LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

NOTICE
There will be a meeting of the Learning, Teaching and Student Experience committee on 19th February 2026 at 1730 hours on Teams and in the Boardroom at South Lanarkshire College

AGENDA			
Item		**Paper**	**Lead**
01	**Apologies for Absence**	No	VA
02	**Declaration of any potential Conflicts of Interest in relation to any Agenda items**	No	All
03	**Minutes of Previous Meeting (20 Nov 2026)**	Yes	JG
04	**Matters Arising from the Previous Meeting**	No	JG
	Matters for Discussion		
05	Student Association Report	Yes	CB
06	Curriculum Report	Yes	SP
07	Quality and Learning & Teaching Innovation Report	Yes	LD
08	Analysis of Round 1 of the Curriculum Self-evaluation Cycle - The SLC Way	Yes	LD
09	Student Engagement and Partnership Report	Yes	RH
	Matters for Information (No overviews required – questions invited)		
10	Marketing and Communications Update	Yes	RH
11	Reserved: Commercially Sensitive The SLC Way - FINAL	Yes	SP
12	Student Association Audit Report SLC 2025 - 2026	Yes	RH
13	LTSE Workplan - Updated	Yes	SP
14	Quarter 2 Complaints Report	Yes	VA
15	Reserved: Commercially Sensitive Key Performance Indicators and Strategic Dashboard	Yes	SP
16	**Summation of Actions and Date of Next Meeting (21 May 2026)**	No	VA
17	**Any Other Business**	No	JG

Key:

CB	Catriona Blacker	Student Association President
JB	Jamie Beddows	Learning and Teaching Innovation Manager
JG	**Prof Jo Gill**	**Chair – Learning Teaching and Student Experience Committee**
LD	Lisa Doonan	Head of Quality and Learning & Teaching Innovation
RH	Rose Harkness	Head of Student Services
SMcM	Stella McManus	Principal
SP	Shona Pettigrew	Vice Principal – Student Experience and Innovation
VA	Vari Anderson	Governance Professional
WMacL	Wilma MacLeod	Head of Curriculum

Unconfirmed LTSE Minutes

<table>
<tr><td colspan="2" align="center">**LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE**</td></tr>
</table>

<table>
<tr><td colspan="2">**MINUTES**</td></tr>
<tr><td colspan="2">LTSE Committee on 20 November 2025 at 1730 hours in the Boardroom at South Lanarkshire College and via Teams</td></tr>
<tr><td>**Present**

Catriona Blacker
Douglas Morrison (Chair, BoM) (Online)
Stella McManus (Principal)
Heather Meighan
Scott Coutts (Acting Chair)
Scott Gray</td><td>**In Attendance**

Shona Pettigrew
Wilma MacLeod
Rose Harkness
Jamie Beddows
Jennifer McEwan
Joanne Beever
Vari Anderson / Christine Clark</td></tr>
</table>

<table>
<tr><td>**AGENDA ITEM**</td><td></td></tr>
<tr><td>01</td><td>**Apologies for Absence**

Jo Gill (Chair of LTSE)
Tarryn Robertson</td></tr>
<tr><td>02</td><td>**Declaration of any potential Conflicts of Interest in relation to any Agenda items**
None noted.</td></tr>
<tr><td>03</td><td>**Minutes of Previous Meeting – 21 August 2025**
Approved as accurate record.</td></tr>
<tr><td>04</td><td>**Matters Arising from the Previous Meeting**
Item 9 – Student Welfare: Duty of Care Audit 2024/25. Remit to Board for Information. **Completed.**
Item 10 – Reviewed and updated Safeguarding Policy and Procedure. Approved and remitted to the Board. **Completed.**</td></tr>
<tr><td></td><td>**Matters for Discussion**</td></tr>
<tr><td>05</td><td>**Student Association Report**
CB provided an overview of the paper submitted and referenced the short video. The Committee praised the report's content and layout, highlighting the clear presentation of statistics, graphics, and the key timeline of events. The accompanying informative video was also commended.</td></tr>
<tr><td>06</td><td>**Curriculum Report**</td></tr>
</table>

		The Committee noted the terms of the report and in particular, the involvement with projects and roundtable discussions with more strategic approaches now paying off.

The Committee acknowledged the strong promotion surrounding the Horticultural Team nominations, where SLC was successfully shortlisted.

The Committee noted the positive signs emerging following the recent restructure, along with an improved flow of information across the College. It was agreed that the dashboard provides a useful snapshot of key data. While work is ongoing, the Committee queried the specific objectives and suggested that clearer targets, future priorities, and an assessment of performance against these targets be included.

ACTION: SP/WMacL to report specific objectives, targets, retention and future focus and to show assessment of performance against these targets.

The Committee welcomed the added quantification and insight provided by SFC measurements but emphasised the importance of maintaining a balance between hard metrics and overall impact, while continuing to enhance the student experience. |
| | 07 | **Quality and Learning and Teaching Innovation Report**
The Committee noted and discussed the terms of the report.
The Committee noted improved Student Voice and Course Evaluation return rate and 70% target rate being set and achieved following the previous lowest rate of return. Actions are underway and will continue to ensure 70%+ returns for data comparison and increased satisfaction.

ACTION: The Committee requested a further breakdown of key issues from the student survey along with updates on attainment and satisfaction rates. |
| | 08 | **Student Engagement and Partnership Report**
The Committee noted the terms of the report.

The Committee noted and discussed the transition/foundation year now being a 2-3yr plan to get team to where they want to be – including staffing, systems, development of processes to assist learners and build on assisted resources.

The Committee commended the outstanding report, noting the breadth of activity taking place and the incredibly helpful stats within the paper. The Student Mental Health Agreement and Key Stakeholders Engagement were also acknowledged.

The Committee noted the positive impact on counselling support for learners and the improvement in attainment levels, rising from the 60s in 2023/24 to the 70s in 2024/25. It was highlighted that the Safeguarding network now has key leads within each team, recognising the value of debriefing and the need to continue supporting staff. Collaboration with Police Scotland, Social Work, and PAM Assist (staff service) has been instrumental during a challenging year, particularly in managing welfare checks for students in crisis situations.

It was noted the College is on track to deliver more counselling this year with the funded 2fte staff. RH is happy to keep at this level and highlighted some learners are not suitable for short-term counselling under BACP recommendations. |

		The Committee were delighted that the College has been shortlisted for a CDN award.
09		**Learning and Teaching Innovation Activities – Update** **The Committee noted the terms of the report.** J Beddows acknowledged the investment by the College into innovation activities and advised the positive feedback received from staff. The Committee referred to earlier comments around being a Learning & Teaching College first and foremost and that the high standards must be maintained and to continue to allow staff to develop further. The Committee acknowledged the outstanding work and evaluation carried out with the aspirational longer-term plan. The Committee discussed TQFE registrations, appetites for achieving this and procedures if not met. As an action point, the executive team to consider how to handle non-engagement with GTCS registration.
		Matters for Approval
10		**Terms of Reference** The Committee noted that the Terms of Reference has been revised to remove references to the Lanarkshire Regional Strategic Body and thereafter approved same and remitted to the Board.
11		**Complaints Annual Report 2024-25** The Committee noted the terms of the Complaints Annual Report. The Committee noted the summary of last four quarterly reports and approved the publication of the report on the College website. The Governance Professional noted that the report had to be published in November and due to the next Board Meeting not being scheduled until 9 December 2025 suggested Board approval be sought electronically via e-mail. To ensure the publishing deadline was met, the Committee approved this approach and remitted to the Board electronically. ACTION: Paper to be sent as Round Robin for Board consideration and approval.
		Matters for Information
12		**Marketing and Communications Update** The Committee noted updates around: College Event Information, Winter Recruitment Campaign, Social Media Summary, Staff Recruitment Summary, Celebrations and Awards, and the positive News Stories. RH thanked Board and staff members for their participation with the Graduation event on 11 November 2025. The Committee acknowledged the level of activity and congratulated the team on meeting targets.
13		**Complaints Quarterly Report Q1 2025/26** The Committee noted the terms of the quarterly report.

		The Committee noted that 8 complaints had been received, and all closed within SPSO timescales – 7 complaints were not upheld and one was upheld. This was a slight decrease in number of complaints received compared to previous Q1 in 2024/25. It was noted that a lessons learned process has been carried out with actions identified and addressed to encourage improvement.
14		**Annual Safeguarding and Welfare Updated 2024/25** The Committee noted the terms of this new paper which has been introduced following a recommendation from Henderson Loggie during the 2024/25 audit. It was considered a helpful overview for Committee and Board members around welfare and safeguarding. The paper outlines the range of safeguarding and welfare policies, procedures and documents in place; summary of legislation and the College response; summary of reports made during 2024-25 through the Report and Support reporting tool (which will be extended for a further 2 years); and outlines activities and collaboration with external partners and statutory agencies. The Committee commended the whole College approach which will develop moving forward.
15		**Developing the Young Workforce (DYW) Update** The Committee noted the terms of the report. J Beever advised of her privilege in looking after this division within the College and highlighted the stats, 4 pathways and School events. JB commended Jennifer McEwan for the relationship data, noting the importance of continuing to engage with schools to become the educator of choice for those leaving school, acknowledging the need to change the narrative as colleges are seen as the second choice. Conversations will continue with Teachers, Head Teachers and relevant Council departments around pupil support and guidance to ensure we continue to showcase what we have on offer.
16		**Summation of Actions and Date of Next Meeting (19 Feb 2026)** **Actions:** • Item 06 – Curriculum Report – to include specific objectives, targets, retention and future focus to show assessment of performance against these targets. • Item 07 – Q&LTI Report - more detail is required around the key issues/poor areas and what action is taking place to improve these. To report into relevant Committees and the Board of Management. • Item 09 – GTCS registration - collaboration with TU colleagues around achieving registration within timescales. **Approvals:** Item 10 – LTSE Terms of Reference. Item 11 – Complaints Annual Report 2024-25
15		**Any Other Business** • DM extended his thanks for the good papers. • SG referred to item 09 and stated EIS stance shows it is a contractual requirement for GTCS registration.

	• SC commended the positivity for the work and progress underway. Also suggested key graphics (with Item 05 SA Report) to continue in future papers whilst acknowledging timelier and dashboards are in progress. • SM questioned around capability expertise and how we address this. Meeting ended: 1915.

Key:

CB	Catriona Blacker	Student Association President
DM	Douglas Morrison	Chair (Board of Management)
HM	Heather Meighan	Board Member
JB	Jamie Beddows	Learning and Teaching Innovation Manager
JG	**Prof Jo Gill**	**Chair – LTSE Committee**
LD	Lisa Doonan	Head of Quality and Learning & Teaching Innovation
RH	Rose Harkness	Head of Student Services
SMcM	Stella McManus	Principal
SC	Scott Coutts	Senior Independent Member
SP	Shona Pettigrew	Vice Principal – Student Experience and Innovation
VA	Vari Anderson	Governance Professional
WMacL	Wilma MacLeod	Head of Curriculum

South Lanarkshire College

Students' Association

Board Report

January 2026

Overview

The Students' Association (SA) has remained highly active since our last Board Report. Over this period, we delivered multiple initiatives aligned with priority areas, such as supporting men's mental health, gender-based violence prevention, and hosting seasonal activities.

We were also delighted to have received the outcome from our SA audit where we have been given an Overall Level of Assurance grading of Good. The audit took place over a 5-day period in November 2025 with a specific focus on the role and effectiveness of the Student Association in supporting learner voice, representation, and engagement across the College.

The Grading of Good is the highest scoring possible with the audit outlining in the summary of main findings an exceptionally comprehensive list of strengths. Some key strengths identified include:

The SA Strategic Plan 2023 – 2026 provides a clear, one-page overview of the mission, vision, values, and key themes.

Student voice is embedded within governance structures, with student representation on the Board, Board sub committees and operational groups.

Mini Bus Shuttle Service
The SA welcomed the collaboration between South Lanarkshire College (SLC) and Climate Action Strathaven to introduce a minibus shuttle service. This will significantly improve student accessibility and provide a safe route to the main EK transport links.

**CLICK
For SA Report Video**

Catriona Blacker, Student President

Jack Whyte, Student Vice President
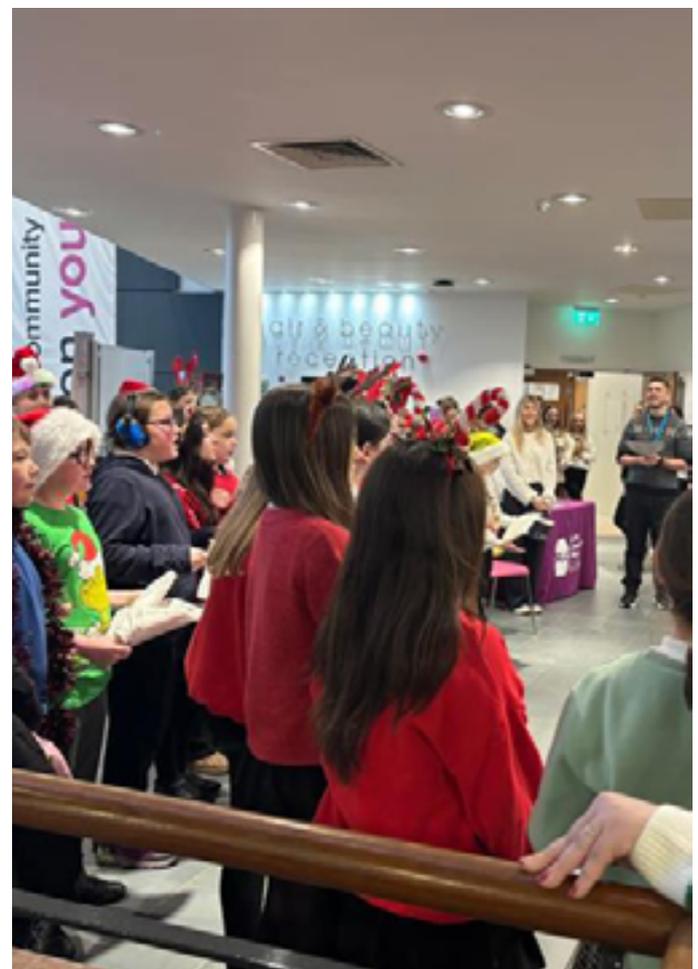
Headline Activity Report

The following section details the key activities that have informed the Student Association's strategic focus throughout this academic year. Our core priorities continue to centre on advancing student engagement, utilising the student voice to influence meaningful improvement, and promoting the wellbeing and health of the wider student community.

5,727
Breakfast meals provided

1,480
Lunch meals provided

30
Christmas jumper participants

Student Welfare Initatives

Each year, the College and the SA collaborate to raise awareness of the 16 Days of Activism Against Gender-Based Violence, held from 25 November to 10 December.

In addition to welcoming external specialist support organisations on campus, the SA hosted an awareness stall on 2 December. The stall aimed to highlight the varied forms abuse can take and to reinforce that it can impact individuals of any gender. Information leaflets were distributed to support understanding and prevention, and personal safety alarms were provided, which were positively received by students.

Throughout the event, we engaged with students in meaningful discussions about recognising abusive behaviours and the importance of fostering a culture of respect, safety, and care within the college community and wider society.

Student Represenation

The SA is actively supporting the Barbering students in extending its client base for services including haircuts, hot shaves, and waxing. We are likewise promoting the complementary provision offered by the Hair and Beauty students, encompassing massages, nail treatments, lash services, and eyebrow treatments.

To support this, we are working in close collaboration with the Marketing team to develop targeted promotional strategies that will enhance awareness of the high quality services delivered by our students. Our overarching aim is to attract both internal and external clients, thereby strengthening opportunities for students to further refine their professional skills and demonstrate their expertise.

Events and Engagements

On 13 January, the HND Counselling class invited the SA to observe and contribute to a mental health awareness session. The initiative sought to encourage engagement from the Joinery class —particularly male students—who may be less inclined to access counselling or broader mental health support.

The event provided a valuable opportunity for the SA to strengthen relationships with this cohort. Following an initial period of observation, we actively contributed to the session, participating in constructive discussions on mental health and identifying ways in which the SA can further enhance its support for student wellbeing.

South
Lanarkshire
College

Project Highlights

The SA has engaged in several new initiatives designed to support and enhance the health and wellbeing of our students. We remain committed to continually improving the overall student experience and contributing meaningfully to the successful delivery of the College's strategic objectives.

