

Lanarkshire

Outcome Agreement

2018/21.

2018

15/05/18 Update

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Introduction

Reporting

An outcome-focussed approach has been adopted to improve the outcomes for the individual learner and the Scottish economy as a whole. This Outcome Agreement demonstrates how Lanarkshire's colleges are:

- Contributing to a reduction in youth unemployment and improving life chances by providing all learners with the necessary skills to progress into sustainable employment.
- Ensuring provision is efficiently delivered and meets national, regional and local employer needs through the use and analysis of Regional Skills Assessments (RSAs), Skills Investment Plans (SIPs) and other relevant labour market intelligence.
- Supporting learners to complete their study and achieve successful outcomes.

Funding

College region Lanarkshire (New College Lanarkshire and South Lanarkshire College) will receive **£45,306,238** core teaching funding, and **£7,464,747** capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2018/19 to plan and deliver **171,687** credits worth of further and higher education in the Region. This includes **7219** credits for early education and childcare activity.

Core Student Support funding for 2018/19 is **£13,780,289**.

In addition, the college region will receive **£3,155,524** in European Social Fund – Developing Scotland's Workforce (ESF-DSW) grant through the SFC to deliver **12,169** further credits to eligible learners (*There is no additional student support funding allocation from SFC as the ESF-DSW is exclusively Higher Education [HE] and therefore supported by Student Awards Agency Scotland [SAAS]*).

The total credit target for 2018/19 is therefore **183,856**.

The funding is on the condition that the Regional Board signs and commits to deliver the outcomes detailed within this outcome agreement.

Agreement Signatories

Martin McGuire
Principal
New College Lanarkshire

Stewart McKillop
Principal
South Lanarkshire College

Linda McTavish
Regional Chair
Lanarkshire

John Kemp
Acting Chief Executive
Scottish Funding Council

Date:

Date:

Date:

Date:

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Lanarkshire Funding Distribution AY 2018/19

	Lanarkshire	NCL	SLC	Distribution Ratios	
	2018-19	2018-19	2018-19	2018-19	
	Indicative Allocation	Indicative Allocation	Indicative Allocation	Distribution Ratio NCL	Distribution Ratio SLC
Early Ed & Childcare (HE)	7,219	5,449	1,770	75.5%	24.5%
ESOL	636	480	156	75.5%	24.5%
Core	163,832	123,670	40,162	75.5%	24.5%
Total Core Credits	171,687	129,599	42,088	75.5%	24.5%
ESF Credits	12,169	6,263	5,906	51.5%	48.5%
Total credits to be delivered	183,856	135,862	47,994	73.9%	26.1%
Core - SFC Credit Funding & Fee Waiver (Excluding Early Ed & Childcare)	£33,148,590	£25,022,420	£8,126,171	75.5%	24.5%
Core - Deprived postcode premium	£1,275,183	£962,580	£312,603	75.5%	24.5%
Access & Inclusion premium	£4,364,018	£3,294,206	£1,069,812	75.5%	24.5%
Access & Inclusion premium Supplement	£750,000	£750,000	£0	100.0%	0.0%
Early Ed & Childcare (HE)	£1,741,597	£1,314,655	£426,942	75.5%	24.5%
ESOL	£153,482	£115,857	£37,625	75.5%	24.5%
Indicative core teaching funding (including Childcare and ESOL)	£41,432,870	£31,459,718	£9,973,152	75.9%	24.1%
Funding for National Bargaining (unfunded in 2017-18)	£255,652	£188,916	£66,736	73.9%	26.1%
Funding for National Bargaining 2018-19	£3,210,276	£2,372,262	£838,014	73.9%	26.1%
Funding for National Bargaining 2018-19 Sub-total	£3,465,928	£2,561,178	£904,750	73.9%	26.1%
Additional Financial Pressures	£407,440	£301,081	£106,359	73.9%	26.1%
Core teaching funding allocation Total	£45,306,238	£34,321,977	£10,984,261	75.8%	24.2%
European Social Fund - Teaching and fee waiver	£3,155,524	£1,624,049	£1,531,475	51.5%	48.5%
Additional Strategic Funds for ESF DSW	£0	£0	£0	N/A	N/A
Total: European Social Fund - Teaching and fee waiver	£3,155,524	£1,624,049	£1,531,475	51.5%	48.5%
Teaching Funding Total Including ESF	£48,461,762	£35,946,025	£12,515,737	74.2%	25.8%
Core - Student support	£13,780,289	£10,183,066	£3,597,224	N/A	N/A
European Social Fund - Student support	£0	N/A	N/A	N/A	N/A
Total - Student support	£13,780,289	£10,183,066	£3,597,224	73.9%	26.1%
lifecycle maintenance	£1,284,292	£949,039	£335,253	73.9%	26.1%
High priority backlog maintenance	£6,180,455	£4,805,393	£1,375,062	77.8%	22.2%
Capital/Maintenance	£7,464,747	£5,754,432	£1,710,315	77.1%	22.9%
Coatbridge Loan Funding	£1,100,000	£1,100,000	£0	N/A	N/A
Grand Total Funding	£70,806,799	£52,983,523	£17,823,276	74.8%	25.2%

2018-19		
Price per credit Lan	Price per credit NCL	Price per credit SLC
£241.25	£241.25	£241.25
£241.25	£241.25	£241.25
£239.24	£239.19	£239.40
£241.33	£242.75	£236.96
£259.31	£259.31	£259.31
£263.59	£264.58	£260.78

£74.95	£74.95	£74.95
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£6.99	£6.99	£6.99
£33.62	£35.37	£28.65
£40.60	£42.35	£35.64

Part 1 – Regional context

All data presented referenced from Skills Development Scotland (2017) Lanarkshire Regional Skills Assessment – December 2017

Population size/demographic profile (working age population)

Lanarkshire is the second largest region in Scotland by population with larger than average population of eighteen years of age and below. Our population growth rate of 2% is the less than the forecast national rate of 7% over the next 20 years. The region is expected to have greater decline (10%) in the working age population which is approximately double the national average decline of 5%. Within the same period Lanarkshire's 65 – 74 age band is projected to increase by 32%, compared to the 27% nationally.

Unemployment, skills and qualifications

Unemployment in 2016 was one percentage point below the national average at 3.9%. This was the second lowest unemployment rate of all regions. Youth unemployment in 2016 was 6%, half the national rate of 12%. However despite these positive labour market signs, national insight (SDS, November 2017) highlights a move towards a rise in “non-standard” jobs such as part time, zero hours contracts; and challenges relating to in work poverty and in work progression. Lanarkshire has lower levels of advanced qualifications, HE qualifications (SCQF level 7-12) and higher levels of elementary qualifications (SCQF 1-4). SFC has used effectively European Social Fund Youth Employment Initiative (ESF YEI) funding to help address skills shortages in Lanarkshire, including requirements for upskilling, training new employees and new skill development. The colleges are working actively with SFC to ensure that this activity may be continued after the ESF YEI project comes to its end in 2017-18.

Areas of deprivation

Lanarkshire has a higher proportion of its population living in deprived postcode areas than the Scottish average. Deprivation is particularly acute in data zones in Larkhall, Airdrie, Coatbridge, Whitlawburn, Motherwell, Rutherglen and Hamilton. 11% of Lanarkshire's 1,008 data zones were in the top ten per cent most deprived in Scotland. However, the colleges have been successful in engaging with learners from these areas with around 19% of the student populations coming from these data zones.

Destination analysis

For school Leaver destinations In 2015/16, the proportion going into higher education varied from 57% in East Dunbartonshire (the second highest in Scotland) to much lower rates in South Lanarkshire (39%) and North Lanarkshire (36%). In all three local authorities the proportion of school leavers going into higher education has increased since 2009/10. The proportion of school leavers going into further education has decreased since 2009/10, with one percentage point fewer leavers in the region taking this option. Overall one fifth (20%) of school leavers in the Lanarkshire Region went into further education as their initial leaver destination, this was slightly lower than the national average (22 %). Employment as an initial leaver destination has increased across the region and Scotland as a whole since 2009/10. Regionally more than one quarter (29%) of school leavers entered employment after leaving school. This is a 6 point increase from 2009/10. The combined positive destination rate for our college leavers is higher than the Scottish average and the combined proportion of learners going straight into employment at the end of their programme is also higher than the Scottish average. The proportion of learners entering HE with advanced standing has steadily increased over the years and is at a record high, with UWS and Glasgow Caledonian University being the two Universities that provide most progression routes for learners.

