CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

NOTICE
There will be a meeting of the CQD committee on 29 August 2023 at 1730 hours via Microsoft Teams or in the Boardroom at South Lanarkshire College

AGENDA			
Agenda Item		**Paper**	**Lead**
01	Apologies for Absence	No	Chair
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items	No	Chair
03	Minutes of Previous Meeting – 9 May 2023	Yes	Chair
04	Matters Arising from the Previous Meeting	No	Chair
	Matters for Discussion		
05	Committee Work Plan	Yes	SM
06	Student Association Report	Yes	KW
07	Curriculum, Quality and Development Update	Yes	SM
08	Quality Update	Yes	LD
09	Sector Reviews	Yes	SM
	Matters for Information		
10	Developing the Young Workforce Update	Yes	MS
11	Marketing and Communications Update	Yes	RH
12	Complaints Quarterly Report	Yes	WM
16	Any Other Business	No	Chair
17	Summation of Actions and Date of Next Meeting	No	PS

SM: Stella McManus, Principal

KW: Kayleigh Wither Student Association President

LD: Lisa Doonan, Quality Curriculum Manager

MS: Myra Sisi, Associate Principal for Curriculum

RH: Rose Harkness, Head of Student Services

WM: Wilma MacLeod, Depute Head of Curriculum

FINAL

South
Lanarkshire
College
East Kilbride

CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

Minutes
Minutes of CQD committee held on 09 May 2023 at 1730 hours via Microsoft Teams and in the Boardroom at South Lanarkshire College

Attendance	In attendance
H Stenhouse (Chair)	A Baxter (NCL)
S McManus (Principal)	W McLeod
D Morrison (Non-executive Member)	M Sisi
R Calin (Student Member)	P Scott (Governance Professional) as Clerk
	G Forrester (Trade Union Observer
Non-Committee Members in attendance	S. Gray (Trade Union Observer
A Doherty	

01	**Apologies for Absence** F Mullen
02	**Declaration of any potential Conflicts of Interest in relation to any Agenda items** None stated
03	**Minutes of Previous Meeting – 14 February 2023** Duly approved
04	**Matters Arising from the Previous Meeting** None other than those considered under other items of business
	Matters for Discussion

05	**Student Association Report** The Committee considered the Report which is referred to for its detailed terms Highlights were :- • LGBT History Month • Purple Friday to support for LGBT+Equality • Ongoing Soup & Sandwich support • Emily Test final submission • The March Step into Future Careers event • International Women's Day • Success of Foundation Apprentice students • The upcoming student elections
06	**Curriculum, Quality and Development Update** The Committee considered and noted the update which is referred to for its detailed terms. In particular the committee noted: - • The progress towards the 2022/23 credit target of 48,812 and the action being taken to close the current gap of around 700 credits • The indicative funding allocation for 2023/24 which shows a 10.6 credit reduction for the LRSB and a further overall funding reduction for the college - as against a 10% reduction for the rest of the college sector • The scheduled industrial action and the potential impact on students – albeit the committee recognised the mitigation actions being taken by the college to minimise student detriment. • The considerable work being undertaken by the curriculum and alternative fundings teams to generate income – and in particular towards meeting the Flexible Workforce Development Target and the Young Persons' Guarantee Programmes • The student success in competition • That student retention had dropped slightly to 89% but that this was common across the wider sector As an **Action Point** the committee requested that consideration be given to the potential risk to student outcomes and reputational damage from student complaints flowing from industrial action
07	**Quality Update** The Committee considered and noted the Update as presented and which is referred to for its detailed terms. The committee particularly noted and approved: - • The student engagement in the student self-evaluation process which demonstrated enhanced engagement and a recognition of the value placed on the student voice • The ongoing and further work of the curriculum teams in revising and refining the self-evaluation process. • The work being undertaken to support the Sa System Verification activity. • The ongoing qualification approval activity – with 22 approvals out of 22 visits so far • The detail of the SFC CLD 2021-22 data return submission • The external examination activity • The continued engagement of the Quality Team with stakeholder partners

08	**Education Scotland: Annual Engagement Visit and Letter**
	The paper as presented is referred to for its detailed terms but the Committee most especially noted that th4e College's Annual Engagement Visit, which had taken place in March, had been a positive experience. The HMIe had reported that significant progress had been made with actions arising out of the previous visit and that the College had in fact gone beyond the requirements. The Report had identified no main points for action and the areas for development were reflective of the College's own analysis of its position.
	The Colleges recommendations as submitted were approved.
	Staff were to be congratulated on their openness and honesty which had been favourably commented upon by the Inspector.
	In course of discussion, it was observed that Meta Skills were not strong across the sector as a whole but that SLC were making good progress by comparison with other colleges.
	The Committee was concerned to ensure that student feedback should be encouraged wherever possible – feedback tending to be low across the sector and suggested that that management should keep under review the encouragement and incentivisation of student input.
	As an **Action Point** the principal was requested to strengthen the relationships with employers and the wider community and to ensure that this was recorded for the future benefit of the Inspectorate
09	**Education Scotland: Safeguarding Visit and Enhancement Plan**
	The summary of findings is referred to for its detailed terms but evidenced robust structure and arrangements with comprehensive training and support in place..
	The Action Plan likewise is referred to for its detailed terms but addressed fully the recommendation for further development summarised in the Summary of Findings
	The Committee noted especially that despite the increase in and complexity of mental health & wellbeing the current funding for additional counsellors for the education sector generally is due to end in the current financial year.
	As an **Action Point** the Governance professional was requested to place a session on Safeguarding on the agenda for the next Board Training Day
10	**Rolling Governance Review**
	The Governance Professional presented the draft Rolling review for consideration and sought input to a more detailed draft which he could discuss with the internal auditors.
	This is seen as a sector leading initiative and builds on the successful Governance Improvement Plan
	The Committee supported the intention to work with the student body on ensuring that training was provided for Class Representatives and SA office bearers so as to improve quality feedback and student engagement. The principal agreed to work with the governance professional to flesh out a more detailed proposal in that regard. The Trade Union observers suggested that input from staff representatives on matters such as improving staff communications would be useful and the Governance Professional confirmed that he would welcome this and agreed to send the draft review to the Joint Union Committee for their input.
	An updated draft would be submitted to the June Board for further consideration.