Student Mental Health

As outlined within our Student Mental Health Agreement (SMHA), the SA remains committed to promoting wellbeing and creating accessible spaces where male students feel comfortable discussing mental health. During November and January, we participated in activities designed to strengthen engagement across Construction, Joinery, and Counselling.

In particular, on the 13 January we joined the HND Counselling class for a mental health session with students from the Joinery department. The session encouraged open dialogue around stress and wellbeing, and highlighted available support both internally and externally, thereby enabling us to strengthen relationships and gain a clearer understanding of student needs.

Both activities emphasised the importance of informal spaces that enable men to speak openly about mental health and supported the SA in identifying ways to further enhance provision. The SA and Student Services team were also delighted to present at the January 2026 National Union of Students (NUS) Think Positive Forum to showcase our recently published SMHA and to assist other institutions in developing their own frameworks. We welcome the opportunity to contribute to this sector-wide conversation and to highlight the progress achieved to date.

Toast Topper Club

The SA is pleased to report that the Toast Topper Club continues to operate as an effective and welcoming space that encourages students to drop in, access light refreshments, and engage socially with their peers. The initiative has developed into a modest yet meaningful contributor to strengthening community cohesion on campus, supporting students to build connections and reducing feelings of isolation, particularly among those who may find it difficult to engage in larger scale activities.

Feedback indicates that the informal nature of the club is a significant factor in its success, offering a low pressure space that appeals to a broad range of students. While the initiative is functioning well overall, there remain clear opportunities to further enhance participation, broaden its reach, and ensure that more students can benefit from the sense of belonging it fosters. The SA will continue to explore development options, including targeted promotion and collaboration with curriculum areas and support services, to maximise the club's impact and contribution to the College's wider wellbeing objectives.

Student Voice

The SA is actively monitoring and supporting concerns raised by ESOL students regarding the forthcoming closure of Barrack Street. Four refugee students currently residing in the Scottish Government's Barrack Street accommodation under the Ukrainian Scheme are required to relocate due to the site's scheduled closure in April 2026. All residents must vacate the premises by March 2026, creating significant distress and instability for the affected students. For example, one student has received an offer of accommodation in Ayrshire, another in Falkirk, and two students are yet to receive any accommodation offer.

The Scottish Government provides a single housing offer per resident. Should this be declined, individuals must either pursue private rental options—supported only by limited assistance available through a council £250,000 deposit fund—or enter the homelessness pathway (First Stop, Blue Triangle, Eva Burrows, etc.). Temporary furnished accommodation remains in very limited supply. Residents are currently receiving 60 day notice letters to support any ongoing housing association applications.

The affected students have articulated considerable concern regarding the requirement to relocate outside South Lanarkshire. They wish to remain within a commutable distance of South Lanarkshire College, given the strong relationships they have established with staff, their integration within the local community, and their continuing academic commitments. Students are also preparing to sit important examinations in May 2026, which they consider essential to securing long term stability and future opportunities in Scotland.

Students have highlighted that relocation to distant local authority areas would significantly disrupt their education, wellbeing, and established support networks.

2025/2026 Events

Delivered Meetings & Events
(November 2025-January 2026)

GBV 16 Days of Activism
25-November – 10 December

Christmas Jumper Week
8-12 December

Sexual Health Awareness Stall
13 December

Refreshers'
27-29 January

Up-coming Meetings & Events
(February 2026 - June 2026

Valentines
14 February

Care Day
20 February

Purple Friday
27 February

Easter Egg Hunt
30 March & 3 April

Love Your Planet
1 April

Mental Heath Week
May 2026

Carers Week
June 2026

CE End of Year Celebration Event
3 June

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	19 February 2026
TITLE OF REPORT	Curriculum Report
REFERENCE	Agenda item 06
AUTHOR AND CONTACT DETAILS	Shona Pettigrew shona.pettigrew@slc.ac.uk
PURPOSE:	To provide members with an update on matters relating to curriculum planning and delivery, credits generated and curriculum developments.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: • January enrolment figures; • the current credit performance; • withdrawal and retention figures; and • the developments in the approach to 26/27 curriculum launch
RISK	• That there is a risk of under-delivery leading to shortfall in Scottish Funding Council credit requirements. • That ineffective curriculum planning may lead to risk of misalignment between curriculum and industry needs, affecting graduate employability
RELEVANT STRATEGIC AIM:	• Student Experience • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	• Total credits generated to date are 42,367.5 • January enrolment data illustrates positive movements towards annual credit target of 43,601 • Mid-year review of retention figures highlights areas of positive performance as well as those requiring further scrutiny • Areas of curriculum diversification and new programmes have been identified and embedded in the 26/27 curriculum plan • Curriculum highlights illustrate alignment between curriculum operations and strategic priorities

1. INTRODUCTION

1.1 This paper presents a curriculum update aligned with Board of Management approved strategic priorities and key performance indicators for annual year 2025 – 2026. The progress outlined in the following sections reflects the College's commitments to quality enhancement, regional skills development, financial resilience and improved learner outcomes. The intention is to demonstrate clear and evidenced alignment between ongoing curriculum activity and the strategic objectives set by the board for the forthcoming period, ensuring that operational delivery remains firmly anchored to agreed institutional priorities.

2   JANUARY 2026 RECRUITMENT AND ENROLMENT

2.1 As the second major intake point in the academic year, January enrolments provide a critical opportunity to recover any early year credit shortfalls, optimise class viability, and strengthen the overall efficiency of curriculum delivery. Strong performance in this period not only supports compliance with SFC funding requirements but contributes directly to the College's financial sustainability by maximising funded activity and reducing the risk of clawback.

2.2 Further to the reported credit position in November 2025, the College targeted the recruitment of an additional 426 students within 24 class groups, with an associated credit value of approximately 6,900 between January and June 2026. Performance against these targets, to date, is as follows:

- 333 students were successfully enrolled in January 2026, generating 4,848 credits

2.3 This presents a strong mid-cycle position, having generated an additional 4,848 credits in January 2026, with other programmes scheduled to begin in February, March and April.

3   TOTAL CREDITS GENERATED 25-26

3.1 Incorporating the 2026 activity noted above, the current total credit position for AY 2022-2026 is as follows:

3.2 *Table 2: Credits Generated to Date and Projected, January 2026*

Curriculum	Credits Generated to Date	Projected Feb – Jun 2026	Total Potential Credits
Built Environment and Low Carbon Industries	6,388.5	428	6,816
Business, Hospitality, Tourism & Legal Services	5,772	0	5,772
Carpentry and Joinery	5,745	320	6,065
Construction Crafts	3,987	280	4,267
Early Education and Childcare	5,014	0	5,014
Hairdressing, Beauty and Creative Industries	4,875	350	5,225

Health, Social Care and Science	6,041	0	6,041
Inclusive Learning	4,545	93	4,638
Total	**42,367.5**	**1,471**	**43,838.5**

3.3 As can be seen from the above, current delivery and projected enrolment patterns indicate that the college remains on course to achieve its full credit target of 43,601 for the 25 – 26 academic year. Meeting the credit target in this manner safeguards the Colleges financial position and ensures that allocated funding is maximised.

4 WITHDRAWAL AND RETENTION 2025 - 2026

4.1 As reported in November 2025, across all courses and modes of delivery, the early withdrawal rate for 2025 – 2026 has shown an improvement compared with the 2024 – 2025 academic year.

4.2 Appendix A provides detailed tables outlining current enrolments, withdrawals, and overall retention to date, disaggregated by curriculum area and mode of delivery. The key points derived from this data are as follows:

4.3 Table 3: Withdrawals and Retention Information

Mode of Provision	Key Points of Note
Further Education Full Time (FEFT)	Strong retention at 94.13%, with relatively low early (2.33%) and further withdrawals (3.54%). Most curriculum areas are performing well, with retention above 94%. **Notable strengths:** Inclusive Learning, Construction Crafts, Health/Social Care/Science all retain 96–97% of learners. These areas show stable enrolments and low withdrawal rates. **Areas requiring attention:** Business, Hospitality, Tourism & Legal Services have the lowest retention at 90.38%, driven by higher further withdrawals (7.05%). Carpentry and Joinery and Early Education and Childcare show slightly elevated early withdrawals (3.87% and 5.88% respectively). These patterns may indicate early programme mismatch or support need issues.
Higher Education Full Time (HEFT)	Retention is lower than FE FT, sitting at 90.61%. Early withdrawals remain low (1.43%), but further withdrawals are significantly higher (7.96%).

	Notable strengths: Health/Social Care/Science and Early Education/Childcare retain 94%, similar to FEFT. **Areas of requiring attention:** Business, Hospitality, Tourism & Legal Services shows the weakest performance, with retention at 87.84% and high further withdrawals (9.91%). Inclusive Learning, Carpentry & Joinery, and Built Environment all show retention below 90%, driven by further withdrawals.
Further Education Part Time (FEPT)	Very strong retention at 97.18%, the highest of all modes of delivery. Early withdrawals (1.81%) and further withdrawals (1.00%) are minimal. **Notable strengths:** Carpentry & Joinery and Built Environment both retain 99.6% of learners. Most curriculum areas exceed 96% retention. **Areas of requiring attention:** Early Education & Childcare has the lowest retention at 92.86%, with higher early withdrawals (5.36%). Hairdressing/Beauty shows slightly elevated further withdrawals (3.82%).
Higher Education Part Time (HEPT)	Retention is mixed, averaging 91.21%, but with extreme variation between curriculum areas. **Notable strengths:** Three areas (Built Environment, Business/Hospitality/Tourism/Legal, Health/Social Care/Science) show 100% retention. **Areas of requiring attention:** Early Education & Childcare has very high early withdrawal (61.54%) and overall retention of just 38.46%. Inclusive Learning shows low retention at 80%, with both early and further withdrawals at 10%. HE PT performance is polarised: some areas are exceptionally strong, while others, particularly Early Education & Childcare, are experiencing severe retention challenges that require investigation.

4.4 In summary, the emerging retention picture demonstrates progress against the college's priorities for quality enhancement, regional skills development, financial resilience and improved learner outcomes. Strong performance across several curriculum areas indicates effective alignment between operational delivery and strategic objectives, while the areas showing lower retention highlight where targeted action is required to secure consistent performance.

5   CURRICULUM GROWTH AND DIVERSIFICATION

5.1 Following refreshed curriculum planning processes, including scrutiny of labour market demand, it is proposed that the following new programmes are included in the 2026 – 2027 curriculum plan. These additions align with the College's strategic direction and align with key national and regional priorities:

5.2 Table 4: Curriculum Changes for 2026-27

Curriculum Area	New Programmes/ Growth & Diversification
Built Environment and Low Carbon Industries	Introduction of the National Progression Award (NPA Electrical Engineering (subject to approval). City and & Guilds 18th Edition Electrical Course (subject to approval). This will be delivered as a commercial course.
Construction Crafts	Revise the delivery of the Introduction to Construction course to be delivered as short courses that will enhance progression opportunities. Facilitated by a move to a two-semester operating model. Implement delivery of the Construction Skills Certification Scheme (CSCS) to promote employment opportunities for students and contribute to commercial activity
Early Education and Social Science	Amend the delivery of HND Childhood practice from part-time to full time.
Health, Social Care and Science	Introduce Scottish Wider Access Programme (SWAP) to Nursing with ESOL to address identified need.

6   CURRICULUM HIGHLIGHTS

*6.1 **Students***

6.2 Counselling students worked collaboratively with Carpentry and Joinery (C&J) students to raise awareness of mental health and promote open conversations around wellbeing. Through joint activities and discussions, the counselling students shared practical strategies to support mental health. This initiative benefitted both groups of students, the counselling students gained real life experience, and the C&J students felt more confident to talk about mental health and the support available.

*6.3 **People and Culture***

6.4 The Learning and Teaching Innovation Manager has delivered a series of professional guidance workshops focused on professional boundaries and the lecturer–student relationship. These workshops addressed key themes including
- The importance of maintaining professional boundaries
- Power dynamics

- Professional standards
- Appropriate conduct
- Procedural awareness
- Corporate parenting responsibilities
- Contributors to staff burnout
- Support services available to both staff and students.

The sessions incorporated scenario-based discussions to support the identification of good practice. The workshops have been positively received, with high levels of professional engagement and constructive discussion. They were designed to support staff in reflecting on and adapting their practice to ensure alignment with established professional boundaries and institutional expectations.

6.5 **Growth and Innovation**

6.6 Students from the Built Environment and Low Carbon Industries area have successfully completed the Construction Engineering Contractors Association (CECA) programme developed in close partnership with industry to ensure learning is aligned with real world practice. The presentation event was supported by 13 employers, highlighting the strength of collaboration between education and business. Following the presentation of awards, students had the opportunity to engage directly with employers, and to date, 13/19 students have secured offers of employment.

6.7 **Sustainability**

6.8 Carbon Literacy training has been delivered to all Curriculum and Quality Managers and Curriculum and Quality Leads, strengthening staff development and promoting environmental sustainability awareness across curriculum teams and students. This approach will embed eco-preneurial and entrepreneurial skills across our college curriculum, ensuring that SLC modern apprentices are not only gaining the skills to succeed in the modern and green industries of the future, but have the skills and knowledge to start their own businesses.

7   EQUALITIES

7.1 There are no implications for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report. The College will continue to work to ensure equal opportunities for all in our students' experiences at the college.

8   RISK AND ASSURANCE
8.1 That there is a risk of under-delivery leading to shortfall in Scottish Funding Council credit requirements
8.2 That the implementation of a new learner management system impacts on accurate forecasting leading to errors that could compromise compliance.
8.3 That ineffective curriculum planning may lead to risk of misalignment between curriculum and industry needs, affecting graduate employability

9   RECOMMENDATIONS

9.1 Members are recommended to note:
9.1.1   January enrolment figures;
9.1.2   the current credit performance;
9.1.3   withdrawal and retention figures; and

9.1.4   the developments in the approach to 26/27 curriculum launch

Appendix A: Enrolment, Withdrawals and Retention, by Curriculum Area, to Date

Table 1: FE Full Time 2025 – 2026 (to date)

Curriculum	Enrolments	Early withdrawals	%	Further Withdrawals	%	Overall Retention	%
Inclusive Learning	156	2	1.28%	3	1.92%	151	96.79%
Construction Crafts	92	1	1.09%	2	2.17%	89	96.74%
Health, Social Care and Science	121	2	1.65%	2	1.65%	117	96.69%
Built Environment and Low Carbon Industries	141	2	1.42%	4	2.84%	135	95.74%
Hairdressing, Beauty and Creative Industries	150	2	1.33%	6	4%	142	94.67%
Carpentry and Joinery	155	6	3.87%	7	4.52%	142	91.61%
Early Education and Childcare	102	6	5.88%	3	2.94%	93	91.18%
Business, Hospitality, Tourism & Legal Services	156	4	2.56%	11	7.05%	141	90.38%
FE FT Total	**1073**	**25**	**2.33%**	**38**	**3.54%**	**1010**	**94.13%**

Table 2: HE Full Time 2025 –2026 (to Date)

Curriculum	Enrolments	Early withdrawals	%	Further Withdrawals	%	Overall Retention	%
Health, Social Care and Science	129	1	0.78%	10	7.75%	118	94.17%
Early Education and Childcare	153	3	1.96%	6	3.92%	144	94.12%
Hairdressing, Beauty and Creative Industries	29	0	0%	2	6.90%	27	93.10%
Inclusive Learning	58	0	0%	6	10.34%	52	89.66%

Carpentry and Joinery	28	0	0%	3	10.71%	25	89.29%
Built Environment and Low Carbon Industries	9	0	0%	1	11.11%	8	88.89%
Business, Hospitality, Tourism & Legal Services	222	5	2.25%	22	9.91%	195	87.84%
Construction Crafts	n/a	n/a	n/a	n/a	n/a	n/a	n/a
HE FT Total	**628**	**9**	**1.43%**	**50**	**7.96%**	**569**	**90.61%**

Table 3: FE Part Time 2025 –2026 (to Date)