Meeting the needs of employers

Both colleges have good links with local communities and businesses and each is well regarded in its own right by employers for the quality of delivery. The colleges continue to invest in developing vocational areas where there is identified demand, including those from the top five Job Requirements by Key Sector: Construction; Health and social care; Tourism; Financial and business services; Food and Drink. Demand is forecast to be greatest for people with higher (HE) skills (SCQF levels 7-10). However, there is still substantial forecast demand for those with intermediate (FE) (SCQF levels 5-6) skills. There is lower demand for those with lower (FE) skills (SCQF levels 1-4) or no qualifications. There is a strong focus on the delivery of Modern Apprenticeships, the Future Workforce Development Fund, and other work-focused programmes.

Links with Local Authorities and Senior Phase Vocational Pathways (SPVP)

Each college has strong links with several local authorities, Community Planning Partnerships (CPPs) and other key strategic groupings such as the local authority economic growth board and task forces to support sustainable local economic growth. There are excellent links regarding partnership work to support pupils from disadvantaged areas, pupils with additional support needs and others who wish to opt into a part-college curriculum through the DYW initiative. The colleges work with almost all schools in North Lanarkshire, South Lanarkshire and East Dunbartonshire and some schools in East Renfrewshire and Glasgow.

Science Technology Engineering Maths (STEM)

A high proportion of both colleges' delivery is linked to STEM provision. The colleges will continue to work with local authorities, schools and other appropriate organisations to promote the value of STEM subjects and develop pathways into STEM careers.

Curriculum

76% of the activity delivered is specifically targeted to regional and national industry employment leaders and growth sectors. 10% of activity is targeted at additional growth sectors. 14% of activity is targeted at social and community need.

A comprehensive analysis of the Regional Skills Assessments (RSAs) for Lanarkshire and for Glasgow and Clyde Valley and the college's own feedback from industry and other sector specialists clearly identify need for education and training to provide skilled employees in a broad range of sectors including Construction and Micro-renewables; NHS and local authority care including Dental Nursing; Tourism; Food and Drink; automotive services; ICT and Digital Technologies in support of business and Financial Services.

Equity and Excellence

Both colleges published their Equality Mainstreaming Reports in April 2017. These are available on the colleges' websites at:

Reference:

- [New College Lanarkshire – Equalities Mainstreaming Report](#)
- [South Lanarkshire College – Equalities Mainstreaming Report](#)

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Both colleges are active in supporting the most disadvantaged in society. Arrangements include Corporate Parenting plans with links to specific support organisations. These are available at

Reference:

- [New College Lanarkshire – Corporate Parenting Plan](#)
- [South Lanarkshire College – Corporate Parenting Plan](#)

Both colleges aspire to deliver the best possible outcomes for learners in terms of student attainment and positive destinations at the end of each course in line with the guidance on Equity and Excellence in the Scottish Government's letter of Guidance 29 September 2017. South Lanarkshire College's attainment rates are amongst the top in Scotland for learners who are from the following categories: Care Experienced; SIMD10; SIMD20; Further Education full-time and part-time and Higher Education part time. Its attainment rates are second top in Scotland for HE full-time students. The colleges through their individual arrangements monitor equality of outcomes for under-represented groups and report these to their appropriate committees. Arrangements are in place in some instances to monitor outcomes for these groups from college-wide level through to course team level. This enables focused action to be taken if required. Each college has developed its Equality Mainstreaming Report and associated action plan to meet its specific equality objectives.

European Union Partnerships

Lanarkshire was one of the first college regions in Scotland to deliver mobility for Vocational Education and Training (VET) students and have over fifteen years' experience in the delivery of staff and student mobilities. New College Lanarkshire (NCL) was awarded the Erasmus+ Quality Certificate in 2016 in recognition of the high quality mobility projects delivered by the College and its strategic approach to integrate an international and cultural dimension into the teaching and service functions.

NCL currently deliver one of the largest VET mobility contracts in the UK – working annually with 26 EU partners in 9 countries to send over 300 Scottish learners on short-term work placement programmes. Partnership is reciprocal and NCL host and facilitate placements for approx. 120 young people each year. EU delivery partners are diverse and include FE colleges, vocational schools, Universities, local authorities, employers and sporting bodies. All partners are specialists in their field and are experienced in ERASMUS+ programme activities.

As a direct result of our mobility activity, working relationships with our partners at local, national and European level have been positively enhanced, with stakeholders keen to develop best practice processes and procedures and learn from each other. Partnerships developed through mobility have led to a range of projects in related areas; transnational staff CPD opportunities, the development of new learning materials and resources, EU-conferences and the creation of international collaborative networks.

Intensification

The Scottish Government (SG) have introduced the concept of "Intensification", the aim of which is to provide clear correlation between SG's investment and its associated desired outcomes. The SG require colleges to build upon the work already established in the process of "intensification" and to drive this forward in Academic Year (AY) 2018/19. This process demands the setting of ambitious targets, encouraging engagement; improving transparency and accountability, and driving improvement.

Our approach to "Intensification" to provide Equality and Fairness by contributing to create a more equal society will focus on critical reflection of our ability to deliver relevant learning and qualifications

measured against real world success in the labour market, educational advancement and personal development. This is facilitated through developing a new approach to bring clarity to planning, affording all Staff to contribute to clear objectives through their Actions. Elements such as multidisciplinary change and improvement groups and new clear, concise, measurable and accountable institutional action plans are examples of how this can be achieved. Clarity and transparency inherent in this approach will improve non-executive Board Member's ability to monitor, scrutinise, challenge and support.

Further examples include contributing to a more successful economy and society by using techniques outlined above and renewing or drive to maximising common benefit through partnership and collaboration applied to initiatives such as growing and developing Science Technology Engineering and Mathematics (STEM) provision; growing and developing Early Learning and Childcare (ELC); growing and developing Apprenticeships; striving for meaningful and productive employer engagement ; and Developing the young workforce.

This Outcome Agreement provides detail describing our ambition, commitment and actions relating to these areas and the many more listed page one's contents list. Achieving this level of ambition will be driven through this intensified approach.

The Learner Voice

Lanarkshire's Students' Association Presidents have engaged in the formal development of this document and have summarised the value we add to fulfilling our regional outcome agreement, through this statement.

Students' Associations in the region are developing operational and strategic planning processes to prioritise our aims and manage our resources.

South Lanarkshire College Students' Association (SLCSA) has aligned its plans with the themes and principles of NUS' *Framework for the Development of Strong and Effective College Students' Associations in Scotland* to support our development and streamline the evaluation of our impact

South Lanarkshire College has set up a new advisory group with both external and staff membership to ensure the empowerment of student representatives through the provision of independent advice and additional rigour in the development of our policies and plans.

Representatives of SLCSA feel welcome and engaged in College-wide groups and committees including the Safeguarding Group, the Equality Group, the Sustainability Group, Academic Board and, Quality Audit Group. We support the College in engaging with Class Representatives through course teams, focus groups and, the informal curriculum.

Both college Students' Associations have been active in promoting various initiatives and pursuing appropriate accreditation, supporting Region-wide outcomes. In South Lanarkshire College this includes achieving the LGBT Charter Mark and, working towards the Healthy Mind Healthy Body Awards as well as re-accreditation through NUS' Responsible Futures sustainability programme.

New College Lanarkshire Student Association has prioritised their plans in alignment with their Student partnership agreement, sparqs Student Engagement Framework, and Education Scotland's How Good is your College. NCLSA will continue to work in partnership with the College and Sparqs to increase the impact of NCLSA.