	Matters for Approval
11	**Safeguarding Policy and Procedures** The committee approved the Policy which is referred to for its detailed terms. The Committee did suggest that some minor revision might be considered to soften and clarify the language a little but it was fit to be taken to the Board for final approval
12	**Fitness to Study Policy** The Committee considered that this was a new policy which could be read alongside other policies and which sought to give effect to the relevant UN policy. In giving effect to the moral and statutory duties to promote the health and well being of those receiving education & training within the College, the College had to be mindful that there has been an increase in the number of students presenting with significant complex barriers to learning. The objective was clearly to support learners to continue with their studies but allow them to pause, if necessary, until more able to engage effectively. The should only be followed where behaviour, disruption or risk presented was perceived to be serious or potentially serious but not such as should be dealt with under the Code of student conduct or other internal processes and procedures. This was clearly a sensitive subject area . The committee approved the Policy which could now be taken forward to the Board for approval

	Matters for Information
	Developing the Young Workforce Update
13	The Committee considered and noted the Paper as presented and which is referred to for its detailed terms.
	It was pleasing to note that achievement had improved across all pathways.
	Recent developments included: -
	1. Senior Phase Independent Options would be continued in to the next academic session.
	2. Small numbers of pupils from East Renfrewshire would continue to be infilled in the next academic session.
	3. The college would pro-actively engage with schools to showcase SLT as a viable next step in pupil journey
	4. The College would continue to engage with DYW (Developing Young Workforce) stakeholders
	By way of achievement Foundation Apprenticeship Activity had generated almost £195,000 of additional income in the current session and the Foundation apprenticeship in Creative and Digital Media had achieved its credit target of 218 credits
14	**Marketing and Communications Update**
	The Committee noted:-
	1. The contents of the Report which is referred to for its detailed terms
	2. The success of recent Open day events
	3. The Community Open day had now been set for 26th August 2023
	4. Applications were increasing year on year
	5. The 2023 Course Guide had been launched and the Brand Roll Out completed
	6. The college continued to focus on positive news stories to offset the negative publicity over the past 18 months
15	**Complaints Quarterly Report**
	The Committee noted the contents of the Report which is referred to for its detailed terms. In particular it was noted that all complaints received are logged with the Scottish Public Services Ombudsman and are investigated and resolved within the required timescales in compliance with SSPO procedures
	The number of complaints in the previous three quarters show a consistent downward trend.
	There are no outstanding actions from the Annual Complaints Handling Report vfor 2021/2022
16	**Any Other Business**
	There being no other competent business the meeting was declared closed
17	**Summation of Actions and Date of Next Meeting**
	The Action Points were identified as above Minuted
	The date of the next meeting would be confirmed at the June Board

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	29 August 2023
TITLE OF REPORT	Committee Work Plan
REFERENCE	05
AUTHOR AND CONTACT DETAILS	Stella McManus
PURPOSE:	To provide members with a draft workplan for the 2023-24 academic year.
KEY RECOMMENDATIONS/ DECISIONS:	Members are requested to: • note the draft workplan and provide any other items they would like for consideration.
RISK	That the Curriculum, Quality and Development Committee does not receive appropriate and timely information..
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	This paper outlines a draft workplan for each Committee meeting throughout the year. Note that these are subject to change and that other items may be added which impact on learning and teaching at the College.

1. INTRODUCTION

1.1. This paper provides a draft workplan for the Curriculum, Quality and Development Committee.

2 BACKGROUND

2.1 The work plan provided is not intended to set out all the agenda items which will be considered at each meeting of the Committee, but rather is to provide a guide to what wil be considered throughout the 2023-24 academic year.

2.2 In addition, results of any Education Scotland inspections or curriculum audits will also be considered at these meetings depending on the completion date.

3 PROPOSED WORKPLAN

3.1 The following table sets out the proposed workplan for the year.

3.2 Table 1: Proposed Workplan for 2023-24

Date of Meeting 2023	Items
August	- Student Association Report - Updated or refreshed policies for approval for the academic year 2023-24; - Curriculum update which includes progress against credit target, recruitment and curriculum information and good news stories; - Quality Update: focussing on outcomes, external verification information; - Developing the Young Workforce; - Marketing and Communications update - Any key Government updates or reforms which may impact on learning and teaching.
November	- Student Association Report - Curriculum update which includes progress against credit target, recruitment and curriculum information and good news stories; - Quality Update: focussing on outcomes, unconfirmed performance indicators, self-evaluation and enhancement plan; - Regional Outcome Agreement Update - Curriculum Planning for 2024-25 - Developing the Young Workforce; - Marketing and Communications update - Complaints Handling Quarterly Report
February	- Student Association Report - Curriculum update, including mid-year progress review;

	• Curriculum Planning Update 2024-25 • Developing the Young Workforce • Marketing and Communications Update • Complaints Handling Report.
May	• Student Association Report • Curriculum update which includes progress against credit target, curriculum information and good news stories; • Education Scotland HIE Annual Engagement /Progress Visit Report; • SFC Confirmed Performance Indicators • Developing the Young Workforce • Marketing and Communications Update • Complaints Handling Report.