Curriculum	Enrolments	Early withdrawals	%	Further Withdrawals	%	Overall Retention	%
Carpentry and Joinery	275	0	0%	1	0.36%	274	99.64%
Built Environment and Low Carbon Industries	253	1	0.40%	0	0%	252	99.60%
Business, Hospitality, Tourism & Legal Services	86	1	1.16%	0	0%	85	98.84%
Health, Social Care and Science	94	2	2.13%	0	0%	92	97.87%
Construction Crafts	307	9	2.93%	1	0.33%	297	96.74%
Inclusive Learning	205	5	2.44%	2	0.98%	198	96.59%
Hairdressing, Beauty and Creative Industries	262	5	1.91%	10%	3.82%	247	94.27%
Early Education and Childcare	112	6	5.36%	2	1.79%	104	92.86%
FE PT Total	**1594**	**29**	**1.81%**	**16**	**1.00%**	**1549**	**97.18%**

Table 4: HE Part Time 2025 –2026 (to Date)

Curriculum	Enrolments	Early withdrawals	%	Further Withdrawals	%	Overall Retention	%
Built Environment and Low Carbon Industries	13	0	0%	0	0%	13	100%
Business, Hospitality, Tourism & Legal Services	9	0	0%	0	0%	9	100%
Health, Social Care and Science	31	0	0%	0	0%	31	100%
Carpentry and Joinery	106	5	4.72%	1	0.94%	100	94.24%
Inclusive Learning	10	1	10%	1	10%	8	80%
Early Education and Childcare	13	8	61.54%	0	0%	5	38.46%
Construction Crafts	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hairdressing, Beauty and Creative Industries	n/a	n/a	n/a	n/a	n/a	n/a	n/a
HE PT Total	**182**	**14**	**7.69%**	**2**	**1.10%**	**166**	**91.21%**

LEARNING, TEACHING & STUDENT EXPERIENCE COMMITTEE

DATE:	19 February 2026
TITLE OF REPORT:	Quality and Learning & Teaching Innovation Update
REFERENCE	Agenda Item 07
AUTHOR AND CONTACT DETAILS	Lisa Doonan lisa.doonan@slc.ac.uk
PURPOSE:	To update members on the college quality assurance, quality enhancement and learning & teaching innovation activity, since November 2025.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note • the ongoing work of the Quality Team including the in year progress of the College's Quality Cycle; and • the rebranding of the Quality Audit Group.
RISK	• The College does not meet the quality enhancement requirements of regulatory and scrutiny bodies, • The College does not meet the quality assurance requirements of awarding bodies, and • Institution-Led Quality Review/self-evaluation, and the associated action planning activities, do not demonstrate satisfactory progress against college, SFC/Education Scotland and QAA requirements.
RELEVANT STRATEGIC AIM:	• Student Experience • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	• The SLC Way Cycle for 2025-26 has been adapted. • Student voice remains central to the College's self-evaluation process, and engagement has improved. • Evaluation processes have been, and will continue to be, further developed in response to SFC & QAA requirements; with 2025-26 activity well-underway. • Approval and External Verification/External Quality Assurance planning and activities are on-going. • Quality and Learning & Teaching Innovation continue to engage with internal and external partners to promote enhancement, develop practice and knowledge share. • A programme of continuous improvement underpins The SLC Way, with further enhancement planned throughout 2025-26, and beyond.

1. INTRODUCTION

1.1 This paper seeks to provide members with an update on the quality assurance, quality enhancement and learning and teaching innovation activity; noting how key activities support the College's strategic aims, and drive enhancement.

2. THE SLC WAY CYCLE 2025-26

2.1 As presented in November 2025, The SLC Way Cycle 2025-26 is the high-level plan to drive enhancement in: student experience, culture and people development, growth and innovation and sustainability.

2.2 The SLC Way Cycle 2025-26 has now been updated to support the reprioritisation of key mandatory and operational activities. The revised plan also considers that the Quality and Learning & Teaching Innovation Team recruitment process is on-going; therefore, the planned human resource allocation has not yet been fully deployed.

2.3 The SLC Way Cycle 2025-26 will be periodically reviewed in response to the evolving quality landscape. Changes will be reported accordingly throughout the remainder of 2025-26.

3 STUDENT VOICE AND EVALUATION - ENHANCING THE STUDENT EXPERIENCE

3.1 The SLC Way Cycle 2025-26 and the associated evaluation and enhancement activity continues to build the on wealth of feedback from students via a series of mechanisms, including, the Student Experience Survey: Start of Your Learner Journey 2025-26 and the Round 1 Course Evaluation – Students' Views 2025-26.

3.2 A report which details engagement levels, findings, key college-wide enhancement opportunities, and recommendations is available to review; LTSE Agenda Item 08. The review process is mapped against the College's Strategic Aims 2030, and the SFC's Tertiary Quality Enhancement Framework (TQEF).

3.3 The January start Class Representative nominee process is open for submissions.

4. SELF-EVALUATION UPDATE 2025-26

4.1. The qualitative data from the *Round 1 Course Team Self-evaluation* process has been analysed to identify themes; mapped to the Tertiary Quality Enhancement Framework (TQEF) high level principles, and to South Lanarkshire College's Strategic Aims 2030.

4.2. The report which details: the findings, key college-wide enhancement opportunities and key recommendations is available to review; LTSE Agenda Item 08.

4.3. This report was tabled at the Senior Leadership Team (SLT) meeting in early February, with agreed enhancement actions assigned to the appropriate member of the Senior Leadership or Executive Team.

5. QUALITY AUDIT GROUP (QAG) – INSTITUTION-LED QUALITY REVIEW

5.1. The Quality Audit Group is being renamed to reflect the adoption of the Tertiary Quality Enhancement Framework and provide robust evidence to support the Tertiary Quality Enhancement Review process. The forum will be referred to as the Institution-Led Quality Review (ILQR) Group, with membership remaining as planned for 2025-26. Future developments will be reported via the SLT, and the LTSE Committee.

5.2. The ILQR Group's remit and scope remains the same, delivering a programme of pre-planned and responsive detailed quality reviews. The ILQR Group will retain the authority to set actions and make recommendations, including the requirement to formally include actions within departmental/curriculum area Operational and Enhancement Plans, as appropriate.

5.3. The ILQR Group's planned schedule for 2025-26 (formerly the QAG Audit Schedule 2025-26) is limited to 2 mandatory audits.

5.4. *Table 1: ILQR Group's Planned Schedule 2025-26*

Internal Audit	Audit reason code *see	Proposed Date/ Month	Confirmed Date	Audit Team
EMA (1st audit)	1	November 2025	05/12/2024	Audrey Jamieson and Lisa Doonan
EMA (2nd audit)	1	April 2025		Audrey Jamieson and Lisa Doonan

Audit Reason codes:
- Mandatory requirement
- College risk analysis
- Awarding body requirement

5.5. The 1st EMA Audit Report was signed off in January 2026 and shared with the Audit Committee via the Vice Principal: Finance, Resources and Sustainability.

5.6. The BPEC Level 5 Gas Installation & Maintenance and BPEC ACS Foundations Programme audit responsibilities have been adopted by the Build Environment and Low Carbon Industries curriculum area; both reviews require subject specialist auditors. The Head and Depute Head, of Curriculum will report future activity as a key aspect of the curriculum's quality assurance arrangements.

5.7. All 4 of the College's Strategic Aims 2030 will be further supported as the ILQR Group develops throughout 2026-27, and beyond.

6. LEARNING AND TEACHING INNOVATION UPDATE

6.1. Learning and Teaching Innovation plan to publish a briefing report outlining a refreshed approach to build capacity and provide a robust operational implementation plan for 2026-27; aligned to SLC's Strategic Aims 2030 and The SLC Way. Key sectorial activity throughout February and March 2026 will inform the strategic direction and priorities.

The refresh will be reported through the SLT, in March 2026 and to LTSE Committee, in May 2026.

6.2. SLC became a General Teaching Council of Scotland (GTCS) Approved Centre, in November 2025, after the successful completion of the GTCS Centre Validation process. All staff requiring GTCS registration by December 31st, 2025, have now enrolled; with 1 supported extension. To date there are 11 staff identified with a December 31st, 2026, deadline.

6.3. The Learning and Development awards received a High Confidence outcome from the recent SQA External Verification Activity, with very positive feedback regarding the quality of learning and teaching materials.

6.4. The Teaching in Colleges Today (TiCT) nomination system has been enhanced in direct partnership with the Curriculum and Quality Managers, identifying 8 lecturers to undergo the programme in 2025-26.

6.5. The Learning and Teaching Innovation Manager is chairing the cross-college Core-Skills Group; the current partnership project aims to enhance the pre-entry initial assessment process with the aim of sign-posting applicants to the most appropriate level of provision.

7. QUALIFICATION APPROVAL UPDATE

7.1. There have been 9 qualification approval applications submitted to date in 2025-26. Of these, 8 have concluded including: 1 desktop, 2 non-devolved and 5 devolved SQA approvals. The remaining application has been paused at the request of the curriculum area.

7.2. The curriculum portfolio has been expanded in the following areas: Social-Media for Customer Care, SVQ Healthcare Support (Clinical and Non-clinical), Bookkeeping, Construction Operatives (Introductory), Steps to Work and Criminology.

7.3. The approval actions associated with SQA Learning and Development Awards have been successfully concluded.

8. EXTERNAL VERIFICATION AND QUALITY ASSURANCE ACTIVITY

8.1. As on 22nd January there are a total of 24 planned activities. SQA 2025-26 allocations have been issued for both regulated and self-regulated qualifications, with 22 activities in total. The College has not been selected for AAT activity.

8.2. Table 4: Summary of 2024-25 Activity, as on 17 January 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 1st Visit Rate
Association of Accounting Technicians (AAT)	0	0	0	0	0	0
City & Guilds (C&G)	2	0	0	0	0	0
Scottish Qualifications Authority (SQA)	22	1	1	0	0	1
Overall	24	1	1	0	0	1

8.3. SQA did not request a sampling activity in the Round 1 of the biannual National Qualifications (NQ) Central Verification Selections.

8.4. The Round 2 NQ Visiting Verification selections were due to be published on 28 January 2026, this has been delayed due to the transition to Qualifications Scotland as of 1st February 2026. These will be published in March 2026. Further notifications will be reported in due course.

9. KEY ENGAGEMENTS WITH INTERNAL AND EXTERNAL PARTNERS

9.1. Quality and Learning & Teaching Innovation continues to participate across a range of national fora, including: the QAA's Scottish Tertiary Enhancement project (STEP) programme, CDN Quality Development Network, CDN Quality Steering Group and SQA's College Quality Focus Group.

9.2. The Head of Quality and Learning and Teaching Innovation 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.

9.3. The Head of Quality and Learning and Teaching Innovation has been successfully appointed as a QAA Tertiary Quality Enhancement Reviewer (TQER) Reviewer and will be deployed in Spring-Summer 2026, gaining valuable insights and experience in the Tertiary Quality Enhancement Framework (TQEF) and Tertiary Quality Enhancement Review (TQER) quality assurance.

9.4. The Learning and Teaching Innovation Manager continues to collaborate with EIS-FELA representatives with the aim of implementing a developmental learning and teaching mechanism; to further developed the culture of excellence in learning, teaching and assessment through peer-to-peer professional discussion, reflection and collaboration.

9.5. The Learning and Teaching Innovation Manager has a pivotal role in a cross-college collaborative project to refresh the delivery of SQA's Professional Development Award (PDA) Teaching in Scotland's Colleges, with the view to reintroducing the qualification at the core The SLC Way, from 2026-27 onwards.

10. SYSTEMS AND PROCESS UPDATES

10.1 The introduction of dedicated staff-wide channels within the SLC-STAFF Teams portal has been well-received. The *Quality – LTI* (*Learning and Teaching Innovation)* channels will provide a platform for direct college-wide communications, promotional activities, and active links to information, training and development opportunities.

10.2 The Quality Hub portal has been further enhanced through the dedicated Learning and Teaching Innovation Hub which hosts information and access to internal and external training opportunities, emerging research and actively sharing sector-wide good practice. This portal also provides a repository of supporting materials and links related to the enhancement of Learning, Teaching and Assessment.

10.3 A Learning and teaching staff development request form has been launched and is accessible via the *LTI* Teams channel, with an associated QR code. An accompanying dashboard provides the Curriculum Leadership Team (CLT) and Learning and Teaching Innovation Manager with an overview, informing the resources development plan.

10.4 Online, self-directed learning content has been produced to support professional development in response to requests from staff, including creating visually engaging presentations, managing low-level disruptions in the classroom, an interactive professional boundaries session, and a series of e-technology How2s. The content will be released from March 2026 in alignment with the launch of the refreshed strategy and further developed throughout 2026-27.

11. TRANSITION TO QUALIFICATIONS SCOTLAND & SYSTEMS VERIFICATION

11.1 Qualifications Scotland will become operational from 1st February 2026. The new Awarding Body has issued a brand kit to support a refresh of the associated materials.

11.2 Given the organisational restructure, the changes in the external scrutiny body and awarding body landscapes, a significant amount of work is likely to ensure all associated documentation is compliant. The ILQR Group will be required to begin a programme of document reviews, and redrafts of the associated awarding body materials, prior to the start of 2026-27. An internal Systems Verification will be planned later in 2026-27 as an internal quality control. A plan for this activity will be shared with the SLT and the LTSE Committee in due course.

12. RISK

12.1 The College does not meet the quality enhancement requirements of regulatory and scrutiny bodies;

12.2 The College does not meet the quality assurance requirements of awarding bodies; and

12.3 Institution-Led Quality Review/self-evaluation, and the associated action planning activities, do not demonstrate satisfactory progress against college, SFC/Education Scotland and QAA requirements.

13. EQUALITIES

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

14. RECOMMENDATIONS

14.1 Members are recommended to note:
    14.1.1 the ongoing work of the Quality Team including the in-year progress of the College's Quality Cycle; and
    14.1.2 the rebranding of the Quality Audit Group.

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

DATE	19 February 2026
TITLE OF REPORT	Analysis of Round 1 of the Self Evaluation Process 2025-26
REFERENCE	Agenda item 08
AUTHOR AND CONTACT DETAILS	Lisa Doonan Lisa.doonan@slc.ac.uk
PURPOSE:	To update members on the key statistics and themes arising from the Round 1 Tertiary Quality Enhancement Framework (TQEF) aligned Self-evaluation and Action Planning (SEAP) activity.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: • note the contents of this report; and • endorse the refreshed approach to self-evaluation.
RISK:	• That the College does not meet the quality enhancement requirements of regulatory and scrutiny bodies.
RELEVANT STRATEGIC AIM:	• Student Experience • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	• Quantitative and qualitative analysis of the first student survey; • Qualitative analysis of the first student voice course evaluation cycle; • Qualitative analysis of the first course self-evaluation cycle; and • Identified key areas for enhancement.

1 INTRODUCTION

1.1 This paper considers engagement with, and feedback from, the review of student voice and course team evaluation activity, as on 20th January 2026, and the associated recommended actions for consideration. The review considers the key principles from the Tertiary Quality Enhancement Framework (TQEF) and all 4 of the College's Strategic Aims 2030.

2 COLLEGE-WIDE STUDENT EXPERIENCE SURVEY- QUANTITATIVE ANALYSIS

2.1 The *Student Experience Survey: Start of Your Learner Journey* – was opened between 1st and 31st October 2025. From September 2025, the college-wide action to achieve a minimum of 70% response has been issued to curriculum teams; with the aim of improving the statistical validity of the data and capture a wider spectrum of student experience.

2.2 Overall, the survey returned 1805/2511 (71.88%) respondents, which is an increase of 35.44% from the 2024-25 and 16.05% from 2023-24, respectively.

2.3 *Table 2: Pre-cleansed Returns by Curriculum Area and Key Mode of Delivery*

	Returned (No.)	Targeted (No.)	Yield (%)
Total Respondents	1805	2511	71.88
FEFT	1020	1362	74.89
FEPT	216	373	57.64
HEFT	510	658	77.51
HEPT	59	118	50.00
Carpentry and Joinery	205	309	65.7
Construction Crafts	152	215	70.7
Built Environment & Low Carbon Industries	197	301	63.12
Business, Hospitality, Tourism and Legal Services	339	430	78.6
Early Education and Childcare	244	342	70.76
Hairdressing, Beauty and Creative Industries	262	352	74.43
Inclusive Learning and Languages	221	274	80.66
Health, Social Care and Science	185	288	62.85

2.4 There has been a significant improvement in the student experience survey engagement with 5/8 curriculum areas meeting the ambitious 2025-26 target of 70% returns. In the 3/8 areas where the 70% target was not achieved the returns far exceeded the long-standing target of 50%. With Carpentry and Joinery (+37.48%) and Health, Social Care and Science (+40.92%) and Built Environment (+24.66%) making significant improvement on the 2024-25 returns in the same period.

