period.

11.5 Future projects that will help raise the profile of the College include being part of the Innovate UK College Consortium, with South Lanarkshire College leading as a Centre for Sustainable Development – owing to a recently announced second year of funding.

12 SOCIAL MEDIA

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

12.1..1 **Facebook** – Over the past three months, the Facebook page has had a reach (from posts, stories or ads) of over 126K. Content interactions is 2.9K and link clicks is 3.7K. Followers have grown by 145 people.

12.1..2 **Instagram** – Over the past three months, the Instagram account has had a reach of 25K. The number of followers has increased by 149 taking the total to 3052.

12.1..3 **Twitter** – Access to any free analytics on this platform has now changed so we can only report on followers, which is now 3349 (a decrease of 32 from the last report). *The decrease is likely to be attributed to accounts leaving the platform.*

12.1..4 **Linkedin** – In the last three months, we have gained 200 new followers taking the total to 2879 and have achieved over 38k impressions.

12.1..5 **TikTok** – We currently have 440 followers and 855 likes.

12.2 Engagement continues to be consistently high across all platforms, driven by a variety of engaging content. Top performing organic posts include International Women's Day (these posts achieved a fantastic reach across all platforms), the Scottish Apprenticeship Week case studies and the series of #LoveScotlandsColleges posts. A variety of focused course recruitment posts such as E-filing techniques, Crime Scene Investigation as well as the August 2025 start general promotion, also received great engagement.

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

13 AWARDS

13.1 The award submissions are now open for the next CDN College Awards 2025. Submissions will be compiled in advance of the 26 June deadline with the award ceremony taking place on 4 December 2025 at the Radisson Blu in Glasgow.

14 MARKET RESEARCH AND DATA ANALYSIS

- 14.1 Market research remains a priority for ensuring that our advertising, campaigns, promotion, and curriculum meet the needs of stakeholders.
- 14.2 Analysis of all campaigns continues to be undertaken to ensure effective return on investment (ROI) is achieved and improvements are made to enhance awareness, engagement, and conversion.

15 KEY PRIORITIES

- 15.1 Some key priorities over the next 3 months include:
 - 15.1.1 Promotion of the College brand and courses to drive applications to places for August 2025 start courses.
 - 15.1.2 Promotion of the Commercial (FCR) courses.
 - 15.1.3 Promotion of CLIC Business Networking events and offering.
 - 15.1.4 Continue to leverage all opportunities from the Go Radio partnership.
 - 15.1.5 Enhance internal and external comms to get across good news stories to stakeholders.
 - 15.1.6 Continued engagement with curriculum teams; and Digital improvements on SEO and analytics tracking.
 - 15.1.7 Commence planning for a new Sky AdSmart TV advert.

16 RISK

- 16.1 That there is negative press due to current VSS, consultation and restructure.
- 16.2 That the College does not achieve recruitment targets.

17 EQUALITIES

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

18 RECOMMENDATIONS

- 18.1 Members are recommended to note:
 - 18.2 the success of Open Evenings and social media strategies.
 - 18.3 the success of CLIC and the partnership with Go Radio.
 - 18.4 the marketing activity noted in this paper.

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	28 April 2025
TITLE OF REPORT	Quarter 3 Complaints Handling Report
REFERENCE	14
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the complaints received by the College during Quarter 3 (1 February 2025 to 30 April 2025) 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"> the content of this report; that all complaints are logged on the College complaints handling system; and 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"> All completed complaints were closed in full within the required SPSO timeframe. At the time of writing two complaints are currently being investigated. The number of complaints received decreased from nine to five to compared to Quarter 2 The number of complaints received in Quarter 3 2024-2025 was less than the same Quarter 2023-2024. Complaints within the categories of customer care and applications to progression showed the greatest decrease. One complaint was reviewed by the SPSO, and no further action was required.

1. INTRODUCTION

1.1. This paper provides an overview of the complaints received during Quarter 3 2024/2025 (1 February 2025 to 30 April 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 complaints are recorded and closed within the required timescale. In addition to publishing the four mandatory Key Performance Indicators (KPIs) quarterly, the College also reports on complaint trends and actions taken to improve service delivery.

2.2 The number of complaints has decreased, falling from nine in Quarter 2 to five in Quarter 3

2.3 The tables below report for Quarter 3:

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

2.3.1 *Table 1 Quarter 3 SPSO KPIs*

KPI 1: The total number of complaints received and as a % of college population	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
0.09%	Stage 1 3 received 100% complaints were closed within the required timeframe. 2 complaints are currently being investigated.	5 days	Stage 1 2 upheld 1 resolved

2.3.2 *Table 2: Quarter 3 2024-2025 category of complaint, outcome of complaint and actions taken to improve*

Complaint Category	Complaints Received	Outcome of Complaint	Actions to improve
Customer Care	1	Resolved	Lecturers are advised to be aware of their surroundings when speaking to students.
Applications to Progression			
Course Related	3	1 upheld 2 currently being investigated	Lecturers advised to notify Management Information Systems when a student leaves the course.
Services	1		Other methods to distribute recyclable IT devices will be considered
Facilities			
Other			

2.3.3 Table 3 Quarter 3 2024-2025 and 2023-2024 complaints received and outcomes per student population.

	2024-2025	2023-2024
Total complaints received	5 (0.11%)	13 (0.33%)
Complaints received resolved	1(0.02%)	0
Complaints received partially upheld		2 (0.05%)
Complaints received upheld	1 (0.02%)	3 (0.08%)
Complaints received not upheld	1 (0.02%)	8 (0.2%)
Currently being investigated	2	0

2.3.4 Table 6 Quarter 3 2024-2025 and 2023-2024 category of complaints received.

	2024-2025	2023-2024
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Customer Care	1	5
Applications to progression		4
Course Related	3	3
Services	1	
Facilities		1
Other		

2.4 There has been reduction in the overall number of complaints received, with eight fewer complaints compared to Quarter 3 of 2023-2024. The greatest decrease was in complaints related to customer care and applications to progression. This decline is likely due to the resolution of industrial action.

2.5 One complaint from the academic year 2022-2023 was escalated and referred to the SPSO. Following review, the SPSO did not uphold the complaint, and no further action was required.

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.