4   EQUALITIES

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

5   RISK

5.1 That the Curriculum, Quality and Development Committee does not receive appropriate and timely information.

6   RECOMMENDATIONS

6.1 Members are requested to:

6.1.1   note the draft workplan and provide any other items they would like for consideration.

South Lanarkshire College

Students' Association

Board Report

August 2023

YOUR COLLEGE
YOUR WAY

Contents

Overview

Student Engagement

Throughout summer, the Student Association has completed a draft Operational Plan, Social Media Plan and are finalising our Strategic Plan. We are aiming to complete all these key documents prior to students returning so that we can turn our focus to welcoming them onto campus. We have also completed a welcome PowerPoint to introduce ourselves during class visits.

The Student Association Office has had a refresh over the summer months. We had the walls painted, replaced the carpet and requested a full deep clean of the space. The furniture has been moved around to create a more welcoming and inviting space for students to visit. We have also had the cabinets moved away from the window to make the office more visible to students.

The Student President and Vice President have been working with Guidance and Support Advisor Maggie Farrell to produce an Anxiety Webinar. This webinar will provide an overview for students on how to manage anxiety, featuring different tips and techniques that they can put into practice. We have recorded over a PowerPoint that will be shown to students when they come back from their summer break.

The Food Larder has been refilled so that we can immediately help students who are struggling for food. Students have already been made aware of this via promotion on social media for when they return. We will also shortly be confirming dates with Inspire for free soup and sandwich/breakfast starting in September. We have arranged a supply of free stationary for our students to pick up including notepads, pens and folders. Alongside this we have worked with Student Services to order in more free sanitary products for students and will be creating holiday packs for students to collect prior to the September Weekend and October break.

The SA have been very busy planning Freshers, which will take place from 11 to 13 September. We have reached out to different organisations and companies to invite them to our Freshers Event. Many companies have confirmed that they are coming, and spaces are filling up quickly.

The SA is very excited to welcome students back after the summer break. We will be working hard to raise awareness of the Student Association with students and promoting the services that are available to them. This will include hosting more activities and events on campus, visiting classes, working in partnership with Curriculum Areas and Departments, and being more involved in the Class Reps process.

As this report will highlight, 2022-23 was a busy year for the SA and we look forward to building on this for the upcoming academic year.

Emily Test Gender-Based Violence (GBV) Charter

Our full EmilyTest submission took place earlier this year and we are eagerly awaiting the final response to this. We are confident of a positive outcome for our Charter submission due to the huge amount of work that has taken place over the last year.

The SA has been directly involved in much of the activity, including co-ordinating gender-based violence prevention workshops with students to help raise awareness of our zero-tolerance approach to GBV, as well as gaining valuable insight from students on the work being undertaken. This important work will continue into the new academic year with the introduction of a new e-learning module for students about GBV, created by Lanarkshire Rape Crisis, in addition to continued promotion of the support available. We will also be re-launching our Report and Support software to all new and returning students so that they are aware of how to raise any concerns to staff.
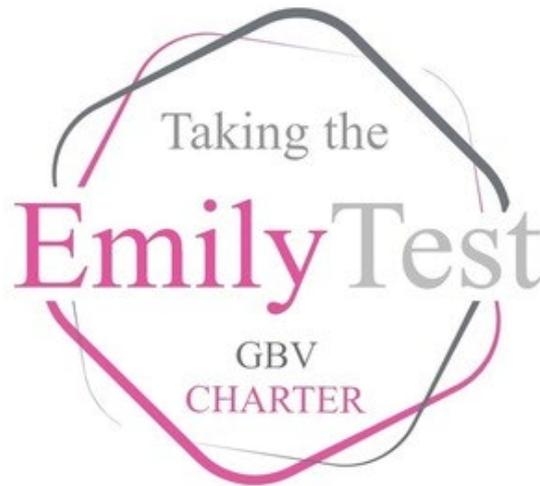
Student Poverty/Cost of Living

The ongoing cost-of-living crisis continues to have a major impact on our students, and we are committed to continuing to support them through this difficult time. As part of our initiatives for this upcoming year, we will continue to provide free soup and a sandwich to students one day per week. We would like to take this time to sincerely thank the SLC Foundation for their support in being able to provide this to our students. This support means we can continue to provide a healthy breakfast and lunch to those most impacted by rising food costs, which in turn will help them to focus on their studies. In 2022/23, in partnership with Inspire, we provided an amazing 17,186 servings of both soup and sandwich and breakfast to our students. Student testimonials to this offering have been overwhelmingly positive and we look forward to being able to continue to provide it.