2.5 Due to the focus on the start of the learner journey, there is no survey question related to overall satisfaction at this stage. This will be explored in the SFC SSES 2025-26 survey in Spring 2026.

2.6 Question, class, course, curriculum and college-wide reports will inform the self-evaluation process, reports available from week beginning 10th November 2025.

2.7 Initial high-level review indicates continued strengths in learning and teaching, with a requirement to focus on raising awareness of the assessment appeals process and how to access the student handbook. Please refer to the high-level reports for more detail. Note the following points:

2.7.1 95% (1530/1618) of students agreed "applying for my course was easy", which is an increase of 3% from 2024-25, 5% (88/1618) disagreed;

2.7.2 98% (1712/1753) of students agreed, "*I feel safe and secure in college*", which is an increase of 2% from 2024-25, 2% (41/1753) disagreed;

2.7.3 95% (1601/1681) of students agreed that "for practical courses, I have access to the resources/tools/materials that I need", 5% (80/1681) disagreed.

2.7.4 78% (1280/1639) of students agreed "*I know what to do if I want to appeal an assessment decision*", 22% (359/1639) disagreed; which is an improvement of 1% from 2024-25; and

2.7.5 83% (1301/1559) of students agreed that "*The Student Handbook is easy to find*", 17% (258/1559) disagreed.

2.8 The overall satisfaction for Learning and Teaching is 94% (15145/16066), which sits within the 2nd quartile of the QDP external benchmark data collected from 953,290 learners across 82 colleges in the UK, and is 5 points above the average external benchmark.

2.9 Please note that there is a wealth of data contained within the portfolio of reports; available via the QDP Services account. For example, detailed reports for all criteria are available for each question. The revised approach to Institution-Led Quality Review provides a vehicle to engage in greater critical analysis of student feedback.

3 STUDENT VOICE AND COURSE TEAM SELF-EVALUATION

3.1 A refreshed approach to student views and course team evaluation was implemented for 2025-26, supporting The SLC Way; as reported to the Learning, Teaching and Student Experience Committee, in November 2025.

3.2 Overall, 75 Course Evaluation – Student Views and 53 Course Team Self-evaluations were returned, between November 2025 and January 2026.

3.3 A college-wide thematic review has been undertaken and informs the college-wide qualitative analysis.

4 COLLEGE-WIDE THEMES – QUALITATIVE ANALYSIS

4.1 Qualitative data from the Round 1 Course Evaluation – Students' Views, and Course Team Self-evaluations has been analysed to identified themes; mapped to the Tertiary Quality Enhancement Framework (TQEF) high level principles, and to South Lanarkshire College's Strategic Aims 2030.

4.2 Key findings show that the college demonstrates a highly student-centred culture, with a strong industry aligned curriculum, and a commitment to continuous enhancement. Students consistently describe supportive teaching, inclusive cultures, and engaging practical learning. Course Teams reflect an environment of strong collaboration, reflective practice, and responsiveness to feedback.

4.3 The *What Works Well* data analysis identified 5 key strengths, as illustrated in Annex A.

4.4 The *Even Better If* data analysis identified 7 key opportunities for enhancement, as illustrated in Annex B.

4.5 Overall, the qualitative data analysis shows that the College has strengths in learning, teaching and assessment, has an inclusive culture and highly values practical learning. Key improvement opportunities centre on enhancing Extended Learning Support provision, digital modernisation, development of enhanced assessment methodologies and tools, enhancing learner spaces, and more consistent communication. Enhancement actions aim to accelerate our progress towards the four strategic aims and strengthen student experience across all curriculum areas.

5 IDENTIFIED KEY AREAS FOR ENHANCEMENT

5.1 Many of opportunities for enhancement identified in the round 1 self-evaluation cycle have been identified via other college mechanisms, and enhancement is underway. The associated enhancement actions have been captured in the Self-Evaluation and Action Plan 2025-26.

5.2 A review of the College's Self-Evaluation and Action Plan 2025-26 against the following recommendations will be undertaken, with the appropriate ownership of the associated actions and deadlines agreed by the associated Senior Leadership or Executive Team member:

5.2.1 The Vice Principal: Student Experience and Innovation to agree specific actions with college mangers engaged in the Extended Learning Support enhancement activity, and ensure the associated actions are added to the SEAP, as appropriate. (This includes the initial screening process and the provision of support for learning.)

5.2.2 The route cause(s) of delays in student funding/bursary processes should be identified and remediation actions put in place, if appropriate;

5.2.3 A further review of curriculum design, planning and timetabling to be undertaken, as part of the Institution-Led Quality Review process.

5.2.4 A further review of learning, teaching and assessment practice should be undertaken, as part of the Institution-Led Quality Review process.

5.2.5 Expand and formalise employer partnerships, considering curriculum advisory boards, or similar, and/or direct employer engagement with Institution-Led Quality Review processes and the SLC Way.

5.2.6 Improve communications and feedback mechanism after self-evaluation review cycles, including departmental response to feedback.

5.2.7 Further enhancement in the digital landscape required, with specific actions to consider barriers highlighted by specific course groups.

5.2.8 Areas of enhancement relevant to specific departments or curricula should be added to the associated action plans.

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.

7 RISK AND ASSURANCE

7.1. That the College does not meet the quality enhancement requirements of regulatory and scrutiny bodies.

8 RECOMMENDATIONS

8.1. Members are recommended to:

8.1.1 note the contents of this report; and
8.1.2 endorse the refreshed approach to self-evaluation.

Annex A

What Works Well	Strategic Aim Alignment	Tertiary Quality Enhancement Framework
High quality teaching and strong staff–student relationships - Students consistently praise lecturers for being supportive, approachable and industry experienced, contributing significantly to confidence, engagement, and achievement.	▪ Culture & People Development ▪ Student Experience	▪ Excellence in Learning, Teaching and Assessment ▪ Supporting Student Success
Practical, industry aligned learning environments - Realistic work settings (salons, kitchens, workshops), client days, placements and employer engagement were repeatedly cited as highly effective, helping students feel work ready.	▪ Growth & Innovation ▪ Student Experience	▪ Excellence in Learning, Teaching and Assessment ▪ Supporting Student Success
Inclusive and welcoming college culture - Students describe feeling safe, respected and supported, with diversity and peer collaboration embedded across programmes.	▪ Culture & People Development ▪ Student Experience	▪ Excellence in Learning, Teaching and Assessment ▪ Supporting Student Success
Effective use of digital tools - Teams, OneNote, Kahoot and MS Forms enhance accessibility, organisation and engagement in learning and assessment.	▪ Growth & Innovation ▪ Sustainability	▪ Excellence in Learning, Teaching and Assessment ▪ Supporting Student Success
Strong guidance and pastoral support. Regular meetings with resilience sessions mental health- support, and access to counselling contribute to high retention and positive engagement.	▪ Sustainability ▪ Student Experience	

Annex B

Even Better IF	Strategic Aim Alignment	Tertiary Quality Enhancement Framework
Faster access to Extended Learning Support - Delays and long waiting times for learning support assessments are the most consistent issue raised across the College.	▪ Student Experience ▪ Culture & People Development	▪ Excellence in Learning, Teaching and Assessment ▪ Supporting Student Success ▪ Student Engagement and Partnership Enhancement and Quality Culture
Modernise digital infrastructure and enhance digital literacy - Students and staff report slow, outdated laptops, WiFi reliability issues and limited access to academic journals. Some areas raised concerns regarding the use of too many different methods and platforms across the same programme.	▪ Growth & Innovation ▪ Sustainability	▪ Excellence in Learning, Teaching and Assessment ▪ Supporting Student Success ▪ Student Engagement and Partnership ▪ Enhancement and Quality Culture
Improve timetabling and communication – Short-notice changes, assessment clustering and timetable inconsistency reduce student confidence and disrupt learning.	▪ Student Experience	▪ Excellence in Learning, Teaching and Assessment ▪ Supporting Student Success ▪ Student Engagement and Partnership ▪ Enhancement and Quality Culture
Improve access to bursary and discretionary support, and more timely issuing of ID badges, to promote security.	▪ Student Experience	▪ Excellence in Learning, Teaching and Assessment ▪ Supporting Student Success ▪ Student Engagement and Partnership ▪ Enhancement and Quality Culture
Refreshed and less repetitive assessment materials development, as appropriate - Several areas described assessments as outdated, repetitive or not reflective of industry practice. Staff highlight the need for protected time to improve assessment design. Enhanced practice in AI-awareness and CPD required re. compliant use of AI in assessment.	▪ Student Experience ▪ Culture & People Development	▪ Excellence in Learning, Teaching and Assessment ▪ Supporting Student Success ▪ Student Engagement and Partnership ▪ Enhancement and Quality Culture
Enhance learning spaces and facilities - Students highlight limited quiet spaces, insufficient seating, small changing rooms and concerns over canteen pricing and availability. With feedback highlighting little or no food services after 4pm. There was reference to reinstatement of the college minibus or sourcing better transport links.	▪ Growth & Innovation ▪ Sustainability	▪ Excellence in Learning, Teaching and Assessment ▪ Supporting Student Success ▪ Student Engagement and Partnership ▪ Enhancement and Quality Culture
More consistency in Learning, Teaching and Assessment practice across courses. Students highlight that in some area's improvement could be made if there were greater consistency and planning across the whole programme.	▪ Student Experience ▪ Sustainability	▪ Excellence in Learning, Teaching and Assessment ▪ Supporting Student Success ▪ Student Engagement and Partnership ▪ Enhancement and Quality Culture

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	19 February 2026
TITLE OF REPORT	Student Engagement and Partnership Report
REFERENCE	Agenda item 09
AUTHOR AND CONTACT DETAILS	Rose Harkness Head of Student Services rose.harkness@slc.ac.uk
PURPOSE:	To provide members with an update on student engagement and partnership activities, specifically the provision of key services and support central to the retention of vulnerable individuals and groups.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • Note the progress report on the transition of ELS to Student Support • Discuss any questions or implications for future planning, delivery, and performance monitoring • Note the ongoing recruitment and activity to support the transition of ELS to Student Support • Note the update on number of ELS referrals and the case management numbers • Note the counselling and wellbeing services update • Acknowledge the ongoing activity and support for care experienced and other priority groups • Note the launch of the pilot minibus shuttle service and partnership with CAS • Endorse the College's approach to tackling GBV and note the College's success following the annual review process for the Emily Test GBV Charter for Colleges and Universities
RISK	• Disruption to Learner Experience: Risk that the transition may impact the learner experience if not carefully managed. • Operational Transition Challenges: Potential for short-term disruption during the handover of systems, responsibilities, and workflows. • Staff Capacity and Role Clarity: Risk of role confusion or workload imbalance if responsibilities are not clearly defined post-transfer.
RELEVANT STRATEGIC AIM:	• The Student Experience • Culture and People Development • Growth and Innovation • Sustainability

SUMMARY OF REPORT:	- Progress report on the continued transition of ELS to Support Services - An update on number of ELS referrals and current case management progress - Counselling and health and wellbeing services update - Support for Care Experienced and other Priority Groups. - Update on partnership engagement - Launch of a pilot minibus shuttle service - Emily Test GBV Charter for Colleges and Universities update

1. INTRODUCTION

1.1 This paper provides an update on student engagement and partnership activities, specifically the provision of key services and support central to the retention of vulnerable individuals and groups.

2. EDUCATIONAL LEARNING SUPPORT (ELS) PROGRESS UPDATE

2.1 South Lanarkshire College is committed to developing a responsive, high quality Educational Learning Support (ELS) service that is fully integrated with other support services (guidance, counselling, and wellbeing) alongside academic support. This reflects a move towards creating a more cohesive learner-centred support model that embeds a holistic framework to meet the diverse and evolving needs of all learners.

2.2 This activity will be ongoing throughout Academic Year 2025-26 and 2026-27, to ensure a successful transition to Student Support. Recruitment update includes:

2.3 Recruitment and appointment of 0.7 FTE ELS Advisor role (support role). The College has now successfully appointed 2.9 FTE ELS Advisors towards a target of 3.0 FTE.

2.4 Successful recruitment of 0.6 FTE Support for Learning Assistant (moved from permanent to temporary contract) and two Support for Learning Assistant for the bank register. These backfill posts will alleviate requests for in-class support, as well as short-term assessment support and ad hoc requirements vital to meeting existing learner needs.

2.5 Ongoing recruitment includes backfill of a 0.8 FTE Student Experience and ELS Administrator post, alongside the 1.0 FTE Support Services and Wellbeing Manager. This manager role will have operational oversight of college support services, alongside responsibility for case management and supporting the team as we move forward with our vision of an integrated model.

2.6 Training plans are being implemented for the newly appointed ELS Advisors with existing ELS Assessors (teaching staff) providing mentoring support. It is anticipated that this mentoring support will be extended throughout Academic Year 2026-27 as the Advisors undertake the PDA Strategies to Facilitate Inclusive Learning & Working in August 2026. This qualification allows practitioners to assess and approve Student Award Agency Scotland (SAAS) Disability Students' Allowance (DSA) for students undertaking Higher Level programmes. Other training attended to date includes analyst webinars in Text to Speech, Notetaking Support and Mind Maps. Further provision planned include ASIST (Suicide Prevention) and Emily Test LISTEN GBV Risk Assessment and Prevention training (currently scheduled for 25 February).

2.7 As of the 22 January, there were 376 students registered on the ELS Database. Of these 376 there are 33 priority cases identified. 230 students have successfully been assigned to an Advisor with 55 of these identified as awaiting assessment. 146 are still awaiting a first appointment. As previously reported, demand for this service continues to grow.

2.8 Professional discussions are ongoing and include representation from Support Services, Curriculum and Quality Leads to explore and understand the underlying factors that may be additionally impacting the growing demand for ELS in the College. This includes reviewing the admissions process (are students being recruited to the correct level of course), understanding where learners are sitting in relation to core skills i.e. literacies, numeracy and problem solving (are we utilising core skill testing in the correct manner)

and upskilling our learning and teaching staff (to have increased awareness of ELS and develop classroom strategies to better respond to learning needs).

2.9 Discussion and planning meetings are currently underway to explore and implement an internal process for accessing the Additional Support Needs Learners Fund (ASNLF) via the Scottish Funding Council (SFC) for Further Education (FE) programmes, and the Disabled Students' Allowance (DSA) administered by SAAS for Higher Education (HE) programmes.

2.10 FE students with additional support needs may be eligible for funding through the Additional Support Needs (ASN) for Learners' allowance. This funding is not provided as a lump sum but supports the provision of additional learning materials, non-medical personal help (NMPH), and supplementary travel costs. Similarly, HE students with disabilities may access the Disabled Students' Allowance (DSA), which offers funding for additional learning materials, non-medical personal help (NMPH), and higher-cost support items such as laptops, ergonomic equipment, and disability-related software. Adoption of this approach will support the College in managing demand more effectively by enabling the timely provision of learning support, particularly for priority and complex cases requiring 1:1 in-class support.

2.11 Cross-college meetings have taken place with key colleagues, including the Student Funding Manager, Procurement Officer, and Data Protection Officer, to identify and develop a compliant process for managing these funds in line with the requirements of the relevant awarding bodies. In addition, external meetings with colleagues from other colleges have facilitated the sharing of best practice and informed the development of an internal framework. Two initial meetings have also been held with external support agencies (Clear Links and Theorise Ltd), with a view to piloting this approach in Academic Year 2025–26.

2.12 Activity is underway to confirm SQA Alternative Assessment Arrangements for students undertaking exams requiring adapted papers. Students from Higher English, Nat 5 Maths and ESOL have been identified by ELS Advisors and confirmation of their exam requirements has been noted through the recommendations process. Internal verification of this support is being completed in advance of the 30 January SQA deadline.

2.13 In preparation for the launch of programmes for the Academic Year 2026-27, a review of the ELS questions within the online application process has been undertaken, with amendments identified to enhance the accuracy and consistency of information collected from applicants regarding disabilities and learning support needs. Strengthening these questions will improve the College's ability to systematically identify, track, and monitor disability-related and learning support requirements at an early stage in the learner journey. This enhanced data capture will support timely assessment and planning of appropriate support, enable more effective allocation of resources, and improve the monitoring of demand and trends across cohorts.