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At New College Lanarkshire, NCLSA and college staff work in partnership to engage with the whole of the student body, supporting the class representative structure and actively engaging with students at various events and activities.

As part of the Student partnership agreement, NCLSA are working towards Healthy Mind Healthy Body Awards, as well as supporting physical and mental health well-being events in conjunction with external stakeholders. In addition, NCLSA achieved the highest number of students participating in the NUS national student attendance survey, and were accredited with a trophy for this.

NCLSA have been actively promoting Equality, Inclusion and Diversity events with a very successful LGBT event this year. Student Election this year has shown the impact and visibility of NCLSA is continuing to grow with the highest number of candidates. A total of 1166 votes were cast in what has been our most successful election to date in terms of size, scope, variety and participation. The first every supported Learning student and one of the first NCLSA Saint's officers stood as a candidate. This displays the value and impact of NCLSA and its continued growth.

Overall the Students' Associations have progressed significantly in terms of annual planning, events, engagement in cross-college committees and the development of this Regional Outcome Agreement.

Reference:

- [New College Lanarkshire – Student Association Partnership Agreement](#)
- [South Lanarkshire College – Student Association Plan](#) (to be added after Steering Group meeting in June)

Part 2 – Priorities, Outcomes and Outputs

SFC Priority 1: High Quality learning and teaching

An outstanding system of learning that is accessible and diverse where learners progress successfully with the ability, ideas and ambition to make a difference.

SFC Outcome 1: A more equal society.

Because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.

The colleges deploy funds provided by SFC and the Scottish Government to support students from the most disadvantaged backgrounds. These funds include SFC student support funds, training allowances for SDS funded programmes, EMAs for students meeting the eligibility criteria and discretionary funds for crisis support for students experiencing particular financial difficulties.

We work with many partners to increase the participation of learners, particularly those from protected characteristic groups and those requiring additional support in returning to learning for up-skilling and re-skilling.

Our facilities and estates help support learners to study close to home and/or at a level and time that is suitable for their needs. Part time, evening and flexible access is being promoted across the curriculum. Venues include not only the many campuses we operate, but also schools and community centres. Many courses offer childcare assistance to support our learners' ability to participate. Community-based courses appeal especially to beginners who may be experiencing disadvantage, to get them started on their learning journey. The majority of our community-based programmes are delivered in partnership with other agencies and organisations. These partners include: SDS, North Lanarkshire Council Community Learning, South Lanarkshire Council Community Learning Service, Prince's Trust Scotland, NHS and Glasgow Homelessness Network.

As a partner, we collaborate with local authorities in Corporate Parenting, by providing key contacts to participate as members of their committees that work for and with care experienced people. This allows us to influence and support developments that enhance their life chances through education. Robust college plans also support that aim.

College partnerships are key in enabling disabled people to participate in education, and build appropriate employment skills. We work with a wide range of organisations to support this work, including Independent Living Fund Scotland, Enable, One Parent Families Scotland and the National Autistic Society. Partnerships continue to be developed to look at the type of support that young Black and Minority Ethnic (BME) learners may need to ensure they are able to participate and progress in an equitable way.

Our partnership working outlined above also forms part of a wider consultation, both formal and informal, in support of our ability to assess and plan to improve underrepresentation of protected characteristic groups. A combination of national, local government and college statistical data facilitates our understanding of local need and allows us to align our provision with national priorities and Government aspirations and ambition in support of fairness and equity.

Output 1.1: Identify and address under-representation from protected characteristic and socio-economic groups and ensure equality and diversity in all that we do.

The Lanarkshire colleges address all the general and specific duties of the Equality Act 2010 and The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The colleges have good experience of working together collaboratively in the development of Equality Outcomes. The first set (published in 2013) of overarching outcomes were developed as an umbrella for both colleges supported by each college's own policies and plans. These were refreshed in 2015 and the two colleges are presently working together to review outcomes and progress for the next reporting cycle. This Regional Outcome Agreement has an Equality Impact Assessment to ensure that the agreement has a positive impact on promoting equity, equality and diversity.

National measures:

- 1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced.

Commitment:

- Address our duties as directed by the Equality Act 2010 and The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.
- Invest in staff Continuing Professional Development (CPD) in support of access, inclusion and equality.
- Foster a multi-agency approach to support access, inclusion and equality.
- Analyse and act upon robust data in support of access, inclusion and equality.

Reference:

- [New College Lanarkshire – Access & Inclusion Strategy](#)
- [New College Lanarkshire – Access & Inclusion Action Plan](#)
- [New College Lanarkshire – Access & Inclusion Action Plan Review](#)
- [New College Lanarkshire – Equalities Outcome Plan](#)
- [New College Lanarkshire – Equalities Outcome Plan Review](#)
- [South Lanarkshire College Access and Inclusion strategy, implementation and impact](#)
- [South Lanarkshire College Equalities Mainstreaming Report](#)

Output 1.2: Support and improve access for learners from the 10% most deprived postcode areas.

The colleges have high levels of engagement with learners from the most deprived local communities and have an ambition to grow this further. The proportion of the population from the 10% most deprived postcode areas (SIMD 10) is 11.6%. The Lanarkshire colleges have delivered a steadily increasing level of activity to these groups. In AY 2015/16 the delivery of 35,270 SFC funded Credits to learners from the 10% most deprived postcode areas in Lanarkshire represented 18.9% of all college SFC funded learner activity. This is a significant increase of engagement with learners who live in areas of deprivation and is testament to the colleges' investment in supporting and delivering on this national ambition.

National measures:

- 1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas;
- 4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification.

Commitment:

- Continue to support high levels of SIMD 10 Learner participation.
- Strive to maximise the proportion of Credits delivered to learners in the most deprived 10% postcode areas in support of the SG's national ambition of 20% by 2021.
- Strive to maximise the percentage of MD10 FT FE and HE enrolled students achieving a recognised qualification in support of the SG's national ambition of 68% by 2021.

Output 1.3: Address gender imbalance where it exists in subject areas.

Gender imbalances often reflect historical stereotyping and have persisted over time. Both colleges have action plans to address gender imbalance in specific subject areas by working proactively in partnership with schools, pupils, parents, industry and our local communities. The focus will continue to be on the top five areas where gender imbalance is most acute: construction; engineering; care services; business; and hair and beauty.

National measures:

- 1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced.

Commitment:

- Our ambition is to increase by 5 percentage points the minority gender share in each of the most imbalanced subject "Superclasses" by 2021.

Reference:

- [New College Lanarkshire – Gender Action Plan](#)
- [New College Lanarkshire – Gender Action Plan Review](#)
- [South Lanarkshire College gender action plan with progress report to follow](#)

Output 1.4: Provide support for learners and staff who are also carers.

The Lanarkshire colleges are "Care Aware", which includes both care experienced and carers. NCL is developing a 'Special Leave' policy, which will support the needs of staff carers. Currently, both colleges have 'dependents leave' policies that would be used to cover carers. South Lanarkshire College is a "Leader in Diversity" and has supported learners from the most deprived postcode areas to successfully apply and attain at a high level well above the Scottish average. Both colleges have Corporate Parenting plans in place and are working actively with partner agencies to enable the best outcomes for all learners.

Commitment:

- Develop and adjust our policies to remove barriers and support learners and staff who are also carers.

Reference:

- [New College Lanarkshire – Student Carers Support Policy](#)
- [South Lanarkshire College Student Carers Support Policy \(under review\)](#)

Output 1.5: Support access for care-experienced learners.

Both colleges have in place processes to support care-experienced learners. This includes facilities to fast track bursary payments, ready access to staff for advice and support and supporting policies and procedures such as the colleges' Corporate Parenting Policies.

National measures:

- 1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced;
- 4(d)* Proportion of full-time enrolled Care experienced students successfully achieving a recognised qualification

Commitment:

- The percentage of CE FT FE enrolled students achieving a recognised qualification.
- Strive to maximise the percentage of Care Experienced FT FE and HE enrolled students achieving a recognised qualification in support of the SG's national ambition of 75% by 2021.