Alongside this we will continue to operate the Student Larder where students can visit the SA office and collect much needed food and toiletries. We will also be providing students with free pens, notebooks and blank folders to ensure they have essential stationary products. Throughout the year we will work closely with our colleagues in Student Services to signpost students to discretionary funding, as well as promote financial support through the SA fortnightly newsletter.

Student Mental Health Agreement

We were delighted to launch our Student Mental Health Agreement for 2022-2024 last year and look forward to continuing to deliver the initiatives from it over the upcoming year. The working areas for the SMHA were as follows:

- Continuing to Address Student Poverty
- Peer Support through Games & Activities
- Supporting Men's Mental Health

We have already achieved a great deal in addressing these areas but look forward to building the great work already done. To find out more about our SMHA, please visit the Student Associations' webpage here: https://www.slc.ac.uk/students/student-association/

2023-24 Operational Plan

The SA has completed the 2023/24 Operational Plan and Social Media Plan, plus we are finalising our Strategic Plan.

Our focus for the upcoming year is the following three priorities:

- ➢ empowering the student voice;
- ➢ Making sure all of our students feel welcome and included;
- ➢ organising games and activities to make sure our students have fun.

We have prepared a SA Induction PowerPoint and we will send out emails to all departments to book class visits. We want to be as visible as possible and have created an induction video for our social media accounts. This will help us to make sure all students know who we are and the support we offer.

We want to create lots of fun activities for our students to get involved in throughout the year and look forward to engaging with students.

College Hoodies

The Students Association have sent out emails to request three quotes for hoodies. This is still to be approved but we are hoping to order 355 hoodies for our students. We believe it is important to provide these fantastic products to our students and to maintain the low price of only £5 per hoodie. This initiative is important as part of our commitment to tackling student poverty and providing a high-quality garment at a subsidised costs to students.

We have decided to continue with the same design of hoodies that was decided by students last year, however we will be putting out a new poll via social media for students to decide on the colours they would like to see. We believe that our students deserve to choose what they will be buying.
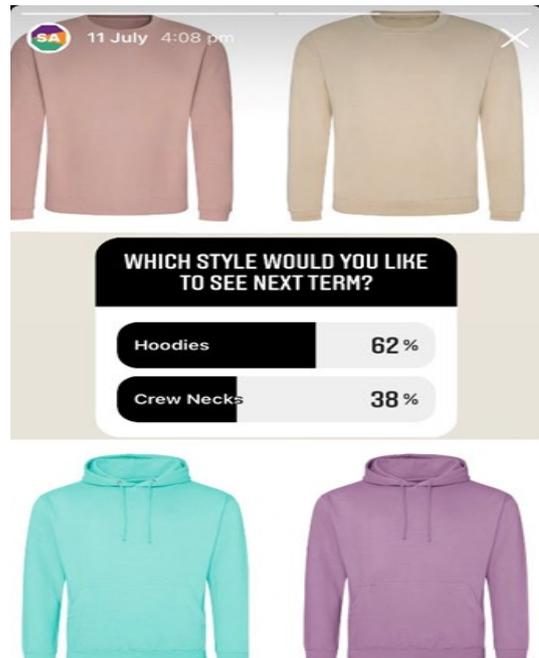
We are empowering the student voice by making sure they are included in decisions such as these. We will post on our social media a poll & post where students can vote and have their voice heard, thereby helping build their confidence, trust, and a relationship with the SA.

Lead and Change

During the summer holidays we attended Lead and Change, an exciting and informative event. We learned about self-care, and helpful tips for starting this new opportunity within the SA.

We were able to discuss what to expect from the second-year officers. We learned more about adopting a balanced lifestyle focusing on mental, physical, and sociological wellbeing. This is key to our roles because if we take good care of ourselves, it will enable us to take greater care of our students. This will also help us maintain our passion by always reflecting and remembering our values and what we stand for.

We have also learned about barriers, as well as the importance of saying 'NO' without feeling guilty for it because it is about self-love/care. We discussed and learned about our values, i.e. what we stand for, goals in life and aspirations.

We learned about the struggles students are facing during this cost-of-living crisis. We were given space and encouragement to create ideas on how best to support our students.

We had the opportunity to meet SA representatives from across all of Scotland and it was great to see what other institutions are doing. We were able to share ideas and we found out that SLC is doing great at supporting the SA! This has resulted in us having much more appreciation for the support we have from the College!

Overall, we learned a great deal and enjoyed our time. We made friends and gained a wider perspective on what it means to be a great, caring, successful leader.

Events
Staff Conference

Tuesday 15 August

The SA were delighted to be invited to the College's All Staff Conference on 15 August. It was great to hear from different speakers, including Principal, Stella McManus, on what the College's plans and goals were for the upcoming academic year. It was also a great opportunity to meet staff from across the College and talk with them about how the SA can work with different areas to support our students. Overall, it was great to be involved in such an engaging event!

Forthcoming Events
Freshers'

Monday 11 – Wednesday 13 September

Freshers' Week is scheduled to start on Monday 11 September and we're looking forward to engaging with students! We will be hosting a SA stall where we can promote the different initiatives the SA are involved in, as well as signpost to all the fantastic support services available within the College.

As with previous years, we have invited various stall holders for the College Atrium to give students the opportunity to learn more about what's available in their local area.

Organisations confirmed to be attending include Police Scotland, Covey, Samaritans, Carers Trust Scotland, Dominos, Women's Aid, Money Matters and many more.