3   COUNSELLING SUPPORT AND RESILIENCE BUILDING

3.1 The College continues to deliver counselling support to those students who would benefit from exploring issues more effectively on a confidential 1:1 basis. Main aims of the service are to provide a 6–8-week model of therapy; offer drop-in sessions for emotional support; and ensure the service is flexible and accommodating by offering telephone, Teams, and face-to-face sessions as well as twilight cover to support students with young families or those attending evening classes or block release.

3.2 As of the 23 January, there were 99 students registered for counselling support. 24 students are currently receiving counselling with 36 on the waiting list. 32 students have completed their sessions. 7 students are on hold; this relates to a pause in their sessions for multiple reasons. The majority of those on the waiting list are those individuals we are waiting for submission or collection of documentation.

3.3 The Counselling Service has created a neuro-affirmative space within one of the counselling rooms. Students can choose from a variety of fidget spinners, puzzles and items of differing textures to cater for different sensory needs. These are in addition to the existing blankets, cushions and dimmable lighting in each room. Studies demonstrate the effectiveness of these tools to aid concentration and self-regulation such as:

- Focus and Concentration: Keeps hands busy so the brain can better absorb information.
- Anxiety and Stress Relief: The repetitive tactile input has a calming, self-soothing effect, drawing focus from distressing feelings.
- Emotional Regulation: Supports managing sensory needs and preventing meltdowns, aiding in self-regulation.
- Energy Outlet: Provides a quiet way to release excess energy without causing distractions.
- Memory Enhancement: Tactile stimulation can improve information processing and memory retention.

Student feedback has been very positive with many appreciating the choice between different styles of fidget tools available.

3.4 The College continues to accommodate a student placement counselling post from the University of Strathclyde and other education providers. The placement student receives mentor support from the counselling team and sees students on a weekly basis within our counselling space. There are plans to recruit two additional student placements during the current year to support transition arrangements in preparation for Academic Year 2026–27. To ensure robust quality assurance, all student placements are subject to a formal recruitment process, including completion of an application form, shortlisting, and participation in a structured interview.

3.5 A member of the Counselling team co-delivered a *Boundaries and Self Care* workshop in collaboration with the Curriculum Quality Manager (CQM) Quality, Learning and Teaching and Innovation as part of the Staff Wellbeing Day in December. The sessions were well received by attendees, with positive feedback highlighting their value and a strong consensus that such training should be considered for wider, potentially mandatory, rollout across all staff groups.

3.6 Weekly mindfulness sessions continue to be delivered within the Library Group Study Room, supporting preventative mental wellbeing, building student resilience, and promoting self-regulation and positive coping strategies. These sessions contribute to a supportive and inclusive learning environment and contribute to improved student engagement, retention, and overall academic success. In addition, recordings of the session are available electronically on the Student Health & Wellbeing Teams page. -regulation and positive coping strategies. These sessions contribute to a supportive and inclusive learning environment and

3.7 Free online yoga resources are actively promoted to all students via the Student Health & Wellbeing Teams page, supporting the College's commitment to a proactive and preventative approach to student wellbeing. Access to yoga provides students with flexible opportunities to improve physical health, manage stress, and support positive

mental wellbeing, regardless of timetable or location. These resources encourage the development of healthy coping strategies and enhance selfcare and resilience. By offering inclusive, accessible wellbeing support, this initiative supports student engagement, retention, and success, while reinforcing a whole college approach to health and wellbeing, care and resilience, college approach to health and wellbeing.

4   SUPPORT FOR CARE EXPERIENCED (CE) AND PRIORITY GROUPS

4.1   As part of our corporate parenting activity the College has named staff contacts (Guidance and Support team) who provide tailored support to CE students. Alongside CE, the named staff contact also provide support to other priority groups such as student carers, students who are estranged from family and friends and veterans who have left the armed forces.

4.2   All CE students who have received an offer of a place in January start programmes have been proactively contacted by a named staff member to provide tailored transition support. This includes access to orientation tours, guidance with funding applications and the enrolment process, and information on available student support services. In addition, CQMs have been notified of the CE students joining their respective curriculum areas to ensure Course Tutors are aware of incoming CE learners. This approach supports early awareness and enables timely and appropriate responses should any concerns or support needs be identified start programmes have been proactively contacted by a named staff member to provide tailored transition support. This includes access to orientation tours, guidance with funding applications and the enrolment process, and information on available student support services.

4.3   The Guidance and Support team has developed a structured communication plan that outlines the key communications issued to identified Priority Groups. This includes welcome communications, invitations to arrange regular meetings between Guidance and Support staff and CE students, and the promotion of relevant events and support opportunities. The communication plan will be subject to regular review and refinement to ensure key messages remain timely, relevant, and effectively targeted to this cohort of learners.

4.4   Ongoing collaborative engagement with both internal and external support agencies is in place to ensure the delivery of holistic, person centred support for learners within the identified priority groups. This includes student funding, housing, social work including throughcare and aftercare support. Positive examples of this are the help and support provided to CE students to apply for further opportunities including the 6-week Construction Training Programme, referrals to South Lanarkshire Council's Supported Employment team and applying and enrolling for other programmes. -centred support for learners within

4.5   The Guidance and Support team has developed a *Care Experienced (CE) ~ Supporting Successful Pathways* document, which was shared with Curriculum colleagues in October 2025. The document was also showcased at the CE Information Stand in the Ground Floor Atrium as part of Care Experienced Week activities. Looking ahead, the document will be disseminated to all staff in February 2026 as part of the College's promotion of Care Day on the 20 February, supporting greater awareness and consistent practice across the College.

4.6   Plans are underway to deliver an on-campus event to mark and celebrate Care Day. Care Day 2026 in Scotland will continue to recognise and amplify the rights and voices of care experienced children and young people, while highlighting progress towards the 2030 commitment to *#KeepThePromise*. The development of the event will be informed by direct engagement with Care Experienced (CE) students, who have been invited to

contribute to shaping the nature and focus of the celebration. Initial proposals include hosting a celebratory lunch and showcasing positive case studies highlighting the achievements and progression of Care Experienced alumni campus event to mark and celebrate Care Day. Care Day 2026 in Scotland will continue to recognise and amplify the rights and voices of care experienced children and young people, while highlighting progress towards the 2030 commitment to

4.7 The College was pleased to receive a *Highly Commended Inclusive College Award* in recognition of the *We Promise to Care* campaign and associated activity supporting Care Experienced (CE) students. The CDN Awards Ceremony was held at the Radisson Blu Hotel on Thursday, 4 December 2025.

4.8 Planned activity includes attendance at the following events:

- Scottish Throughcare and Aftercare Participation Forum – 29 January
- Each and Every Child Framing Care and Care Experience – 3 February
- MCR Pathways Mentor Session, providing an overview if the College programmes and support services – 10 February
- Who Cares? Scotland Collaborative Themed Learning session focused on college – 11 February
- Student Carers Conference (Carers Trust Scotland) – 19 March

5. BUILDING CONNECTIONS FOR FUTURE LEARNERS – 24 FEBRUARY

5.1 The College is currently planning to deliver an on-campus engagement event titled *Building Connections for Future Learners* aimed at strengthening partnership working with secondary schools and Skills Development Scotland (SDS) Careers Advisers. The event will provide an overview of the College's curriculum offer as we move towards launching our Academic Year 2026-27 programmes, highlight effective practice in supporting learner progression, and create a structured forum for dialogue to inform continuous improvement in engagement and information sharing campus engagement event titled sharing.

The event will adopt an interactive format, including facilitated discussions, targeted curriculum overviews, and a dedicated focus on health, wellbeing and learner support.

The event aims to:

- Strengthen collaborative relationships between South Lanarkshire College, schools, and SDS
- Share up-to-date information on curriculum pathways, support services and progression opportunities to date information on curriculum pathways
- Better understand the information and support needs of schools and careers advisers
- Identify areas of effective practice and opportunities for enhancement in learner engagement and support

6. KEY STAKEHOLDER ENGAGEMENT

6.1 South Lanarkshire Council (Community Benefit Fund) and Climate Action Strathaven - Minibus Shuttle Service

6.2 The College continues to operate within an increasingly constrained public sector environment. Owing to ongoing financial pressures, the inhouse minibus shuttle service was discontinued at the end of Academic Year 2024–25. At that time, it was not feasible to procure a replacement vehicle or expand staffing to maintain the service sector

environment. Owing to ongoing financial pressures, the inhouse minibus shuttle service was discontinued at the end of Academic Year 2024–25. At that time, it was not feasible to procure a replacement vehicle or expand staffing to maintain the service.

6.3 *Accessibility and Safety Considerations* - The College's location within a technology park, approximately 1.5 miles from East Kilbride Town Centre, presents ongoing accessibility and safety challenges for students commuting to campus.

6.4 *Rationale for Developing New Transport Partnerships* - Given the needs of the student population and the geographical challenges outlined below, the College has been proactively exploring community-based partnerships to establish a dedicated shuttle service connecting the College with East Kilbride Town Centre, where primary public transport links (bus and rail) are situated. The primary aims are to enhance student safety, improve attendance, and support overall well being based partnerships to establish a dedicated shuttle service connecting the College with East Kilbride Town Centre, where primary public transport links (bus and rail) are situated. The primary aims are to enhance student safety, improve attendance, and support overall wellbeing.

Student Demographics and Identified Needs

- A significant proportion of learners reside in SIMD 10/20 data zones and rely heavily on public transport, taxis, or walking. Many experience multiple barriers, including poor mental health, physical illness, disability, or financial hardship. Scottish Funding Council (SFC) data indicates that over 42% of learners in Academic Year 2023–24 were from SIMD 10/20 areas.

- Many learners face complex, intersecting challenges and are more likely to belong to a protected characteristic group or have personal circumstances including being a lone parent, care-experienced, experiencing housing instability, or being estranged from family.

- The on campus private nursery supports up to 70 preschool children. A large proportion of learners using this facility are lone parents reliant on public transport campus private nursery supports up to 70 preschool children. A large proportion of learners using this facility are lone parents reliant on public transport.

- Financial barriers limit access to private transport for many students.

- Attendance and punctuality continue to be adversely affected by unreliable and unsafe commuting options.

Location Related Challenges Related Challenges

- The campus is located in a remote area with limited public transport connectivity.

- Access routes involve dark, isolated footpaths and tunnels that are poorly lit, particularly during winter months.

- These conditions present significant safety concerns, particularly for vulnerable students and those with disabilities or mobility issues.

6.5 *Funding Secured and Partnership Formation* - Following constructive discussions with South Lanarkshire Council and Climate Action Strathaven (CAS), the College submitted a funding application to the local authority in December 2025. The College has since been awarded a £19,600 Community Benefit Fund grant from the Renewable Energy Small Fund. This funding enables a pilot minibus shuttle service to operate from January 2026 to June 2026, delivered in partnership with CAS.

6.6 *Service Provision* - The shuttle service is fully funded through the grant awarded by South Lanarkshire Council. CAS will supply both the vehicle and qualified drivers. All required health and safety documentation and risk assessments have been completed and incorporated into the contractual agreement.

6.7 *Service Specification* - The service will operate Monday to Friday. CAS will provide a new, fully accessible 21seater minibus suitable for wheelchair users, students with mobility needs, and learners travelling with prams seater minibus suitable for wheelchair users, students with mobility needs, and learners travelling with prams.

6.8 *Quality Assurance and Evaluation* - For quality assurance, the College will monitor usage and maintain close engagement with CAS to address any operational concerns. To support evaluation and impact measurement, students will be able to provide feedback via QR code-enabled user experience surveys code enabled user experience surveys.

7. Emily Test Gender-Based Violence (GBV) Charter for Colleges and Universities (Annual Review)

7.1 The College has undertaken sustained and strategic activity in recent years to prevent and respond to GBV, underpinned by a clear institutional commitment to providing a safe, inclusive, and supportive learning and working environments for all students and staff. The College operates a zero-tolerance approach to GBV and aligns its work with the Scottish Government's Equally Safe national strategy. -tolerance approach to GBV and aligns its work with the Scottish Government's

7.2 Key activity has included the development and implementation of a GenderBased Violence Prevention Strategy and an associated GBV Prevention and Support Policy, structured around prevention, support and wellbeing, as well as awareness-raising and culture change. Delivery of this work is supported by formal action planning and is subject to ongoing oversight through the College's Safeguarding Network, ensuring continuous monitoring and review. Based Violence Prevention Strategy raising

7.3 In recognition of its leadership and commitment in this area, the College became the first college in Scotland to achieve the Emily Test Gender Based Violence Charter, with Charter status formally awarded in November 2023. This achievement reflects extensive partnership working between staff and students and provides external assurance that the College meets robust, evidence-based standards for GBV prevention, intervention, and survivor support. Based Violence Charter, with Charter status formally awarded in November 2023. This achievement reflects extensive partnership working between staff and students and provides external assurance that the College meets robust, evidence-based standards for GBV prevention, intervention, and survivor support.

7.4 Furthermore, the College is pleased to confirm that it has successfully renewed its Charter status through the Annual Review process in January 2026. This renewal further strengthens the College's position, particularly in the context of the Tertiary Education and Training (Funding and Governance) (Scotland) Bill, which was passed by the Scottish Parliament on Tuesday, 20 January 2026. The legislation places specific emphasis on the role of colleges and universities in preventing and addressing gender-based violence, and the College's continued Charter status provides clear assurance of its commitment and readiness in this area based violence, and the College's continued Charter status provides clear assurance of its commitment and readiness in this area.

7.5 Operationally, the College has strengthened support pathways for both students and staff, ensuring access to confidential, trauma informed support through Support Services, Counselling, People Services, and external specialist agencies, including Rape Crisis and domestic abuse services. Staff are equipped with clear guidance and

referral information to support safe disclosures and timely intervention. -informed support through S

7.6 The College continues to work closely with its Students' Association, external partners, and sector bodies to promote awareness, embed inclusive practice, and sustain progress. Ongoing engagement with the Emily Test network and participation in national GBV initiatives support continuous improvement and sector leading practice. -leading practice.

7.7 Overall, this programme of activity demonstrates a whole college, partnership-based approach to tackling gender-based violence, contributing to student wellbeing, inclusion, and a safer college community college, partnership-based approach to tackling gender-based violence, contributing to student wellbeing, inclusion, and a safer college community.

8 EQUALITIES

There are no implications for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report. The College will continue to work to ensure equal opportunities for all in our students' experiences at the college.

9 RISK AND ASSURANCE
- Disruption to Learner Experience: Risk that the transition may impact the learner experience if not carefully managed.
- Operational Transition Challenges: Potential for short-term disruption during the handover of systems, responsibilities, and workflows.
- Staff Capacity and Role Clarity: Risk of role confusion or workload imbalance if responsibilities are not clearly defined post-transfer.

10 RECOMMENDATIONS

Members are recommended to:

- note the progress report on the transition of ELS to Student Support;
- discuss any questions or implications for future planning, delivery, and performance monitoring;
- note the ongoing recruitment and activity to support the transition of ELS to Student Support;
- note the update on number of ELS referrals and the case management numbers;
- note the counselling and wellbeing services update;
- acknowledge the ongoing activity and support for care experienced and other priority groups;
- note the launch of the pilot minibus shuttle service and partnership with CAS; and
- endorse the College's approach to tackling GBV and note the College's success following the annual review process for the Emily Test GBV Charter for Colleges and Universities

LEARNING, TEACHING AND STUDENT EXPERIENCE (LTSE) COMMITTEE

DATE:	19 February 2025
TITLE OF REPORT:	Marketing and Communications update
REFERENCE	Agenda Item 10
AUTHOR AND CONTACT DETAILS	Grant Costello, Interim Marketing and Communications Manager Grant.Costello@slc.ac.uk

Rose Harkness, Head of Student Services Rose.Harkness@slc.ac.uk |
PURPOSE:	To provide the Board with a summary of marketing, communications and student recruitment activities that have taken place over the past few months.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: • The success of the College's 2025 Graduation and Winter Recruitment campaign. • The strong attendance of the College's November & January Open Evenings. • Changes to applicants' journey on the College's website.
RISKS	• Negative press stories remain a risk. • The College is experiencing a challenging financial landscape that will require other sources of funding to be explored i.e. increase of Commercial course offering.
RELEVANT STRATEGIC AIM:	• Successful Students. • The Highest Quality Education and Support. • Sustainable Behaviours.
SUMMARY OF REPORT:	This paper includes: • College Event Information. • Update on Winter Recruitment Campaign. • Social Media Summary. • Staff Recruitment Summary. • Celebrations and Awards. • Positive News Stories.