Reference:

- [New College Lanarkshire – Corporate Parenting Plan](#)
- [South Lanarkshire College Corporate Parenting Plan](#)

Output 1.6: Support access for learners who use British Sign Language.

Both colleges within the region are working to ensure students who use BSL are supported and are committed to improvement where necessary. We will work to ensure inequalities experienced by students who use BSL are being addressed. We are working to improve our ability to offer accessible advice and guidance to students who use BSL on learning and teaching, service, support and funding. Learners in transition to and from college including school and university who use BSL require a particular focus in the development of our plans and their implementation.

National measures:

- 1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced.

Commitment:

- Address our duties as directed by the British Sign Language (Scotland) Act 2015.
- Acknowledge and support the BSL National Plan.
- Work with support of the SFC to develop our BSL plan.

Reference:

- [New College Lanarkshire – British Sign Language Action Plan \(Available from Oct 2018\)](#)
- [South Lanarkshire College – British Sign Language Action Plan \(Available from Oct 2018\)](#)

Output 1.7: Support access for learners who speak Gaelic.

The colleges recognise that Gaelic is an integral part of Scotland's heritage and national identity and we support parity of esteem for the language. We will take action where appropriate to support the use of the Gaelic language, particularly for native speakers and for those with a desire to learn the language. We encourage its use by speakers among our staff, students and others. Gaelic use within Lanarkshire is at the lowest level of any region in Scotland at 0.7% *National Records Scotland* with demand for use and learning at a low level. The colleges regularly review demand and use and consider the appropriate level of support for the language.

Commitment:

- Acknowledge and support the National Gaelic Language Plan (NGLP).

SFC Outcome 2: An outstanding system of learning.

Where all learners are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities.

The Colleges have a strong focus on Life Skills, Employability and Enterprise and therefore we encourage all of our learners to undertake work placement experience over a range of sectors. Evaluation has shown that the experience is rewarding for disabled students if: The workplace is assessed and deemed suitable for a learner with additional support needs; The workplace manager fully understands any potential barriers for learning and participation; There is a clear focus regarding the outcome of the placement for both parties

The colleges have networks of employers with work placements embedded into many full-time programmes. In order to support employability options for disabled learners, South Lanarkshire College provided work placements for Life Options students. Subsequently some of those students moved directly into supported employment in local businesses. New College Lanarkshire have a range of initiatives to encourage disabled students to access work placements. In recognising that the Health Sector is one of the largest employing industries in the region we have made a commitment to continue and expand our Project Search provision in conjunction with NHS to provide real job opportunities for learners on supported programmes.

Recent changes to ESOL funding methodologies have presented significant challenges to deploying community based provision. Over the last year we have been in discussion our Community Planning Partnership (CPP) colleagues to develop a supported Credit model that still enables the college to assist in the funding of the ESOL Community programmes. We are working to offer a costing mechanism and a service level agreement that will work for both college, and community based provision to enable this delivery to go forward. All certificated and non-certificated credit achievement will be managed by the colleges based on the agreed model. Learners will only be enrolled on ESOL programmes that are suitable for their needs and abilities and all programmes will make an appropriate addition to learners' ongoing development. Progression from non-certificated to certificated units and further advancement will be marketed between the partnerships.

Output 2.1: Increase learner retention and the proportion of learners successfully completing.

The colleges within the region are committed to an even more intensive approach to improving the retention and successful completion of all our learners. We will also work tirelessly to maximise opportunity for our learners who are identified as having protected characteristics or those experiencing any form of socioeconomic disadvantage. Our ambition is to ensure that all learners irrespective of protected characteristic or socioeconomic disadvantage will enjoy the same level of qualification success as all other learners.

By AY 2027-28 we are determined to support learners from the most deprived 10% postcode areas by striving to work towards an ambition of 75.0% of such FE and HE Full time learners successfully gaining their qualification.

National measures:

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- 1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas;
- 4(a)* Proportion of enrolled students successfully achieving a recognised qualification;
- 4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification;
- 4(d)* Proportion of full-time enrolled Care experienced students successfully achieving a recognised qualification.

Commitment:

- Increase the proportion of learners successfully achieving a recognised qualification.
- Improve outcomes for learners through higher levels of learner retention and satisfaction.
- Work in partnership to ensure consistent and proactive learner engagement and representation. Including participating within the SG's National Retention and Achievement Project.
- Practice an effective and consistent approach to learner engagement.
- Strive to maximise the percentage of FT FE and HE enrolled students achieving a recognised qualification in support of the SG's national ambition of 75% by 2021.

Output 2.2: Increase in the number of students articulating to university with advanced standing.

The colleges have supported a steadily increasing number of learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing over the past five years. This proportionately represents a very positive and significant contribution to supporting and delivering on the Scottish Government's advanced standing articulation ambitions.

It should be noted that despite our commitment and success in providing many capable and qualified learners for consideration for advanced standing entry onto university degree programmes, it is not in the gift of colleges to provide these places.

National measure:

- 7* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing.

Commitment:

- Increase the proportion of learners articulating to university with advanced standing.
- Strive to maximise the proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing in support of the SG's national ambition of 62.5% by 2021.

Output 2.3: Identify and provide clear learning pathways.

Progress is evident in our continued commitment to ensuring 'learner journeys' are as clear, efficient and effective as they can be. Curriculum mapping has identified effective progression pathways for learners. Programmes exist from SCQF levels 3 to 9 that form the building blocks for clear progression and articulation routes to higher levels of study through regional and national partnerships. Well-established articulation agreements secure pathways which increase the opportunity for students at SCQF level 7 & 8 to articulate onto degree level courses. All articulation agreements are considered from a regional context with the routes and number of places agreed across the region.

Lanarkshire colleges make use of the SCQF Framework to identify progression routes, confirm pathways are available and to fill gaps in provision, enabling learners to progress.

Educational needs are met through a continuous process of improvement driven by comprehensive review and development. The region continues to work, within very tight fiscal constraints, to promote, develop and invest in technology and environments for learning and teaching and continue to enhance staff skills through Continuous Professional Development. Comprehensive employer / partner / stakeholder engagement is exploited to pursue opportunities to realise optimum community penetration whilst maximising public value and social impact across the region.

National measures:

- 2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges;
- 4(c)* Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges;
- 8* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.

Commitment:

- Maximise opportunities for learner progression from each SCQF level.
- Work with partner universities to increase opportunities for students at SCQF level 7 & 8 to articulate onto degree level courses.
- Continually evaluate and develop relevant learning and employment pathways.

Output 2.4: Earn strong Endorsement and grading from Education Scotland and the Scottish Funding Council using a process of effective self-evaluation and improvement.

During the evaluation of the quality of provision and services within Lanarkshire's colleges, all areas including the Board of management, Senior Management Team, Academic Faculties and Corporate Services undertake self-evaluation exercises. Her Majesty's Inspectors of Education (HMIEs) attend a number of meetings to validate the evidence that contributes to the self-evaluation process and includes Board of Management events, various team meetings and course reviews. Faculties and Corporate Service Departments adopt the How Good Is Our College (HGIOC) quality indicators for the self-evaluation process and then use the information gathered to develop their operational plans for the coming academic year. Faculties when compiling their self-evaluation, also extract information contained within annual programme evaluation frameworks which are compiled as part of the course review process. All curricular areas complete these processes and in doing so they review a number of quality indicators at different times in the year. During annual curriculum evaluation, evidence on learner retention, attainment, and progression is considered in conjunction with learner feedback which may be verbal, or from learner surveys, as well as feedback from employers or placement providers as appropriate.

Feedback in relation to quality of provision is also considered from Awarding Bodies, such as SQA who have previously noted a significant number of areas of good practice within Qualification Verification visit reports and Education Scotland reports and reviews. External recognition from WorldSkills, SDS, sparqs, Quality Scotland and many industry events continue to provide a positive endorsement of the quality of provision across a number of college functions.

This HGIOC framework and associated processes have culminated in the development and ongoing implementation of enhancement plans created by both colleges within the region.

Commitment:

- Ownership of and participation in the self-evaluative process by the Board of Management, managers, practitioners and delivery staff.