In addition to all these fantastic organisations being available, we are also arranging wellbeing sessions and the always popular Prize Pong! The Library will be set up as a Wellbeing Zone where students can talk with organisations such as NHS Inform, Breathing Space, JD Gyms, LAMH and more. There will also being mindfulness classes, arm/hand massages provided by LUSH and manicures provided by SLC students.   Throughout the week we will also be selling the SLC hoodies to students. We will be taking photos and promoting on social media throughout the day so ensure as many students as possible can take part in the event.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	29 August 2023
TITLE OF REPORT:	Curriculum and Credit Update
REFERENCE	07
AUTHOR AND CONTACT DETAILS	Stella McManus, Principal Stella.mcmanus@slc.ac.uk
PURPOSE:	To provide members with an update against the College's credit target, the indicative funding allocation for 2023-24 as well as to update members of activity taking place across the College.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • note the achievement of the 2022-23 credit target pending the credit audit; • consider and note the credit target for 2023-24 as well as the flexibilities outlined in Annex A by the Scottish Funding Council; • note the impact of the industrial action; • note the update on the recruitment of the Vice Principal for Learning, Teaching and the Student Experience; • note the work being undertaken by curriculum areas and alternative funding; and • note the good news stories.
RISK	• That the College does not meet its overall credit target due to recruitment challenges. • That the quality of learning, teaching and assessment declines impacting on the student experience.
RELEVANT STRATEGIC AIM:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The College has met the credit target for 2022-23, pending the credit audit. • The Scottish Funding Council (SFC) released further flexibilities for the 2023-24 academic year. • Industrial action in the form of Action Short of Strike Action (ASOS) has had a significant impact on students. • Recruitment is underway to appoint a Vice Principal for Learning, Teaching and the Student Experience with interviews scheduled for 14 September 2023. • The Minister for Higher and Further Education visited the College at the start of August 2023 to launch a new mobile heat pump and training facility. • Student recruitment is steady, however, it has been impacted by ASOS (industrial action) and the College expects to achieve the credit target for 2023-24 academic year. • End of year retention is high at 89%, which is 2.4% higher than in 2021-22.

	• A substantial amount of good practice has taken place over the end of the academic year 2022-23 and over the summer period.

1. INTRODUCTION

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

2 CREDIT AND RECRUITMENT ACTIVITY 2022-23

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

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

2.3 College teams have worked tremendously hard to have achieved the credit target. This is of course dependent on the credit audit which takes place at the end of August 2023.

3 FUNDING ALLOCATION 2023-24

3.1 The Scottish Funding Council announced the indicative funding allocations for the academic year 2023-23 on 13 April 2023. The Scottish Funding Council has rebased credit allocations for all colleges, lowering them by 10%, with a balancing price increase to ensure funding remains unchanged from academic year 2022-23. However, the Lanarkshire region has had a further 0.75% decrease, which has impacted the college's funding.

3.2 Following the current regional financial memorandum, the South Lanarkshire College (SLC) allocation arrangement is 27.1%. This means that the credit allocation for 2023-24 is 43,601 credits, a reduction of 5,211 credits in comparison to the 2022-23 academic year.

3.3 Karen Watt, Chief Executive Officer of the Scottish Funding Council, sent a letter to all colleges providing additional flexibilities for the sector. These include

3.3.1 a reduced activity threshold, (note this is for colleges who have struggled to meet their activity targets);
3.3.2 the 2% tolerance on the threshold,
3.3.3 the alignment of the required date with universities, relating to student retention dates: and
3.3.4 the decoupling of 20% of the value of credits to represent semi-fixed costs.

3.4 In addition, the funding guidance stating a maximum of 17 credits for full time further education students has been overturned as it is recognised that depending on learner needs credit claims for individual learners will exceed this figure.

3.5 It is also interesting to note that the SFC have stated that colleges do not need to claim a credit for every activity and that individual institutions can exercise choice regarding how the target is met. However, this has cost implications for institutions.

4   ACTION SHORT OF STRIKE ACTION

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

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

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

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

4.3 This action has had a significant impact on students who require their results to progress onto further study or employment. It has also prevented planned external verification activity from happening as well. In addition, as progress forms for apprentices have not been completed this is now starting to affect income from organisations such as the Construction Industry Training Board (CITB). To date, the College has 17,000 outstanding results and this has affected 3,000 students.

4.4 The Colleges Principals' Group met on 14 August 2023 and there is no sector wide stance on ASOS, instead colleges have been advised to seek legal advice where appropriate and to manage the industrial action locally. The Scottish Government has asked all colleges to complete a weekly survey so that the national situation can be assessed.

5   RECRUITMENT

5.1 The College is actively recruiting for a Vice Principal for Learning, Teaching and the Student Experience, with the interviews scheduled for 14 September 2023. The College received a high volume of applications, so to aid with the shortlisting short online chats were held to reach a shortlist. Interviews are scheduled for 14 September 2023.

6   MINISTER FOR FURTHER AND HIGHER EDUCATION VISIT

6.1 The College was pleased to welcome Mr Graeme Dey, Minister for Further and Higher Education and Minister for Veterans to the College in on 2 August 2023 to formerly launch a mobile heat pump training facility.

6.2 The new mobile training and assessment facility, hosted by the Collage is available to colleges across Scotland to provide heat pump training to heating installers, with a particular focus on rural and remote areas and in places where there is not currently college training provision. The mobile centre will also act as an extra training facility for colleges responding to surplus demand for heat pump training.