1 INTRODUCTION

1.1 This report provides an overview of Marketing, Communications and Recruitment activity from the start of November 2025 to the end of January 2026. During this 3-month period the completion of the Winter recruitment campaign, planning of the August recruitment campaign, delivery of college events, and staff recruitment have been the team's key priorities.

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 4 MONTHS)

2.1 Highlights over the past three months include:
- 2.1..1 Celebration of Class of 2025 Graduation, with 192 graduates and an attendance of just under 800 at the Hamilton Town House
- 2.1..2 167 attendees at the Open Evening on 25 November 2025;
- 2.1..3 214 attendees at the Open Evening on 13 January 2026;
- 2.1..4 Focus on supporting Principalship with partnership working goals;
- 2.1..5 Delivery of the College's Winter recruitment campaign and promotion of 2025 courses;
- 2.1..6 Preparation for 2026 August recruitment campaign;
- 2.1..7 The ongoing roll out of the brand;
- 2.1..8 Staff recruitment to expand team capacity;

3 WINTER RECRUITMENT

3.1 Recruitment continues to be a top priority for the Marketing team, with a focus on expanding our avenues to attract students to the College. As part of this expansion effort, our Winter recruitment drive featured new sets of video-based creative content to more effectively target social media platforms.

3.2 TikTok was a focus of direct advertising by the College for the first time through video-based creative content.

3.3 Facebook, Instagram and SnapChat paid advertisements were continuously updated to promote courses requiring support. Paid promotion was also attributed to events such as the most recent Open Evening held on 25 November and 13 January.

3.4 The College's paid campaign across social media delivered strong overall results, generating **547K impressions** and reaching **141k unique users**.

3.5 The campaign's newly generated artwork styles on Meta proved significantly effective in generating clickthrough's to the College's website. The click-through-rate for the campaign produced 3.83%, significantly above the Meta industry average for education campaigns of 0.70%-1.20%.

4 AUGUST RECRUITMENT

4.1 Preparing for the August Recruitment has been the primary focus for the Marketing and Communications team following the College's new year return to work. Working with

agency partners, the campaign has focused on expanding the College's online and offline footprint in core catchment areas for student recruitment.

4.2 The college's messaging has been simplified around the College's core themes of **"One College, for all you want to achieve", "Make a choice for your future", and "Take your career to another level"** to enable a strong visual presence for the college on marketing materials.

4.3 Small redevelopments of the College website are on-going to prepare the College's recruitment campaign for a careers and skills focused approach to the recruitment, enrolment and retention of the College's student body for the 2026/27 academic year.

4.4 Outreach work is on-going with high schools and Skills Development Scotland to develop new marketing materials and links to support school leaver recruitment.

5 EVENTS

5.1 The College's 2025 Graduation was a huge success, with almost 200 students graduating in front of 800 attendees.

5.2 November and January Open Evenings saw a total of 381 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.

    5.2.1 Following discussions with student services and curriculum managers, there is an agreement for a review of the College's current Open Evening process. The aim of the review is to identify curriculum areas that can be further highlighted during open evenings.

5.3 Since the last Committee Report there have been a variety of engaging events and activities undertaken by the Marketing team, including the production of internal documents, marketing materials for schools' outreach and supported learning, and to support the on-going promotion of the College's 2030 Strategy document.

5.4 The Marketing and Communication team supported the principalship with welcoming outside partner organisations including the SQA and Colleges Scotland, and supported curriculum areas and college staff in building important partnerships with business partners and third sector organisations.

5.5 In December, the College proudly celebrated SLC's performance at the College Development Network Awards. The College's Student Services team earned a Highly Commended recognition in the Inclusive College category for the We Promise to Care initiative, and Head of Digital, Chris Sumner, received a Commendation in the Professional Colleague of the Year category.

5.6 As part of Colleges Scotland Election Team, the College's Marketing and Communication team has support Colleges Scotland with securing political representatives for their education hustings, along with supporting preparation for the event and manifesto launch.

5.7 The Marketing and Communication team has also supported the promotion and delivery of multiple events operated by other curriculum areas; including the CECA Academy Graduation and Jobs Fair, Project Search, and the College's Hospitality student's visit to the 5 Star Balmoral Hotel.

5.8 The College is currently planning to deliver an on-campus engagement event titled ***Building Connections for Future Learners*** aimed at strengthening partnership working with secondary schools and Skills Development Scotland (SDS) Careers Advisers. The event will provide an overview of the College's curriculum offer as we move towards launching our Academic Year 2026-27 programmes, highlight effective practice in supporting learner progression, and create a structured forum for dialogue to inform continuous improvement in engagement and information-sharing.

The event will adopt an interactive format, including facilitated discussions, targeted curriculum overviews, and a dedicated focus on health, wellbeing and learner support.

5.8.1 The event aims to:

5.8.1.1 Strengthen collaborative relationships between South Lanarkshire College, schools, and SDS

5.8.1.2 Share up-to-date information on curriculum pathways, support services and progression opportunities

5.8.1.3 Better understand the information and support needs of schools and careers advisers

5.8.1.4 Identify areas of effective practice and opportunities for enhancement in learner engagement and support

5.9 Future planned events include:

5.10 *Table 1 Future Planned Events 2026*

EVENT DATE	TARGET MARKET	PURPOSE
4 February 2026 Community Day of Care	Health, Social Care and NHS staff and partners	To build links within the Health and Social Care Sector
24 February 2026 SDS and Schools Careers Advisors Event	School leavers, influencers, young people aged 24 and under.	To provide secondary school pupils with a wider understanding of the Future Green & Sustainable Jobs Sector and Industries and the potential career opportunities
5 March 2026 Step Into Future Jobs Event	School leavers, influencers, SDS Careers Advisors, School's guidance counsellors.	To build links with SDS and South Lanarkshire High Schools, develop new marketing materials with input from users
10 March 2026	School leavers, influencers, those looking	To showcase the campus and facilities and promote

August Recruitment Open Evening	to upskill, retrain and friends and family.	courses starting from August 2026.
23 March 2026 Colleges Scotland Hustings & Manifesto Launch	Education leaders, political representatives and candidates.	To promote Colleges Scotland manifesto and influence education policy during the 2026 election.
24 March 2026 Building Connections for Future Learners: SDS Careers event	School leavers, influencers, SDS Careers Advisors, School's guidance counsellors.	To build links with SDS and South Lanarkshire High Schools, develop new marketing materials with input from users

6   CAMPAIGN ACTIVITY

6.1   The following campaign plans (**with a focus on 'Take your career to another level with South Lanarkshire College')** have taken place in the past 3 months to support recruitment and brand awareness:

6.1.1   Completion of a 3-month digital recruitment campaign for winter courses, with focus new creatives and video-focused output for video-based platforms.

6.1.2   Open Evening (25 November and 13 January).

6.1.3   Development of in-campus Respect Campaign for students alongside Student Association.

6.1.4   Continued development of uses for material and content gained following the Sky TV Ad in August.

6.1.5   Continued promotion of student and staff activity to promote a positive College atmosphere online and in print.

7   STAFF RECRUITMENT

7.1   The appointment of a new Marketing and Schools Coordinator was confirmed during the previous reporting period, with an internal applicant being selected. The staff member has now taken up their post within the Marketing and Communications team.

7.2   The Marketing and Communications team structure and output will remain under review over the next quarter, to identify if any other skills gaps exists and if any other appointments are needed to maximise the positive output of the team.

8   DIGITAL AND WEBSITE IMPROVEMENTS

8.1   Internal discussions produced a Phase 1 plan for the website's refreshment, with a focus on guiding new applicants through their "SLC Journey" via development of the 'Browse by Career' section of the website. This will aim to be implemented in time for the College's August recruitment cycle.

8.2   Work continues internally to enhance meta (SEO) data on all pages on the website. This includes research, reporting and input of key words to ensure the website appears as high up the search rankings as possible.

9   BRAND ROLL OUT

9.1   The corporate brand identity continues to be rolled out. This remains an ongoing priority for the team, ensuring the College is building a positive customer image and delivering clear, concise messaging linked to the College's vision and strategic aims.

9.2   The branded sails on the ground floor atrium and outside of the College continue to be under review for message changes.

9.3   The staff, student and visitor lanyards have now all been replaced with new branding and have been available from the last reporting period. With all staff now on brand.

9.4   Reviewing messaging on the newly installed digital screens throughout the College remains a priority, with plans to standardise both operational information/instructions and key messaging.

10 GRADUATION

10.1   The College's 2025 Graduation was a huge success, with almost 200 students graduating in front of 800 attendees at the Town House Hamilton.

10.2   Graduation promotion ensured a high attendance of the event, and post-event promotion was widely shared online. The College also placed ads within the East Kilbride News to celebrate the student's graduating.

10.3   The next Graduation date is planned for the 10 November 2026.

11 STAKEHOLDER ENGAGEMENT

11.3   The development, support and delivery of a stakeholder engagement strategy, in line with the strategic goals of the College and Principalship, is a planned objective for this annual period of work for the Marketing and Communications team.

12 STAFF COMMUNICATION

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

12.2   New college wide email lists have been established to ensure all staff are receiving internal communications.

13 IN THE PRESS

13.1   An ongoing priority for the Marketing and Communications team is to generate as many positive news stories and case studies as possible, to promote courses, relay the key brand messages and to continue to combat any negative press arising from ongoing potential industrial action.

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

13.2.1 [Skilled Trades Network debut hailed a big success](#) **2 October**

13.2.2 [South Lanarkshire College hails 'Best Apprentice Plumber 2025' win](#) **14 November**

13.3 There has not been any recurrence of negative press at a national level from the previous committee meeting.

14 SOCIAL MEDIA

14.1 Since August 2025 the following figures have been recorded across SLC's social media platforms (all increase and decrease percentages are in comparison to the April-July period):

14.1.1 **Facebook – Views** breakdown: Total 835,335 (up 98.9%, from organic 572,257, from ads 263,078, down 28.6%) | **Viewers** 154,045 (down 5.9%) | **Content interactions** 3,157 (up 50.0%) | **Link clicks** 6,493 (down 0.8%) | **Visits** 19,433 (up 25.6%) | **New Follows** 217

14.1.2 **Instagram** – **Views** breakdown: Total 203,976 (down 6.8%, from organic 185,703, from ads 18,311, down 52.6%) | **Reach** 14,172 (up 1.8%) **Content interactions** 2,308 (up 51.6%) | **Link clicks** 455 (up 292.2%) | **New Follows** 146

14.1.3 **Twitter (now X)** – access to any free analytics on this platform has now changed so we can only report on followers, which is now 3338. This represents a small increase in SLC's followers however Twitter (now <u>X</u>) is of an important platform due to the reduction in its userbase following concerns over content moderation and political influence from the USA.

14.1.4 **Linkedin** – **Impressions** 48,871 (63.1% increase from last report) | **Followers** 183 new followers | **Competitor highlights** 45.8% less posts and 200% more engagement than competitors Scotland's colleges (City Glasgow, Forth Valley, NCL, West Lothian, Fife, Ayrshire, Borders, UHI Inverness & Dumfries & Galloway) | **Overall Engagement rate** 25.5%

14.1.5 **TikTok – Video views** 235,332 (new data with ads, not comparable to previous reporting period) | **Reached audience** 33,230| **Profile views** 1,563 | **New Followers** 38 new follows

14.2 Engagement continues to be high across all platforms, driven by a variety of engaging content. Top performing organic posts include the promotion of credit courses, commercial courses, video and photographic content surrounding graduation and Christmas events, and the launch of the SLC Bus partnership.

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

14.4 An on-going review of the College's content strategy regarding social media will be implemented as part of updating the College's current Marketing and Communications (2022-27) strategy.

15 AWARDS

15.1 The College proudly celebrated SLC's performance at the College Development Network Awards. The College's Student Services team earned a Highly Commended recognition

in the Inclusive College category for the We Promise to Care initiative, and Head of Digital, Chris Sumner, received a commendation in the Professional Colleague of the Year category.

15.2 The College also celebrated SLC Plumbing Apprentice Taylor White winning SNIPEF's Best Apprentice Plumber of the Year 2025.

16 **MARKET RESEARCH AND DATA ANALYSIS**

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

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

17 MIISCELLANEOUS

17.1 As part of the College's engagement strategy concerning the 2026 Scottish elections. The interim Marketing and Communications Manager continues to take part in a Colleges Scotland working group – with the aim to support political stakeholder engagement in the elections and pre-election period.

17.2 The working group has met multiple times to discuss Colleges Scotland's actions concerning the Scottish Budget and the wider College Sectors response.

17.3 The working group has been involved in the preparations for the Colleges Scotland manifesto launch and elections hustings.

18 KEY PRIORITIES

18.1 Some key priorities over the next 3 months include:
- Continued promotion of the College brand and delivery of the College's 2026 August Recruitment Campaign
- Enhance internal and external comms to highlight good news stories to stakeholders.
- Review of Winter recruitment content with aims to provide an enhanced recruitment campaign for August courses.
- Delivery of website refresh to support August Recruitment campaign.
- Continued engagement with curriculum teams.
- Engagement with other Colleges as part of a sector-wide stakeholder engagement push during the 2026 Scottish elections.
- Digital improvements on SEO and analytics tracking.

19 RISK

- That there is any further negative press due to the historic governance enquiry.
- That the College does not achieve recruitment targets.
- That there are challenges in meeting key targets due to current staffing resource.
- That there are challenges owing to difficult financial circumstances within the sector.
- On-going political activity concerning the FE sector in the run up to the 2026 Scottish elections.

20 EQUALITIES

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

21 RECOMMENDATIONS

21.1 Members are recommended to note:

21.1.1 The success of the College's 2025 Graduation and Winter Recruitment campaign.

21.1.2 The strong attendance of the College's November & January Open Evenings.

21.1.3 Changes to applicants' journey on the College's website

LEARNING AND TEACHING AND STUDENT EXPERIENCE (LTSE) COMMITTEE

DATE:	19/2/26
TITLE OF REPORT:	Student Association Internal Audit Report
REFERENCE	Agenda item 12
AUTHOR AND CONTACT DETAILS	Rose Harkness, Head of Student Services rose.harkness@slc.ac.uk
PURPOSE:	To provide Members with an update following an internal audit of the South Lanarkshire College Students' Association
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • Note the Internal Audit Report • Note the overall level of assurance provided • Note the Summary of Finding and the identified strengths
RISKS	• The College does not comply with legislation and national guidelines. • There is a failure to provide a robust learner experience
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• Internal Audit of the Student Association's student engagement activities • Statement of Overall Level of Assurance • Scope, Objectives and Overall Findings • Summary of identified strengths as part of the main findings

INTRODUCTION

As part of the Internal Audit programme at the College for 2025-26 an audit was carried out in November 2025 in relation to the Students' Association. The audit took place over a 5-day period with a specific focus on the role and effectiveness of the Student Association in supporting learner voice, representation, and engagement across the College. The audit considered how student engagement contributes to learning and teaching enhancement and supports student wellbeing, inclusion, and academic success.

1. SCOPE, OBJECTIVES AND OVERALL FINDINGS

1.1. The review focused on the controls in place to mitigate the risk that there is a failure to provide a robust learner experience to support onward progression.

1.2. The scope of the audit was to review the Student Association's student engagement activities and how students and staff work together to improve the learning and teaching and overall student experience at the College.

1.3. The College and Student Association are delighted to have been given an Overall Level of Assurance grading of Good stating that - System meets control objectives.

2. AUDIT APPROACH

2.1. As part of the audit process, a series of meetings and discussions were held with key stakeholders, including the Student Association President and Vice President, Student Association Officers, the Head of Student Services, relevant College managers and staff, and student and class representatives.

2.2. These discussions informed an assessment of the alignment of the Student Association's strategy with national (NUS) and local priorities, the effectiveness of student representation mechanisms (including class representatives and student officers), the use of communication channels to promote engagement, and the strength of collaboration between the Student Association, College staff, and external partners.

2.3. The audit approach aims to provide assurance through direct engagement with students and staff, ensuring that findings are informed by a broad range of perspectives and lived experience across the College community.