- Proactive and continuous engagement with Education Scotland and Scottish Funding Council colleagues.
- Further integrate the new HGIOC quality arrangements and Outcome Agreement process.
- Dedication to continuous improvement and the pursuance excellence.

Reference:

- [New College Lanarkshire – How Good Is Our College Evaluative Report & Enhancement Plan AY 2016/17](#)
- [South Lanarkshire College How Good Is Our College? Quality improvement through self-evaluation 2016-17](#)

SFC Outcome 3: A more successful economy and society.

With well prepared and skilled learners progressing into jobs with the ability, ideas, and ambition to make a difference.

A key element of engaging with partners in the broader issues surrounding improvement of opportunities in support of a more successful economy and society is our close engagement with local authorities and community groups. This is underpinned through membership of Community Planning Partnership (CPP) Boards, executive and working groups. As our senior staff are full members of these groups we are proactive participants in the development of all our local authority Local Outcomes Improvement Plans (LOIPs).

Output 3.1: Deliver Scottish Government ambitions set out in their Youth Employment Strategy – DYW

Both colleges have taken a joint regional perspective in establishing complementary and comprehensive Developing the Young Workforce (DYW) plans in consultation with local education departments. We have worked with stakeholders including local authorities, schools and employers to help us develop this activity further, to build on existing strong links and put a particular focus on developing vocational pathways for Senior Phase school pupils across the Lanarkshire Region.

The colleges within Lanarkshire have also worked closely with the three local authorities of North and south Lanarkshire and east Dunbartonshire in developing their own DYW working group. The Principal of New College Lanarkshire represents the colleges within Lanarkshire as a member of the DYW Regional group board. Senior college managers worked with local authority colleagues in the development their initial bid to the Scottish Government to gain funding and approval and continue to support their ongoing plan development and deployment.

National measures:

- 1b (i)– Volume and proportion of Credits delivered to learners aged 16 to 19;
- 1b (ii) Volume and proportion of Credits delivered to full-time learners aged 16 to 19;
- 2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges;
- 2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision;
- 2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education);
- 4(e)* Proportion of full-time enrolled students aged 16-19 successfully achieving a recognised qualification.

Commitment:

- Maximise opportunities for young learners to engage in work, training or further study.
- Work in partnership with local authorities in delivering tri-regional DYW ambitions.
- Strive to provide the widest possible access and fullest inclusion for those most in need of the positive outcomes of our shared ambitions for DYW.

Reference:

- [New College Lanarkshire – Developing the Young Workforce Action Plan](#)
- [New College Lanarkshire – Developing the Young Workforce Action Plan Review](#)
- [South Lanarkshire College Developing the Young Workforce implementation plan](#)
- [South Lanarkshire College Developing the Young Workforce implementation plan review](#)
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Output 3.2: Satisfy the need for Science Technology Engineering and Mathematics (STEM) provision.

This Output presents our Science, Technology, Engineering and Mathematics (STEM) Regional Strategy which seeks to grow the supply of skills in support of developing our regional economy in higher value added sectors, such as professional, scientific and technical, and information and communications. It also drives skills development to satisfy the continuing needs of the production sector. This shared strategic commitment directs a partnership approach with industry and business that will strive to ensure the supply of a skilled, knowledgeable and work ready workforce.

STEM based skills provision that meets the occupational mix for our region is continually evaluated and reviewed as part of our OA process which is the culmination of a continuous curriculum and service review ranging from programme, sector, institutional, regional through to national monitoring, evaluation and planning. We aim to direct this through our STEM shared Regional Strategic Objectives, presented below as commitments, and our college supporting strategies via regionally mapped provision, a significant proportion of which is delivered in collaboration with partner universities.

National measure:

3. Volume and proportion of Credits delivered to learners enrolled on STEM courses

Commitment:

- Grow STEM provision and maximise the number of learners studying STEM.
- Widen participation and inspire learners to study STEM.
- Ensure we are developing a STEM workforce for the future that will support economic growth, innovation and creativity.
- Increased satisfaction of employers with the skills and capability of our qualified student body.
- Promote participation in national and international skills competitions.
- Forge strong connections with schools, universities and employers through new initiatives.
- Build capacity by optimising use of realistic working environments.
- Increase practitioner and professional learning to nurture industry relevant STEM.
- Align our STEM provision with regional and national skills requirements and labour market demand to ensure employers have access to the workforce they need.

Reference:

- [New College Lanarkshire – STEM Strategy](#)
- [New College Lanarkshire – STEM Action Plan](#)
- [South Lanarkshire College STEM Implementation plan and progress](#)

Output 3.3: Satisfy the need for early years and childcare practitioners.

The Scottish Government (SG) intends to increase Early Learning and Childcare (ELC) provision to support the closing of attainment and equality gaps, and to help transform children's lives. The SG intend to almost double the entitlement to free ELC to 1,140 hours per year (from the current 600 hours per year) by 2020 for all three and four year olds and eligible two year olds.

Scottish Funding Council Letter: Expansion of Early Learning and Childcare activity AY 2017/18. 29 March 2017

Both Lanarkshire colleges are working closely with the Scottish Funding Council (SFC) to maximise the number of suitably qualified learners to contribute towards the required substantial increase in the ELC workforce over the next three to five years.

Commitment:

- Work with SFC colleagues achieve the required proportion of learners that successfully undertake a relevant, ELC qualification.

Output 3.4: Include relevant, high quality work experience within our vocational courses.

All of our vocational and employability programmes focus on providing learners with the knowledge and skills required to meet the needs of industry and employers. Our curriculum and business development teams work with employers and utilise work placement, employer visits and tasters. We continue to build on existing good practice as shared across the sector, sharing knowledge and practical solutions, in support of the Work Placement Standard for Colleges. We strive to provide work experience through inspiration, simulation and placement. Not all learners will engage in all three experiences however we endeavour to provide as many of our learners with a meaningful, relevant work experience. Meaningful employer engagement is essential to realise this output.

National measure:

- 6. Number of full-time learners with substantial 'work placement experience' as part of their programme of study.

Commitment:

- Maximise the proportion of learners that undertake a relevant, high quality work experience within their vocational courses.

Output 3.5: Engage with employers to influence the design and delivery of curriculum and courses.

Active engagement with employers through apprenticeship programmes; The SDS Employability Fund; part-time employer sponsored programmes; work placements in full time programmes and the development of bespoke courses to meet employers' needs helps improve prospects for students in relation to their employability. When both college's data are aggregated, the Region as a whole is above average for students going directly into employment.

Employer engagement is crucial in developing a highly skilled productive workforce. We work closely with our partners from Skills Development Scotland, JobCentre Plus, local authorities and industry to maximise our ability to have productive and effective engagements. We proactively encourage local businesses to work with us and our partners to help them recognise that their knowledge and experience can direct and shape our curriculum delivery and therefore help create the high quality, highly motivated employee they need for future success.

National measure:

- The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying

Commitment:

- We are committed to increasing meaningful engagement with employers resulting in positive change for the learner, future employer and industry.

Output 3.6: Align provision to identified skills needs of employers, learners and stakeholders.

The colleges offer a curriculum which delivers well prepared and skilled learners progressing into jobs with the ability, ideas, and ambition to make a difference. This is built on pro-active engagement between learners, teaching staff, employers and partners such as Skills Development Scotland (SDS) and local authorities to target the skills requirements of employers both locally and nationally. Building on this practice, a continuous process of improvement is supported by comprehensive curriculum review and development.

Commitment:

- Long term (over the next ten years) labour market analysis of occupational demand sees the largest proportion of our development being towards pathways to the top and bottom levels of occupational structure, with less in the middle.
- Long term labour market analysis of sectoral demand sees our curriculum development prioritising construction as the key sector in Lanarkshire followed by health and social care; tourism; financial and business services; and food and drink sectors.
- Long term labour market analysis of qualification demand will see increasing provision of higher (HE) skills (SCQF levels 7-10). There will still be a substantial forecast demand for those with intermediate (FE) (SCQF levels 5-6) skills. There is lower demand for those with lower (FE) skills (SCQF levels 1-4) or no qualifications.