6.3 Installers will be able to visit the mobile centre to be trained and certified on heat pump installation and also to gain their Water Byelaws/Regulations and Domestic Vented and Unvented Hot Water Storage qualifications.

6.4 The project has been fully funded by the Scottish Government and has come to fruition thanks to a collaboration between Energy Saving Trust, Energy Skills Partnership (ESP), South Lanarkshire College, and heat pump manufacturer NIBE Energy Systems.

6.5 James Jamieson, Curriculum Manager for Building Service Engineering was pivotal in the success of the project and continues to work closely with the Energy Skills Partnership to create more opportunities for the College.

7   CURRICULUM AND ALTERNATIVE FUNDING UPDATE

7.1 The curriculum management teams led by the Associate Principals were tasked with reducing the curriculum portfolio due to the national funding reduction. Working with the Curriculum Managers the portfolio target for the 2023-24 academic year is now 44,214 credits. Key metrics such as the quality of provision and recruitment were considered for this reduction.

7.2 The College is confident of meeting the credit target for 2023-24, overall, applications are on par with previous years, with 4,993 received to date. 394 applications have been received in the last two weeks alone. More offers have been issued to students than last year, and for 2023-24 there have been 3,253 offers vs. 3,201 offers in 2022-23.

7.3 However, the conversion of applications to enrolment has been more challenging due to two factors affecting the enrolment process, the ASOS results/marking boycott and the acceptance of HNC level students at university level. Overall, the numbers for the enrolment process are down. Last year by the end of July 2022 there were circa 2000+ students enrolled, this year this is around 1200+ students. The drop of 800 students at this stage is linked to the pending conditional offers over the summer which equated to about 800 students.

7.4 The conditional offers would have previously been moved to unconditional and therefore enrolled if results had been completed before the summer. The College expects a further 1,000 students to enrol over the course of the next few weeks in August 2023, which would be on par with the previous year. In addition, some students progressing internally have been impacted, however, the College has taken the view to progress these students so that their learning and teaching experience is not impacted.

7.5 The College has introduced Paypal as the new payment system for courses, which means that students must pay courses before the start of their course. This now negates the College from having to "chase up" student debt during the year.

7.6 Apprenticeship numbers are either levelling off compared to the last two years and in some cases reducing. This is linked to the higher interest rates and cost of living having an impact on the housing sector. Other areas which have experienced a drop in demand include the Applied Science curriculum which has experienced a drop in demand with only one cohort being offered instead of two. The College will continue to monitor this and take appropriate action to mitigate any impact on credits, with the Curriculum and Alternative Funding Teams recruiting in other areas.

7.7 Across Healthcare Practice, Social Work, Childhood Practice and Social Science subjects demand has remained high. This year the College has experienced a higher

number of students declining offers due to more places being offered at university. This is a known trend and teams have allowed for this in recruitment forecasts.

7.8 Two Curriculum Managers retired over the summer period and the College has used this as an opportunity to review the curriculum and structures, especially areas which have not recruited well over the past few years. The managers have not been replaced, and curriculum teams have been merged.

7.9 The Young Person's Guarantee (YPG) funding is coming to an end on 30th September 2023. The series of wraparound programmes including Transition to College; Employability workshops, an Employability Hub and a Guidance Hub, as well as Resilience, Health and Well-being Support has supported a total of 1,241 students from 16 to 24 years of age, with priority on those from the most deprived or challenging backgrounds. This has helped develop new transition routes to college with a number of new partners including South Lanarkshire Social Justice Services, a number of local schools and colleagues from South Lanarkshire Council Education Department.

7.10   In conjunction with Developing the Young Workforce East Dunbartonshire an Employer Mentoring Pathways event was held on 18 August 2023, with 25 delegates in attendance, including local employers, mentors and young mentees.

7.11   The aim was to raise awareness of the benefits of mentoring school pupils by business employees, with presentations from MCR Pathways, mentoring organisation, and Career Ready, a charity supporting young people. The objective is to encourage local employers and their employees to set up mentor relationships with local high schools and pupils, in order to support life changing career pathways for enhanced employment prospects or further education. The event was a great opportunity for networking and possible partnership arrangements to support transition to college.

7.12   An additional £15k to the initial £170k 2022-23 Flexible Workforce Development Fund (FWDF) allocation was secured over the Summer. This is allowing the College to continue to deliver upskilling programmes for an additional 5 companies in growth sectors with a focus on renewables installation. A total of 44 local companies have been supported in the last 6 months. The announcement for further funding is still to be confirmed.

7.13   UK Shared Prosperity Funding, in conjunction with South Lanarkshire Council, has allowed the delivery of numeracy workshops, which started in the Summer, and planning is in train to deliver further numeracy workshops in College, in Lanark and for employers in the workplace.

7.14   The programme will target students, the unemployed and employees above the age of 19. VASLAN (Voluntary Action for South Lanarkshire) are also recipients of their own fund, and we are working with them to ensure capacity across South Lanarkshire is not duplicated.

8   RETENTION

8.1 The table below shows the retention and withdrawal figures as of May 2023. Retention has remained stable due to intervention and support actions by Curriculum areas and

Student Services to support students to remain and complete their courses. The College's key focus is to improve attainment rates especially for those students on FT FE (Full Time Further Education) programmes as per the College's enhancement plan.