3. SUMMARY OF MAIN FINDINGS

3.1 The College and the Student Association welcomed the audit report's comprehensive identification of strengths. In particular, the report emphasised the constructive and positive relationship between college staff, Student Association, Class Representatives and students, which underpins an effective collaborative approach and reinforces the College's ethos as a supportive, caring and community-focused educational environment.

3.1. A selection of the main strengths identified are:

Strengths
- The current iteration of the Student Association Strategic Plan covers the period 2023 – 2026 and provides a clear, one-page overview of the mission, vision, values, and key themes.

- The Student Association Constitution sets out key information on how the Student Association should operate, including operational details in relation to processes within the Association, and contains regulations that the Association must follow.

- Operational plans are developed annually, following the election of the sabbatical officers, detailing specific actions, linked to the Student Association Strategic Plan, and manifestos of the incoming sabbatical officers that will be delivered in the academic year. Progress is reported by the Student Association throughout the year, at the Student Association AGM, within the Student Association financial statements, and as part of quarterly Board reporting.

- Quarterly Board reports set out key updates, initiatives that have been actioned, and plans for the remainder of the academic year.

- Student voice is embedded within governance structures, with student representation on the Board, Board sub committees and operational groups.

- Student representation opportunities are promoted heavily within the College, by the Student Association and staff, and through social media and on-campus activity. Significant efforts are made to promote the benefits of student representation, through a multitude of channels including class visits, posters, and social media.

- Discussions between Class Representatives and curriculum staff help to facilitate staff enhancement planning, target training needs, and implement specific initiatives to support the student experience.

- The Student Association is involved in the student induction process and participates in graduation and end of year celebrations, as well as assisting applicants and promoting the services they can provide.

- The Student Association engages widely, connecting with national bodies such as National Union of Students (NUS) and Sparqs through regular monthly online events, in person events, and enabling knowledge sharing and collaboration with representatives and Student Associations from other institutions.

- The Student Association and College demonstrated strong links with external organisations, which further enhances the student experience.

- The Student Association has been trained to help represent and support other students that face disciplinary action, demonstrating that the role of the student union is beyond routine student engagement and also supports advocacy for students.

- Quality evaluation is built into all student activities with an annual end of year review in place to assess what is important to the students themselves.

- In-course questionnaire response rates have increased significantly, from approximately 30% in 2024/25 to over 70% in 2025/26, with ambitions for further growth.

4. RISK

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

4.2. That the College does not provide a positive learner experience or appropriately include learners in the decision-making process

5. EQUALITIES

There are no implications for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report. The College will continue to work to ensure equal opportunities for all in our students' experiences at the College.

6. RECOMMENDATIONS

Members are recommended to:

- note the contents of this paper; and
- note the Overall Level of Assurance provided
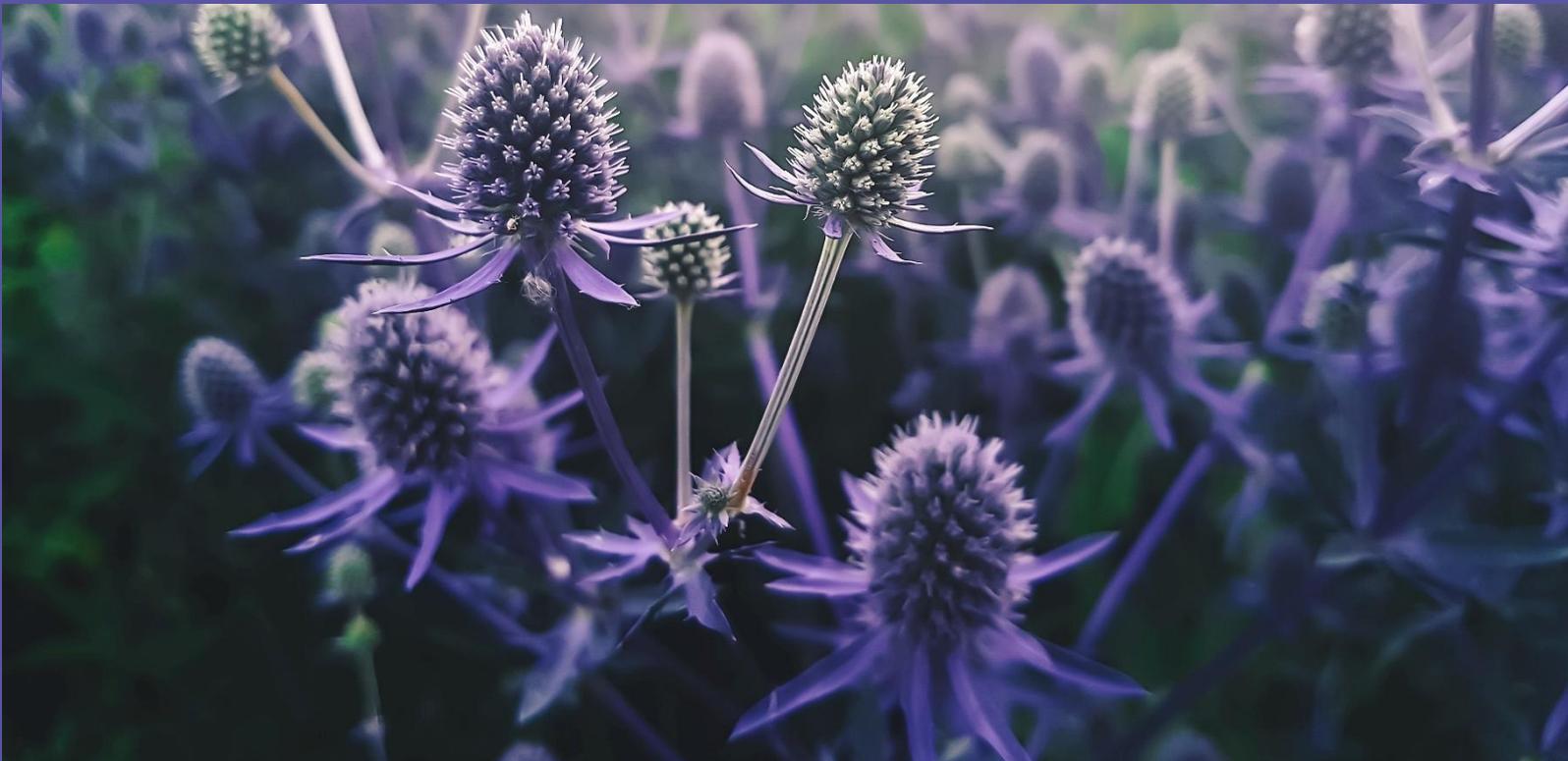- note the identified strengths as part of the audit findings

South Lanarkshire College

Student Association

Internal Audit report No: 2026/02

Draft issued: 29 January 2026

Final issued: 2 February 2026

Henderson
Loggie

Contents

Level of Assurance

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

Gradings are defined as follows:

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

Action Grades

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

Management Summary

Overall Level of Assurance

Good	System meets control objectives.

Risk Assessment

This review focused on the controls in place to mitigate the following risks on the South Lanarkshire College ('the College') Risk Register as at December 2025:

- Risk 12 - There is a failure to provide a robust learner experience to support onward progression (Post Mitigation Risk Score: 4).

Background

As part of the Internal Audit programme at the College for 2025/26, we carried out a review of the Student Association's student engagement activities. The Audit Needs Assessment, agreed with management and the Audit and Risk Committee, identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Principal and the Audit and Risk Committee that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

The importance of appropriate student engagement (and having an effective student association) is recognised by both the Scottish Government and the Scottish Funding Council (SFC). This is reflected within the Code of Good Governance for Scotland's Colleges, which includes a section on student engagement. Compliance with the Code is mandatory as part of the Financial Memorandum the College has in place with the SFC.

A range of good practice has been developed to assist colleges in developing and evaluating their student engagement activities and the work of their student association. This includes:

- 'Framework for the Development of Strong and Effective Students' Associations in Scotland' (developed by the National Union of Students Scotland, published in June 2015). This sets out the key principles and several themes that underpin effective students' associations; and
- 'Guidance on the Development and Implementation of a Student Partnership Agreement in Colleges' (developed by Student Partnerships in Quality Scotland – Sparqs, published in May 2015). This sets out good practice for Student Partnership Agreements between colleges and students' associations.

Oversight of student engagement and the College's relationship with the Student Association rests with the Vice Principal Student Experience & Innovation, and the Head of Student Services, who work collaboratively to ensure that adequate student engagement is achieved across the College.

Student experience is established as one of the key strategic goals in the College's five-year strategy to 2030. This is supported by specific detail reinforcing the importance of maintaining strong student partnerships, which emphasises the collaborative relationship the College has with the Student Association.

Scope, Objectives and Overall Findings

Student engagement at the College is principally about students and staff working together to improve the learning and teaching experience. The College wants its students to be involved in all aspects of learning, helping to shape the College's direction by being a key part of the decision-making process in the College.

There are several ways in which students can get involved, including being a part of the Student Association or becoming a Class Representative.

The scope of this audit was to review the Student Association's student engagement activities.

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

Objective	Findings			
To obtain reasonable assurance that:	**Level of Assurance**	**1**	**2**	**3**
		No. of Agreed Actions		
1. The Student Association strategy links to national (NUS) and local priorities, is supported by action plans and subject to appropriate monitoring	**Good**	0	0	0
2. There are effective mechanisms in place to facilitate and encourage student representation (e.g., class reps, student officers)	**Good**	0	0	0
3. Effective communication channels are being used to promote engagement activities	**Good**	0	0	0
4. There is collaboration between the Student Association, College staff and external partners (e.g. local / national groups, other student associations)	**Good**	0	0	0
5. Mechanisms are in place to assess how Student Association engagement activities contribute to student wellbeing, inclusion, and academic success	**Good**	0	0	0
Overall Level of Assurance	**Good**	**0**	**0**	**0**
		System meets control objectives.		

Audit Approach

Through discussion with the Student Association President and Vice President, College Head of Student Services, members of the College Executive Team, and other relevant College managers and staff and Class Representatives, we considered the extent to which the above objectives were being met.

Summary of Main Findings

Strengths
- The current iteration of the Student Association Strategic Plan covers the period 2023 – 2026 and provides a clear, one-page overview of the mission, vision, values, and key themes.
- The Student Association Constitution sets out key information on how the Student Association should operate, including operational details in relation to processes within the Association, and contains regulations that the Association must follow.
- Operational plans are developed annually, following the election of the sabbatical officers, detailing specific actions, linked to the Student Association Strategic Plan, and manifestos of the incoming sabbatical officers that will be delivered in the academic year. Progress is reported by the Student Association throughout the year, at the Student Association AGM, within the Student Association financial statements, and as part of quarterly Board reporting.
- Quarterly Board reports set out key updates, initiatives that have been actioned, and plans for the remainder of the academic year.
- The Student Association budgeting process ensures that local priorities are met, while supporting the sabbatical officers in developing their own skills. Ongoing support is provided by College Finance staff to ensure compliance and effective monitoring.
- Student voice is embedded within governance structures, with student representation on the Board, Board sub committees and operational groups.
- An election schedule is in place for both sabbatical staff and Class Representatives, ensuring that timelines are met and there is no gap in representation.
- Student representation opportunities are promoted heavily within the College, by the Student Association and staff, and through social media and on-campus activity. Significant efforts are made to promote the benefits of student representation, through a multitude of channels including class visits, posters, and social media.
- Training sessions are offered to all student representatives through Sparqs, with further support made available via Student Services staff.
- Discussions between Class Representatives and curriculum staff help to facilitate staff enhancement planning, target training needs, and implement specific initiatives to support the student experience.
- The Student Association and Student Services teams work closely with the Marketing team to develop effective communications, and promotion of activities throughout the College.
- The Student Association is involved in the student induction process and participates in graduation and end of year celebrations, as well as assisting applicants and promoting the services they can provide.
- There is a dedicated Student Association Teams channel which is used to support planning and communication, with a specific area for Class Representatives to communicate, and updates regularly shared. The College also utilises text reminders, printed posters, repurposed smartboards for digital signage, and a fortnightly student newsletter, Student News 4 U.
- It is evident that Student Services staff maintain a close working relationship with the Student Association, providing the sabbatical team with day-to-day support and both teams actively signposting students to the most appropriate support.
- The Student Association engages widely, connecting with national bodies such as National Union of Students (NUS) and Sparqs through regular monthly online events, in person events, and enabling knowledge sharing and collaboration with representatives and Student Associations from other institutions.
- The Student Association collaborates with students from across the College, showcasing and utilising their skills in activities, and with the curriculum team, with initiatives such as the Love Your Planet in partnership with the Horticulture curriculum team and Scottish Bee Association.
- The Student Association and College demonstrated strong links with external organisations, which further enhances the student experience.

Summary of Main Findings (Continued)

Strengths (continued)
- The Student Association undertakes a range of activities throughout the year, focussing on key areas such as student wellbeing, inclusion, and academic success.
- The Student Association has been trained to help represent and support other students that face disciplinary action, demonstrating that the role of the student union is beyond routine student engagement and also supports advocacy for students.
- At the end of each event held by the Student Association, feedback forms are issued to students to capture intelligence on what students enjoyed, and where improvements can be made for future events. Feeback opportunities are also advertised in the student newsletter and promoted by College staff and the Student Association itself, with anecdotal feedback also regularly provided to the Student Association.
- Quality evaluation is built into all student activities with an annual end of year review in place to assess what is important to the students themselves.
- In-course questionnaire response rates have increased significantly, from approximately 30% in 2024/25 to over 70% in 2025/26, with ambitions for further growth.
- The College operates a feedback mechanism through a system called 'Tell us at SLC', which is a process that allows students to report issues anonymously through the website, with reporting taken to the Principalship periodically for full oversight. Reporting is also promoted through a 'You Said, We Did' process, which demonstrates initiatives or improvements that have been made as a direct result of student feedback.

Actions Already in Progress
- The College is exploring opportunities to further strengthen the student engagement arrangements, including the potential creation of a Student Engagement Manager role.
- The College previously ran regular 'Student Question Time' sessions, which acted as a direct forum to engage with the College Executive Team. There are plans to re-introduce these sessions at Curriculum Team level in Spring 2026, which will enhance the existing student engagement arrangements.

Acknowledgments

We would like to take this opportunity to thank the managers and staff at South Lanarkshire College and the Student Association officers who helped us during the course of our review.

Main Findings

Objective 1 - The Student Association strategy links to national (NUS) and local priorities, is supported by action plans and subject to appropriate monitoring

The current iteration of the Student Association Strategic Plan covers the period 2023 – 2026 and provides a clear, one-page overview of the mission, vision, values, and key themes. The plan is a student-led document with input provided by the Student Association, Student Representatives, and the wider student population through engagement and workshops. The plan is designed to be accessible and visually engaging to promote understanding and effective engagement. It underpins operational planning and reinforces integrity and accountability in the Association's activities. The National Union of Students (NUS) Framework for the Development of Strong and Effective College Student Associations in Scotland is considered to be best practice guidance within the sector, and has been used to support the development and review of the Student Association Strategic Plan.

The Student Association Constitution took effect from March 2021, with a review due to be undertaken in early 2026. The constitution sets out key information about the Student Association across three areas:

- The Articles;
- The Schedules; and
- The Appendices.

The Articles set out the aims and objectives of the Student Association, with guidelines provided on how the Association should operate. The Schedules further support this, giving additional operational details in relation to processes within the Association. The Appendices contain all the information, including regulations, that the Association must follow.

Operational plans are developed annually, following the election of the sabbatical officers. These plans contain specific actions, linked to the Student Association Strategic Plan, and the manifestos of the incoming sabbatical officers, that will be delivered in the academic year. The plan also contains indicators of success, timescales, responsibilities, and budget considerations. The incoming sabbatical officers review the prior year plan, considering whether any actions are ongoing, and if they will continue to implement these as part of the revised plan for the next year.

Progress is reported by the Student Association throughout the year, at the Student Association AGM, within the Student Association financial statements, and as part of quarterly Board reporting. The Board reports set out key updates, initiatives that have been actioned, and plans for the remainder of the academic year. The report utilises graphics and video content to enhance engagement with the reporting.