Output 3.7: Satisfy demand for apprenticeships.

Lanarkshire's colleges are committed to supporting the Scottish Government's (SG's) ambitions to grow, enhance and widen the Scottish Apprenticeship family. We are determined to further enhance the quality and flexibility of the provision we offer to ensure that people have the correct skills to mould and negotiate the future labour market to help support and sustain economic growth in Scotland.

The colleges recognise their key role in delivering the introduction and scaling of Foundation Apprenticeships (FAs) for senior phase pupils.

We have many Modern Apprenticeship (MA) candidates completing each year and work closely with Skills Development Scotland (SDS); Scottish Electrical Charitable Training Trust (SECTT); Construction Industry Training Board (CITB) and Remit who provide structured apprenticeship programmes in a range of industry sectors.

The colleges continue to be adaptable and flexible to meet industry needs for apprenticeship training and are proactively engaging with university partners to develop future pathways to Graduate level Apprenticeships (GLAs). At present only one university is directly engaging with New College Lanarkshire to deliver part of the vocationally relevant qualification in computing, which forms part of the GLA. Our university partner is the University of the West of Scotland (UWS). Funding for GLAs are not available to be accessed directly by colleges and as such any college participation in delivery of GLAs is as part of a subcontracted delivery. It is hoped the programme will be active in AY 2018/19.

National measure:

- 5. The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)

Commitment:

- We will play a key role in supporting the SG's ambition to increase the number of Scotland's MAs to 30,000 by 2020 and of providing up to 5,000 FAs by 2019.
- We will develop appropriate plans in partnership with Local Authorities (LAs) and schools, in the context of a broader senior phase vocational pathways offer and thus promote the delivery and expansion of FAs.
- As Graduate Level Apprenticeships (GLAs) are being developed, we will proactively pursue opportunities to collaborate with universities in their design and delivery.

SFC Outcome 4: High performing institutions.

A coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements.

Output 4.1: Continually improve the quality of our governance.

Each college has a Board of Management (BoM), responsible for governance, and an appropriate set of committees with remits that include quality, equality and diversity and sustainability, outcomes, finance and audit as well as other key areas. The BoM of New College Lanarkshire is also the Regional Strategic Body with a statutory responsibility to ensure that both colleges in the Lanarkshire Region provide high-quality further and higher education. It is also accountable for the distribution and use of funding by the colleges. Both BoMs have undergone training and a robust process of self-evaluation. South Lanarkshire College's board has a gender balance of 50:50. The Lanarkshire Board is currently recruiting new members and is taking steps to similarly address any imbalance.

Both colleges are addressing the priorities outlined in the Letter of Guidance from the Scottish Government to the SFC as indicated in other areas of this plan. Both Boards have the key themes of Excellence and Equity as drivers that inform priorities for the development of regional and organisational plans for 2017-18 and beyond. All Board members have signed up to the code of good governance for Scotland's Colleges, and the nine key principles underpinning public life in Scotland. Both Boards continue to hold appropriate training, development and update events for their members.

Commitment:

- Implement the code of good governance for Scotland's Colleges.
- Engage in robust process of self-evaluation.
- Acknowledge and work with the "intensification" of the Outcome Agreement Process.
- Work towards achieving the gender representation objective of 50:50 gender balance before the 2022 required date.

New College Lanarkshire Strategic Plan

New College Lanarkshire Annual Report

[South Lanarkshire College Strategic Plan \(under review\)](#)[South Lanarkshire College Annual Report](#)

Output 4.2: Enhance sustainability by securing best value for public investment.

The Lanarkshire board and South Lanarkshire College Board have a clear view of the financial health of the region and of individual institutions. By operating at a funding level which is subject to a significant level of up front “historic efficiencies” top slicing of over 5% combined with other profiling factors result in recurrent funding being well below the Scottish average (by proportion). The region is also at the forefront of delivering SG ambitions relating to Access and Inclusion including very high levels of delivery to learners from SMID10 data zones and increasing numbers of learners articulating to university. Successful delivery of these ambitions at these levels results in a higher than average cost base. The combination of these factors demonstrate that Lanarkshire’s colleges deliver well within very challenging environments and provide high levels of value for money.

The colleges’ have differing but complementary plans for financial sustainability. South Lanarkshire College has a 5-year plan in place which it is monitoring and reviewing actively. New College Lanarkshire has established Regional business scenario plans covering a five year period. Phase one of that plan has been agreed and corresponding actions have been taken. We continue to work closely with SFC colleagues to agree phase two and three of the plan and once core parameters have been agreed the plan will be concluded.

National measure:

- 1. The volume of Credits delivered

Commitment:

- Plan for long term financial sustainability in consultation with SFC colleagues and in line with SFC’s Financial Memorandum.
- Operate a regional approach to procurement strategy and policy.
- Pursue a policy of value for money.

Output 4.3: Promote environmental sustainability.

The colleges were both active contributors in the voluntary carbon reporting arrangements in November 2015 and have met the mandatory requirements in 2016 and 2017. The colleges measured historical baseline data for carbon emissions and are both monitoring emissions against that baseline to track progress towards their 2020 target for carbon reduction. From the data, there has been a general reduction in the estimated tonnes carbon produced. This reduction is partly from positive actions the colleges are taking combined with the significant national changes in the standard emissions factors used to calculate emissions from the raw data. Both colleges reported a significant reduction in carbon emissions in 2015-16 and if that rate continues, are on track to meet their 2020 target. Both colleges are members of the EAUC and will collaborate with the EAUC officers over the review and updating of their carbon management plans and the associated annual public-sector reporting requirements on energy use and carbon emissions.

National measure:

- 10. Gross carbon footprint (tCO₂e) volume

Commitment:

- Work with EAUC officers to review and update Climate Change Action Plans (CCAPs).
- Report to the SG via Public Bodies Climate Change Duties Reporting.
- Support and contribute to national consultations regarding approaches to managing and monitoring energy efficient outcomes.

- Continue to embed low-energy approaches and sustainability across a range of curriculum areas.

[TEst](#)

Reference:

- [New College Lanarkshire – Estates Strategy](#)
- [New College Lanarkshire – Public Bodies Climate Change Duties Report](#)
- [South Lanarkshire College Estates Strategy](#)
- [South Lanarkshire College Public Bodies Climate Change Duties Report](#)

Output 4.4: Ensure effective resilience to cyber-attack.

Staff are being suitably trained in line with SG recommendations and requirements. Both colleges have recognised this as a potentially high risk area which is therefore closely monitored through our regional risk framework. Both colleges are working towards achieving the mandatory certification.

Commitment:

- Build cyber resilient colleges in line with SG's Safe, Secure and Prosperous: A Cyber Resilience Strategy for Scotland and the associated Public Sector Action Plan.
- Work with the Cyber Security Information Sharing Partnership.
- Gain Cyber Essentials/Plus certification.
- Regular Senior Management consideration of cyber related issues

Output 4.5: Optimise learner satisfaction and engagement.

Each College proactively seeks learner feedback which may be verbal, or from learner surveys, as well as feedback from employers or placement providers as appropriate. Feedback from learners is reviewed through the respective Board of Management and college committee structures and shared with managers who strive to ensure that it is used effectively to drive improvement in delivery and service. Learners who require support have Individual Learning Plans, which are reviewed regularly and include learner input to the process. We encourage the independence and leadership of our Student Associations and support their work with external partners to deliver events and initiatives which have the potential to provide a positive impact on the learner experience.

National measure:

- 9. The percentage of students overall, satisfied with their college experience (SSES survey)

Commitment:

- A comprehensive programme of gathering learner opinion via surveys, including the Student Satisfaction and Engagement Survey (SSES), with results disseminated to appropriate teams for analysis and action.
- Continue to support and facilitate the work of our Student Associations.
- Support learner involvement in national competitions.
- Support appropriate charity work of learners and the Student Association.

SFC Priority 3 & SFC Outcome 5: Greater innovation in the economy

A national culture of enterprise and innovation leading to a more productive and sustainable economy.