8.2 The year end retention rate for 2022-23 is 89%, this is 2.4% higher than the previous year.

8.3 *Table 1: Enrolments, Retention, Early and Further Withdrawals August 2023*

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
FT FE	1,490	125	9.7	158	12.3	78%
FT HE	885	52	6.6	90	11.4	82%
PT FE	3,355	61	1.9	84	2.7	95.4%
PT HE	337	23	7.7	13	4.4	87.9%
Overall	6,067	261	4.7	345	6.3	89%

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

9   GOOD NEWS STORIES

9.1 Good news stories have continued over the summer with Kyle Burns (4th year Roofing Apprentice) being selected as a finalist for this year's BMI Roofing Apprentice of the Year competition, which took place in July 2023 at the BMI Roofing Academy, and the De Vere Hotel at the Cotswold Waterpark, Gloucestershire. This was more than just a standard competition, as finalists were coached on a wide range of topics, ranging from presentation skills and social media for business through to estimating and making technical assessments. The final assessment considers both performance and development over the 2-day event.

9.2 HN photography student Liam Cunningham has been shortlisted in the black and white category, in the MPB Scottish Portrait Awards competition, with his image "Cheeky Chappy." This means that his work will be part of the SPA exhibition that will be displayed in Edinburgh, Kirkcudbright and Glasgow between September 2023 and February 2024. The prize-winners will be announced on 7th September 2023.

9.3 At the end of the 2022-23 academic year Persimmon Homes donated over 3,000 roofing tiles to South Lanarkshire College to support the next generation of construction workers. This is at a time where the cost of materials has increased considerably over the last 12 months, and it is therefore a very welcome donation to support students in the new academic year.

9.4 South Lanarkshire College has been delivering training and employability support for the last 5 years from its main base in Lanark and in community venues across rural communities in South Lanarkshire. This initiative has been funded by South Lanarkshire Council and the European Social Fund.

9.5 In 2022-23 through the Rural Academy the Childcare team delivered a very successful programme in conjunction with South Lanarkshire Council, Department for Work and Pensions (DWP), offering accredited training opportunities to residents in the rural localities for them to access job opportunities as Education Support Assistants in local schools.

9.6 Rural communities are particularly affected by high levels of unemployment and inactivity due to lack of transport links and local employment opportunities. Rurality is also a barrier to education, where learning opportunities are not geographically accessible. Employers with vacancies also feel restricted.

9.7 This initiative has allowed local people to access local jobs. It has allowed mothers mainly to access free childcare through the project, learn and gain a qualification locally, build their confidence through work placements in local schools and ultimately gain employment. 18 students out of the 20 enrolled who completed the PDA Classroom Assistant course in March 2023 got an interview with South Lanarkshire Council. All were offered a job (specific place or on the supply list). This project has been entered for a College Development Network award.

9.8 A sustainable enterprise project was set up in 2022/23 focussing on recycling and reusing donated clothing helping to reduce landfill. The 'College Way Market' allows students to access clothing for free from monthly pop-up shops on campus. Clothing donations are requested from staff and students and donation bins are located throughout the college. Staff and students sort donations and display them in a 'boutique-style' market.

9.9 The project is planned and managed by students from the Learning Development (LD) department's supported programmes. The objective is to increase LD student's customer service skills, provide valuable hands-on work experience in a retail-like environment that they take full responsibility for, while they learn about sustainability.

9.10   The Market provides SLC students access to free clothing they can wear to college, and smart workwear they can wear to interviews, reducing barriers to employment for those who can't afford professional clothing. The access to free clothing is helping students on low incomes during the financial crisis. Students update their wardrobes for free, reduce the effects of fast fashion and high street shopping, promoting sustainability and contributing to the decarbonisation agenda.

10 RISK

10.1   That the College does not meet its overall credit or funding target due to recruitment challenges.

10.2   That the quality of learning, teaching and assessment declines impacting on the student experience.

11 EQUALITIES

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

12 RECOMMENDATIONS

12.1   Members are recommended to:
- consider and note the achievement of the 2022-23 credit target pending the credit audit;
- consider and note the credit target for 2023-24 as well as the flexibilities outlined in Annex A by the Scottish Funding Council;
- note the impact of the industrial action;
- note the update on the recruitment of the Vice Principal for Learning, Teaching and the Student Experience;

- note the work being undertaken by curriculum areas and alternative funding; and
- note the good news stories.

ANNEX A

By email
College Principals

Dear Principal

Credit Guidance Clarification

Our new funding distribution model for Academic Year (AY) 2023-24, and associated credit guidance, builds from joint work over the last year and provides colleges with enhanced flexibility and greater opportunity to decide how best to respond to regional and national needs in these challenging times.

Our early engagement and discussion with colleges has highlighted the need for further clarification, which is set out below.

Context for change

In order to maximise the flexibility we are now offering colleges, the new approach to your funding allocation and our credit guidance needs to be considered together, as a whole package. Therefore, when you are looking at the effect on credit claims, you should take a rounded view of the combined impact of the introduction of the reduced threshold; the alignment with universities on the 2% tolerance in relation to credit delivery; a similar alignment on the required date for student retention; and the decoupling of 20% of our core funding from potential funding recovery action.

Many colleges have had challenges in meeting credit targets in recent years. This has meant that colleges have been exposed to the risk of the recovery of funds associated with the shortfall in credit delivery. This exposure has affected colleges' ability to develop long term financial planning. SFC is committed to minimising colleges' planning uncertainty and exposure to the risk of recovery of funds where possible.