Student Association

Objective 1 - The Student Association strategy links to national (NUS) and local priorities, is supported by action plans and subject to appropriate monitoring (Continued)

Financial governance is supported by the Student Association Financial Procedures (2020) and annual budgets, which are aligned to College financial processes. From our discussions with College staff, and representatives from the Student Association, it was confirmed that involvement in the budgeting process is instrumental in ensuring that local priorities are met, while supporting the sabbatical officers in developing their own skills. Ongoing support is provided by College Finance staff to ensure compliance with the financial procedures and effective monitoring.

During our discussions with the Executive Team and management, it was noted student voice is embedded within governance structures, with student representation on the Board, committees and operational groups. Oversight of the Association sits with the Vice Principal Student Experience & Innovation, supported by the Head of Student Services and wider team. The College is exploring opportunities to strengthen this support further, including the potential creation of a Student Engagement Manager role.

Student Association

Objective 2 - There are effective mechanisms in place to facilitate and encourage student representation (e.g., class reps, student officers)

The Student Association consists of two sabbatical officers, a full-time President and part-time Vice President, and eight Student Officers. They are appointed annually through a democratic election process amongst the student population. In addition to this, the Student Association is supported by voluntary Class Representatives with the aim of having one representative per class at the College.

There is a firm election schedule in place, with the election process for sabbatical officers beginning in April, and Class Representatives beginning in September of each year. This ensures that timelines are met and there is no gap in representation. Student representation opportunities are promoted heavily within the College, by the Student Association and College staff, and through social media and on-campus activity.

The process is facilitated by the Compliance and Assurance Officer who oversees the nominations and voting processes. Voting takes place on the Moodle platform, with paper balloting available to students unable to use the online system, ensuring equal opportunity to engage with the election process. Nomination packs are available to students on the College website or directly from College staff. These include information about the process including job roles and duties, manifestos, and the election process.

Engagement with the representation process is generally strong, though challenges remain in achieving full coverage of Class Representatives. Representation is encouraged but not mandatory, recognising that quality and commitment are essential for meaningful engagement. Significant efforts are made to promote the benefits of student representation, such as developing employability skills and influencing the student experience, through a multitude of channels including class visits, posters and social media.

Training sessions are offered to all student representatives through Sparqs, with further support available via Student Services staff, and a dedicated Teams channel where student representatives are encouraged to share their experiences and ask questions. Representatives are guided on their role, including how to signpost students to appropriate services when issues cannot be resolved directly.

There are regular course team reports between student representatives and curriculum staff. Students are encouraged to spend time as a group discussing their views about the course, including what they enjoy and any areas that could be improved. Class representatives are then invited to discuss these views with curriculum staff, and feedback then collated by curriculum staff and provided to students. It is emphasised that although these mechanisms are in place to encourage open discussion, students and representatives are welcome to discuss their views with College staff at any time and do not need to wait for specific meetings. These discussions help to facilitate staff enhancement planning, target training needs, and implement specific initiatives to support the student experience.

Student Association

Objective 3 - Effective communication channels are being used to promote engagement activities

The Student Association and Student Services teams work closely with the Marketing team to develop effective communications, and promotion of activities throughout the College. Marketing provides support through the creation of materials, social media campaigns, and digital signage. The Student Association also produces its own content, including photographs and videos from events, and live reporting, which are shared widely to enhance visibility. Brand guidelines for the Student Association have been developed by the Marketing team and are applied consistently across communications, and office branding, to raise visibility of the Student Association. Marketing toolkits are also being planned to support communication activities further.

Student engagement begins at the application stage, with all applicants invited to attend an open day, where Student Association representatives are present to assist applicants and promote the services they can provide. There is ongoing contact with students prior to enrolment, with regular communications made to offer holders to bring awareness to the Student Association and initiatives at the College. The Student Association is also involved in the induction process, both in September and January, carrying out class visits to speak with students. The Student Association also participates in graduation and end of year celebrations.

Video and social media content is frequently used to introduce sabbatical officers and promote initiatives, aligning with student preferences for digital communication. Feedback indicates this approach has been well received and has brought awareness to the services that the Student Association can provide to students.

There is a dedicated Student Association Teams channel which is used to support planning and communication. There is a specific area for Class Representatives to communicate, and updates are regularly shared. From our discussions with College staff, it was noted that the use of emails for regular communications has been reduced following student feedback, however Teams acts as an open communication channel to engage with students. In addition to this, the College utilises text reminders, printed posters, repurposed smartboards for digital signage, and a fortnightly student newsletter, Student News 4 U. This multi-channel approach ensures that information reaches students through their preferred communication channels.

Student Association

Objective 4 - There is collaboration between the Student Association, College staff and external partners (e.g. local / national groups, other student associations)

Both the Student Association and College staff foster strong collaboration across all areas, including Finance, Administration, and Student Services. Student Services staff maintain a close working relationship with the Student Association, providing the sabbatical team with day-to-day support and both teams actively signposting students to the most appropriate support.

The Student Association engages widely, connecting with national bodies such as NUS and Sparqs through regular monthly online events, in person events, and enabling knowledge sharing and collaboration with representatives and Student Associations from other institutions. Attendance at these events ensures the College remains aligned with sector-wide initiatives.

Joint campaigns, such as 'Think Positive', co-signed by the Principal and the Student Association, highlight the College's commitment to wellbeing and inclusion for students. The College is also invited to contribute to networking meetings, reinforcing its role as an active sector partner.

The Student Association also collaborates with students from across the College, showcasing and utilising their skills in activities such as photography and catering during events. The Student Association also works with the curriculum team, with initiatives such as the Love Your Planet in partnership with the Horticulture curriculum team and Scottish Bee Association

The Student Association and College also have strong links with external organisations which further enhances the student experience. Events are well supported by external organisations, providing resources to support initiatives such as Freshers events, the Student Larder, and the Toast Topper Club, which address poverty, isolation, and access to services. Annual celebrations and volunteering events, alongside partnerships with third-sector organisations such as Women's Aid, GBU Charter, and campaigns including White Ribbon, Pride, and local foodbank support, demonstrate the College's commitment to community engagement and social responsibility.

Student Association

Objective 5 - Mechanisms are in place to assess how Student Association engagement activities contribute to student wellbeing, inclusion, and academic success

The Student Association undertakes a range of activities throughout the year, focussing on key areas such as student wellbeing, inclusion, and academic success. Recent initiatives have included Freshers induction events, the Student Larder which offers food and other products to students in need, Men's mental health events and promotion of in-house counselling services, and mindfulness and wellbeing classes. In addition to this, the Students' Association runs a free breakfast Toast Topper club and free lunch events available to all students to provide support to students that may be struggling financially whilst encouraging socialisation and inclusion in the College community. Many of the events and initiatives are targeted based on student feedback or an identified need, for example, Men's Mental Health and access to the student larder.

In addition to engagement activities, the Student Association has been trained to help represent and support other students that face disciplinary action, demonstrating that the role of the student union is beyond engagement and also supports advocation for students.

At the end of each event, feedback forms are issued to students to understand what students enjoyed, and where improvements can be made for future events. Feedback forms are kept simple with minimal questions to try and maximise engagement. Feeback opportunities are also advertised in the student newsletter and promoted by College staff and the Student Association itself. Anecdotal feedback is also regularly provided to the Student Association

Evaluation is built into everything that the College does. There are key performance indicators (KPIs) in place in relation to both attainment and retention, which is reflective of the engagement that students have with the College. Quality evaluation is built into all student activities with an annual end of year review in place to assess what is important to the students themselves.

The College and Student Association continue to focus on improving student engagement. In-course questionnaire response rates have increased significantly, from approximately 30% in 2024/25 to over 70% in 2025/26, with ambitions for further growth in response rates. This followed a targeted campaign in which student representatives and staff promoted the completion of the questionnaire.

The College also operates a feedback mechanism through a system called 'Tell us at SLC'. This system arose through a student focus group where it was noted that students wanted a straightforward way to report issues without having to go through a formal complaints process. This process allows students to report issues anonymously through the website. Staff are obligated to consider the report and provide a response in a timely manner, and issues are reported to the head of the relevant area for the issue to be investigated and a solution found. Reporting is also taken to the Principalship periodically for full oversight. Reporting is also promoted through a 'You Said, We Did' process, which demonstrates initiatives or improvements that have been made as a direct result of student feedback.

The College previously had regular 'Student Question Time' sessions, which acted as a direct forum with the College Executive Team. There are plans to re-introduce these sessions at Curriculum Team level in Spring 2026, which will further enhance the existing student engagement arrangements.

Henderson Loggie

South Lanarkshire College
LTSE Workplan 25-26

		21/8/25	20/11/25	19/2/26	28/5/25
Standing Items	Student Association Report	Emily Test Gender-Based Violence (GBV) Charter	Freshers Fayre Review & Refreshers Planning	Headline Activity Report	Headline Activity Report
		Student Poverty/Cost of Living	Student Welcome Update	Student Welfare Initiatives	Student Welfare Initiatives
		Student Mental Health Agreement	Class Visits and Representatives	Student Representation	Student Representation
		NUS Lead & Change	Forthcoming Events	Events and Engagements	Events and Engagements
		Forthcoming Events	Student Poverty/Cost of Living	Project Highlights	Project Highlights
		2025-26 Operational Update	2025-26 Operational Update	Student Voice	Student Voice
	Curriculum Report	Final Credit Out turn 24-25	Final enrolment numbers August 25	January 26 Recruitment and Enrolment	Credits Generated 25-26
		Targets for the new session	Credits Generated 25-26	Credits Generated 25-26	Retention Update
		Application and Enrolments 25-26	Early retention	Withdrawal and Retention, 25-26 (to date)	Operational Plan and Key Projects 25-26
		Operational Plan and Key Projects 25-26	26-27 Curriculum Planning	Curriculum Growth and Diversification	Curriculum Growth and Diversification
		Curriculum Growth and Diversification	Operational Plan and Key Projects 25-26	Curriculum Highlights	Curriculum Highlights
		Curriculum Restructure	Curriculum Growth and Diversification	-	-
		Curriculum Highlights	Curriculum Highlights	-	-
	Quality & Learning and Teaching Innovation Report	Student Voice and Course Evaluation	The SLC Quality Cycle	The SLC Way Cycle 2025- 26	The SLC Way Cycle 2025- 26
		Course team and Curriculum Self-evaluation	Course team and Curriculum self-evaluation	Student Voice and Evaluation - Enhancing the Student Experience	Course team and Curriculum self-evaluation
		Quality Audit Group	Quality Audit Group & Internal Audit	Self-Evaluation Update 2025-2026	Quality Audit Group
		Qualifcation Approval Activity	Qualifcation Approval Activity	Qualty Audit Group - Institution Led Review	Qualifcation Approval Activity
		External verification and Assurance	External verification and Assurance	Learning and Teaching Innovation Update	External verification and Assurance
		External Examinations	Key Stakeholder Engagement	Qualification Approval Update	Key Stakeholder Engagement
		Key Stakeholder Engagement	System and Processes Updates	External Verification and Quality Assurance Activity	System and Processes Updates
		-	Student Voice and Course Evaluation	Key Stakeholder Engagement	Student Voice and Course Evaluation
		-	-	System and Process Update / Transition to Qualifications Scotland and Systems Verification	Learning and Teaching Innovation
	Student Engagement and Partnership Report	Educational Learning Support Transition	Counselling and Wellbeing Team	Educational Learning Support (ELS) Progress Update	Counselling and Wellbeing Team
		Graduation Preparation	Educational Learning Support	Counselling, Support and Resilience Building	Educational Learning Support
		Key Stakeholder Engagement	Supporting Vulnerable Groups	Support for Care Experienced (CE) and Priority Groups	Supporting Vulnerable Groups
		-	Key Stakeholder Engagement	Building Connections for Future Learners	Key Stakeholder Engagement
		-	-	Key Stakeholder Engagement	-
		-	-	Emily Test Gender-Based Violence (GBV) Charter for Colleges and Universities (Annual Review)	-
	Complaints Quarterly Report	Quarterly report	Quarterly report	Quarterly report	Quarterly report
		Complaints Action Plan	Complaints Action Plan	Complaints Action Plan	Complaints Action Plan
	Deep Dives	N/A	Learning and Teaching Innovation Activities	N/A	N/A
	Additional Papers	Marketing and Communication Report	Complaints Annual Report 2024-25	Marketing and Communication Report	Employer Engagement Plan 26-27
		Student Welfare: Duty of Care Audit 24-25	Policy Review Update	Analysis of Round 1 of the Curriculum Self-evaluation Cycle	Policy Review Update
		SFC Report on Widening Access 2023-24	-	The SLC Way - Final	-
		-	-	Student Association Audit Report SLC 2025 - 2026	-

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	19 February 2026
TITLE OF REPORT	2025-2026 Quarter 2 Complaints Handling Report
REFERENCE	Agenda Item 14
AUTHOR AND CONTACT DETAILS	Vari Anderson Vari.anderson@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the: complaints received by the College during Quarter 2 (1 November 2025 to 31 January 2026), and an update on the continuing governance of the complaints handling process.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: • all complaints are logged on the College complaints handling system; • the College complies with Scottish Public Service Ombudsman (SPSO) governance;
RISK	• 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:	• To provide a responsive, high-quality and entrepreneurial, destination focussed curriculum embedding holistic support services, and lifelong learning opportunities for the communities the College services. • To recruit, retain develop and recognise talented staff who will enable students to reach their full potential.
SUMMARY OF REPORT:	• Four complaints were received, three of which were closed within SPSO timescales. One complaint remains ongoing, with a response due by 4 March 2026. • This is a slight decrease in number of complaints compared to Quarter 2 2024/2025. • Lessons learned and actions to improve are identified and addressed. • Two complaints were marked as resolved and one complaint was not upheld.

1. INTRODUCTION

1.1. This paper provides an overview of the complaints received during Quarter 2 2025/2026, the continuing governance of the complaints handling process and complaint trends

2 DISCUSSION

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

2.2 The tables below report for Quarter 1:
- SPSO KPIs
- category and outcome of complaints with actions to improve; and
- complaint trends.

2.3 Table 1 Quarter 2 SPSO KPIs

KPI 1: The total number of complaints received and as a % of college population WDENR at 30 January 4,015	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
4 (0.09%)	Stage 1 – 2 Complaints Closed Stage 2 – 1 Complaint Closed 1 Complaint Ongoing – moved to stage 2, response due 4 March 2026	Stage 1 – 8 days Stage 2 – 32 days* *Extension granted for further investigations due to the festive period and students not being on campus.	Stage 1 – 2 Resolved Stage 2 – 1 Not Upheld 100% Closed at each stage. Stage 2 – 1 Ongoing

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

2.5 *Table 2: Quarter 2 2025-2026 category of complaint, outcome of complaint and actions to improve:*

Complaint Category	Complaints Received	Outcome of Complaint	Actions to improve
Customer Care	4	2 Resolved 1 Not Upheld 1 Ongoing – response not due until 4 March 2026	• Head of Curriculum to arrange for member of staff to complete CPD in classroom management • Staff to be reminded when contacting students, best practice is to use Teams call function.
Applications to Progression			
Course Related			
Services			
Facilities			
Other			

2.6 Quarter 2 of 2025–2026 recorded a reduction in total complaints, falling from 8 in Quarter 1 to 4, a decrease of 50%. Compared with Quarter 2 of 2024–2025, complaints also declined, dropping from 7 to 4.

2.7 *Table 3 Quarter 1 2025-2026 and 2024-2025 comparison of complaints received and outcomes:*

	2025-2026	2024-2025
Total complaints received	4	7
Complaints received resolved	2	1
Complaints received partially upheld	0	0
Complaints received upheld	0	2
Complaints received not upheld	1	3
Currently being investigated	1	1

2.8 Of the four complaints received, each complaint was in the category 'Customer Care'. A comparison of complaint categories for Quarter 2 between 2025-2026 and 2024-2025 shows that Customer Care was the highest category. Complaints related to Services, Application to Progression and Course related all decreased.

2.9 Table 4 Quarter 2 2025-2026 and 2024-2025 comparison of category of complaints received:

	2025-2026	2024-2025
Customer Care	4	2
Applications to progression	0	1
Course Related	0	4
Services	0	0
Facilities	0	0
Other	0	0

3 EQUALITIES

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

4 RISK AND ASSURANCE

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

5 RECOMMENDATIONS

5.1 Members are asked to note:

5.1.1   all complaints are logged on the College complaints handling system; and

5.1.2   the College complies with Scottish Public Service Ombudsman (SPSO) governance.