New College Lanarkshire (NCL) are involved in FUTUREquipped, which is a pilot project with the aim to explore the potential for Scotland's colleges to support business innovation through collaboration with Innovation Centre expertise and capability. The pilot is designed to assist the Scottish Funding Council (SFC) to understand how the performance of both colleges and Innovation Centres can be strengthened through closer collaboration. It will also help inform future decisions about innovation support strategies and effective funding models. This activity links in with the SFC College Innovation Working Group's (CIWG) Action Plan with the specific focus of exploring the opportunities that arise when innovation is supported in the key areas of:

- Technology enabled health & care
- Augmented/virtual reality – design, build, ops
- Advanced construction – offsite
- Sensor technology and data
-

There are three workstreams within the project, each trialling a different model for college and Innovation Centre collaboration:

- Innovation integration – to upskill and support college lecturers to train the future health and care, and construction workforce in emerging innovation in 'smart home' technologies.
- Innovation exposure – to expose current students of construction and engineering, and of health and care, to new and emerging technologies and solutions in the area of 'smart homes', including associated changes in working practices.
- Innovation support – to enable business innovation and growth by supporting colleges to work directly with businesses. To fund colleges to work with businesses where they have innovation skills and training gaps.

The CIWG has also identified challenges faced by the college sector in engaging more extensively with businesses to explore new business relationships or develop Innovation Voucher (IV) opportunities, without compromising funds required to support core activities.

Both colleges have received modest grants from the SFC College Innovation Accelerator Fund (CIAF). This is designed to support such engagement through the provision of funding towards staff time to enable the colleges to work more extensively with SMEs to develop deeper engagement, explore levels of interest and demand for collaboration.

Output 5.1: Develop a Culture of Innovation.

Both Colleges within the region strive to provide an innovative, dynamic and fulfilling work environment with the intention of promoting direct involvement, shared identity, values, ownership, empowerment and pride where success and hard work is recognised and celebrated.

We have a strong and demonstrable culture of innovation. This is exemplified by South Lanarkshire College building the first "OUTSTANDING" Breeam-rated building in the UK to the demanding 2014 standards, demonstrating outstanding sustainability credentials and constructing Scotland's first affordable, low-energy, low-carbon house suitable for mass production to the Code 5 standard on the Code for Sustainable homes. New College Lanarkshire developed "Project Search" in partnership with NHS Lanarkshire which has delivered sustained success over a number of years in helping learners with Additional Support Needs (ASN) earn rewarding long term employment.

Commitment:

- College leaders will shape their own professional practice and actions by seeking to inspire open and innovative discussion to embolden the individual as well as the team.
- Recognise and reward innovation through practical actions of acknowledgement and through initiatives such as dedicated staff innovation posts to facilitate action.
- Provide “space” for innovation through organisational development such as college internal partnership initiatives, debate, positive change discussions and development events.

Output 5.2: Engage in partnership in search of Innovation

We seek to grow new economic development opportunities by helping create the next generation of innovative and enterprising entrepreneurs. Three major innovative projects underway at South Lanarkshire College engage more than 50 employers, and their respective employees as active partners as well as BRE and Glasgow Caledonian University. All three projects are in relation to adopting more sustainable approaches in the construction and operation of domestic and commercial buildings in Scotland. New College Lanarkshire has established the first Dental Nursing Degree in Scotland in partnership with the University of the West of Scotland. This is an innovative first in driving forward professional standards in Dental Nursing in Scotland and has only been made possible by bringing together the essential elements provided by college-university partnership.

Commitment:

- Work with employers, industry bodies, SFC, SDS, partner universities, local government and others to provide a catalyst for innovation and enterprise.
- Use our Business Hub concept to widen SME access to training, networking opportunities, inspirational speakers and workshops.
- Pursue opportunities to connect businesses with college knowledge and facilities to support development and growth through SFC’s college innovation fund initiatives including Innovation vouchers.
- Encourage university partners to engage with us in providing more practical and SME relevant access to support for innovation and enterprise.
- Work with local education departments to develop school pupils through industry and career relevant inspirational talks and interaction.

Output 5.3: Inspire Innovation in our learners

Innovation and enterprise are deeply embedded within our skills based approach to learning. Learning in industry and career relevant realistic environments are central to this philosophy. Nurturing confidence, curiosity and innovation through activities as part of the wider college experience will be built upon and further explored.

Commitment:

- Expand awards-based student engagement programmes designed to get students involved in a wide range of college-based activities outside the classroom.
- Extend good practice for learners to access entrepreneurial and enterprise based learning opportunities.
- Extend our work in engaging learners through inspirational talks and interaction.
- Promote and recognise world class skills achievement through national skills competitions.

Part 3 – Summary of Baselines and Targets for National Measures

This table of performance indicators represents the regions quantitative ambitions over the next three academic years. These figures are challenging, ambitious and support our aspirational vision.

OA National Measure (<i>*Key Priority Measure</i>)	Baseline 2015-16	Target 2018-19	Target 2019-20	Target 2020-21	Key priority sector ambitions (where applicable)
1(a)* The volume of Credits delivered					
The volume of Credits delivered (Core)	171,419	-	-	-	
Core Credits target (region)	170,967	172,077	172,077	172,077	
% towards Core Credits target (region)	100.3%	-	-	-	
The volume of Credits target (ESF)	14,766	14,766	14,766	14,766	
The volume of Credits delivered (Core + ESF)	186,185	-	-	-	
1(b)(i) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24					
Volume of Credits delivered to learners aged 16-19	87,618	86,282	85,828	85,374	
Proportion	47.1%	46.2%	45.9%	45.7%	
Volume of Credits delivered to learners aged 20-24	41,758	41,048	40,813	40,578	
Proportion	22.4%	22.0%	21.8%	21.7%	
1(b)(ii) Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24					
Volume of Credits delivered to full-time learners	146,930	186,015	147,814	147,814	
Volume of Credits delivered to full-time learners 16-19	71,332	87,804	69,536	69,536	
Proportion	48.5%	47.2%	47.0%	47.0%	
Volume of Credits delivered to full-time learners 20-24	34,569	42,787	33,930	33,629	
Proportion	23.5%	23.0%	23.0%	22.8%	
1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas					
Volume of Credits delivered to learners in the most deprived 10% postcode areas	35,270	35,816	36,494	37,369	
Proportion	18.9%	19.2%	19.5%	20.0%	20% by 2021
1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced					
Gender -					

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Volume of Credits delivered to male learners	83,321	88,990	90,165	90,859	
Proportion	44.8%	47.6%	48.3%	48.6%	
Volume of Credits delivered to Female learners	102,865	97,853	96,678	95,984	
Proportion	55.2%	52.4%	51.7%	51.4%	
Volume of Credits delivered to Other learners	0	91	91	91	
Proportion	0.0%	<0.1%	<0.1%	<0.1%	
Ethnicity -					
Volume of Credits delivered to BME learners	4,432	4,693	4,832	4,832	
Proportion	2.4%	2.5%	2.6%	2.6%	
OA National Measure (*Key Priority Measure)	Baseline 2015-16	Target 2018-19	Target 2019-20	Target 2020-21	Key priority sector ambitions (where applicable)
1(d) Contd. The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced Disability -					
Volume of Credits delivered to students with a known disability	31,014	31,875	32,355	32,355	
Proportion	16.7%	17.1%	17.3%	17.3%	
Care Experience -					
Volume of Credits delivered to students with Care Experience	1,617	2,066	2,231	2,439	
Proportion	0.9%	1.1%	1.2%	1.3%	
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges					
Volume	679	754	780	806	
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges					
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	5,293	5,281	5,281	5,281	
Proportion	2.8%	2.8%	2.8%	2.8%	
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision					
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	11,715	11,949	11,949	11,949	
The proportion	6.3%	6.4%	6.4%	6.4%	
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)					
Volume of Credits delivered at HE level	58,654	58,861	58,861	58,861	
Volume of Credits delivered at HE level to learners from SHEP schools	6,684	6,701	6,745	6,745	
Proportion	11.4%	11.4%	11.5%	11.5%	
3 Volume and proportion of Credits delivered to learners enrolled on STEM courses					

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Volume of Credits delivered to learners enrolled on STEM courses	51,025	52,290	53,225	53,225	
Proportion	27.4%	28.0%	28.5%	28.5%	
4(a)* Proportion of enrolled students successfully achieving a recognised qualification					
The number of FT FE enrolled students achieving a recognised qualification	3,522	3,763	3,858	3,974	
The total number of FT FE enrolled students	5,770	5,803	5,803	5,803	
The percentage of FT FE enrolled students achieving a recognised qualification	61.0%	64.9%	66.5%	68.5%	75% by 2021
The number of PT FE enrolled students achieving a recognised qualification	7,978	7,514	7,555	7,596	
OA National Measure (*Key Priority Measure)	Baseline 2015-16	Target 2018-19	Target 2019-20	Target 2020-21	Key priority sector ambitions (where applicable)
4(a)* Proportion of enrolled students successfully Contd. achieving a recognised qualification					
The total number of PT FE enrolled students	10,134	10,182	10,182	10,182	
The percentage of PT FE enrolled students achieving a recognised qualification	78.7%	73.8%	74.2%	74.6%	
The number of FT HE enrolled students achieving a recognised qualification	2,534	2,630	2,672	2,714	
The total number of FT HE enrolled students	3,653	3,674	3,674	3,674	
The percentage of FT HE enrolled students achieving a recognised qualification	69.4%	71.6%	72.7%	73.9%	75% by 2021
The number of PT HE enrolled students achieving a recognised qualification	810	854	854	854	
The total number of PT HE enrolled students	1,132	1,139	1,139	1,139	
The percentage of PT HE enrolled students achieving a recognised qualification	71.6%	75.0%	75.0%	75.0%	
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification					
The number of MD10 FT FE enrolled students achieving a recognised qualification	734	798	818	838	
The total number of MD10 FT FE enrolled students	1,291	1,298	1,298	1,298	
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	56.9%	61.5%	63.0%	64.6%	68% by 2021
The number of MD10 PT FE enrolled students achieving a recognised qualification	1,399	1,511	1,549	1,584	
The total number of MD10 PT FE enrolled students	2,136	2,146	2,146	2,146	
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	65.5%	70.4%	72.2%	73.8%	
The number of MD10 FT HE enrolled students achieving a recognised qualification	396	409	419	433	
The total number of MD10 FT HE enrolled students	632	636	636	636	
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	62.7%	64.4%	65.9%	68.2%	68% by 2021
The number of MD10 PT HE enrolled students achieving a recognised qualification	91	102	103	105	
The total number of MD10 PT HE enrolled students	146	147	147	147	

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The percentage of MD10 PT HE enrolled students achieving a recognised qualification	62.3%	69.3%	70.1%	71.3%	
4(c)* Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges					
The number of senior phase FT FE pupils achieving a vocational qualification	0	0	0	0	
The total number of senior phase FT FE pupils	0	0	0	0	
The percentage of senior phase FT FE pupils achieving a vocational qualification	0.0%	0.0%	0.0%	0.0%	
The number of senior phase PT FE pupils achieving a vocational qualification	679	754	780	806	
OA National Measure (*Key Priority Measure)	Baseline 2015-16	Target 2018-19	Target 2019-20	Target 2020-21	Key priority sector ambitions (where applicable)
4(c)* Proportion of senior phase age pupils Contd. successfully completing a vocational qualification delivered by colleges					
The total number of senior phase PT FE pupils	1,298	1,298	1,298	1,298	
The percentage of senior phase PT FE pupils achieving a vocational qualification	52.3%	58.1%	60.1%	62.1%	70% by 2021
The number of senior phase FT HE pupils achieving a vocational qualification	0	0	0	0	
The total number of senior phase FT HE pupils	0	0	0	0	
The percentage of senior phase FT HE pupils achieving a vocational qualification	0.0%	0.0%	0.0%	0.0%	
The number of senior phase PT HE pupils achieving a vocational qualification	0	0	11	23	
The total number of senior phase PT HE pupils	0	0	18	36	
The percentage of senior phase PT HE pupils achieving a vocational qualification	0.0%	0.0%	61.1%	63.9%	
4(d)* Proportion of full-time enrolled Care experienced students successfully achieving a recognised qualification					
The number of CE FT FE enrolled students achieving a recognised qualification	41	50	54	58	
The total number of CE FT FE enrolled students	97	97	97	97	
The percentage of CE FT FE enrolled students achieving a recognised qualification	42.3%	51.2%	55.5%	60.0%	75% by 2021
The number of CE FT HE enrolled students achieving a recognised qualification	1	15	18	21	
The total number of CE FT HE enrolled students	1	29	32	34	
The percentage of CE FT HE enrolled students achieving a recognised qualification	100.0%	51.2%	56.3%	61.8%	75% by 2021
4(e)* Proportion of full-time enrolled students aged 16-19 successfully achieving a recognised qualification					
The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1,787	1,852	1,917	1,982	
The total number of FT FE enrolled students aged 16-19	3,096	3,096	3,096	3,096	
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	57.7%	59.8%	61.9%	64.0%	

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4(f) Proportion of full-time enrolled male students aged 16-19 successfully achieving a recognised qualification					
The number of FT FE enrolled male students aged 16-19 achieving a recognised qualification	951	984	1,019	1,054	
The total number of FT FE enrolled male students aged 16-19	1,610	1,610	1,610	1,610	
The percentage of FT FE enrolled male students aged 16-19 achieving a recognised qualification	59.1%	61.1%	63.3%	65.5%	
The number of FT HE enrolled male students aged 16-19 achieving a recognised qualification	393	405	417	429	
OA National Measure (*Key Priority Measure)	Baseline 2015-16	Target 2018-19	Target 2019-20	Target 2020-21	Key priority sector ambitions (where applicable)
The total number of FT HE enrolled male students aged 16-19	641	641	641	641	
The percentage of FT HE enrolled male students aged 16-19 achieving a recognised qualification	61.3%	63.2%	65.0%	66.9%	
4(g) Proportion of all enrolled Care experienced students attending to the end of their programme.					
The number of all enrolled Care experienced students attending to the end of their programme.	62	86	90	95	
The total number of all enrolled Care experienced students.	118	146	149	151	
The percentage of all enrolled Care experienced students attending to the end of their programme.	52.5%	58.9%	60.4%	62.9%	
5 The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)					
Volume	280	308	321	333	
6 Number of full-time learners with substantial 'work placement experience' as part of their programme of study					
Number of full-time learners	9,423	8,978	8,978	8,978	
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	3,772	3,856	3,975	3,975	
6 Contd. Number of full-time learners with substantial 'work placement experience' as part of their programme of study					
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	40.0%	43.0%	44.3%	44.3%	
7* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	752	790	810	830	

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The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	338	355	364	373	
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	44.9%	44.9%	44.9%	44.9%	62% by 2021
8* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying					
Response rate	5,825	5,825	5,825	5,825	
The total number of full-time FE college qualifiers (confirmed destinations)	3,063	3,063	3,063	3,063	
OA National Measure (*Key Priority Measure)	Baseline 2015-16	Target 2018-19	Target 2019-20	Target 2020-21	Key priority sector ambitions (where applicable)
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	2,888	2,908	2,928	2,928	
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	94.3%	94.9%	95.6%	95.6%	
The total number of full-time HE college qualifiers (confirmed destinations)	1,998	1,998	1,998	1,998	
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,950	1,950	1,950	1,950	
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	97.6%	97.6%	97.6%	97.6%	
9 The percentage of students overall, satisfied with their college experience (SSES survey)					
Response rate	55.5%	56.0%	56.0%	56.0%	
Full-time	81%	82%	83%	84%	
Part-time	86%	87%	88%	89%	
Distance learning	100%	95%	95%	95%	
10 Gross carbon footprint (tCO₂e)					
Volume	4,722	4,535	4,444	4,355	