In addition, we put in place a range of emergency responses that were relevant to the critical phases of the pandemic. These rule changes and responses, agreed collaboratively with the sector, cumulatively introduced inconsistencies and complexity into our funding approach. To improve stability, transparency, and accountability, and after consultation with the College Funding Group, we have reshaped the funding distribution model for AY 2023-24. We will continue to engage with individual colleges to discuss their specific context in relation to funding allocations and the credit guidance.

The key change is to remove credit targets and introduce the concept of a credit threshold to which colleges must deliver to avoid funding recovery. In doing so, we have pitched the threshold to reflect learner and employer demand more realistically. This is the first step towards a more dynamic funding model. At the same time, we have increased the credit value to ensure that, for a lower number of credits, colleges receive the same level of funding. Because colleges will be receiving the same level of funds to deliver to a lower threshold, colleges may choose to deliver activity above their credit threshold to meet demand from learners and employers in their region.

In addition to the lowered threshold and increased credit value, we have maintained the 2% tolerance for under-delivery of credits. We have also aligned the required date with that for universities. This means that colleges can now claim credits for full-time students on courses lasting over 20 weeks if the student is still in active learning after 5 weeks from the course start date. For shorter courses, the required date continues to be after a quarter of the course has been delivered. Across the sector this equates to an estimated further flexibility of 35,000 credits.

Finally, recognising that colleges will bear an element of semi-fixed costs even when credits are not delivered, we have decoupled 20% of the value of those credits to recognise that sunk cost. Therefore, when considering potential recovery in respect of under delivery against credits, we will discount any recovery by to reduce planning volatility.

To summarise, all colleges will benefit from:

- a reduced threshold,
- the 2% tolerance on the threshold,
- the alignment of the required date with universities, and
- the decoupling of 20% of the value of credits to represent semi-fixed costs.

Average credits per full-time student

We have stated in the guidance, colleges should not exceed an overall average of 17 credits for full-time FE students and 15 for full-time HE students across the full-time cohort. This should not be viewed as an upper limit for individual courses or students. In some cases, credit claims for individual learners and class groups will exceed this average figure.

Our new approach also means you may not always need to claim a credit for every activity – you can exercise choice about how you meet the benchmark average. On that basis, we have not anticipated the need for significant change to curriculum plans for AY 2023-24, although some colleges may need to make adjustments going forward to stay within our credit guidance and to make full use of the flexibilities within that guidance.

Students funded from multiple sources

We have not changed our guidance in relation to students funded from multiple sources. If a student's programme is funded from multiple sources (including from SFC) colleges should only claim credits from SFC for the activity not covered by other funding.

We will work with the sector, Skills Development Scotland, and the Scottish Government over the coming months to explore the total cost and funding involved in delivering Modern Apprenticeships, including the different frameworks, the impact of multiple sources of funding and the need for consistency and comparability across the sector.

Next steps

We recognise that colleges are operating in particularly difficult circumstances and understand the challenges they face. The credit guidance is issued around this time each year but we note that, prior to publication, the majority of colleges had finalised curriculum plans and may already be planning for reduced activity levels in AY 2023-24.

Where a college is concerned that their plans do not align with the revised credit guidance, now or through the course of the academic year, we are happy to discuss this with individual colleges, so that we understand the reasons for this. Where appropriate, SFC will work with colleges in respect of pre-existing curriculum plans and credit arrangements in AY 2023-24 to better understand the educational and operational rationale for different approaches and to identify areas where the sector can better align activity with the evolving guidance from AY 2024-25.

We will set up workshops with the sector to discuss the guidance and offer any further points of clarification. In addition, we will work with college auditors to reflect the above to support the interpretation of our guidance as they conduct their audit work. We will also ensure our own processes reflect this approach.

We look forward to engaging with you on the implementation of our revised approach to funding allocations and credit guidance for AY 2023-24, and to the further evolution of our funding distribution model for the future.

Yours sincerely
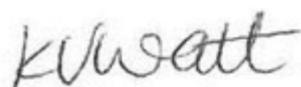
Karen Watt

Chief Executive

ANNEX B

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

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
Building Service Engineering	466	10	2.3	16	3.6	94
Built Environment	500	47	10.8	61	14	75
Business Management and Media and Accounts	814	35	5	27	3.8	91
Carpentry and Joinery	425	2	0.5	4	1.1	98
Early Education and Childcare	489	25	5.6	39	8.4	86
Hairdressing, Beauty and Make Up Artistry	616	46	8.2	46	8.2	83.5
Health and Social Care	765	16	2.3	40	5.7	92
Hospitality, Tourism, Legal and Police Studies	754	29	4.3	39	5.8	90
Learning Development	487	18	4.2	29	6.8	89
Life Sciences	360	20	6.3	33	10	83.4
Wet Trades	393	13	3.4	11	2.9	94

(Note due to curriculum area mergers not a like for like comparison to May 2023)

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	29 August 2023
TITLE OF REPORT:	Quality Update
REFERENCE	08
AUTHOR AND CONTACT DETAILS	Lisa Doonan, Curriculum Manager Quality lisa.doonan@slc.ac.uk
PURPOSE:	To update members on the college self-evaluation, quality enhancement and quality assurance activity.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: • note student engagement in the College's self-evaluation processes; • note the further development of the self-evaluation process; • note the Quality Audit Group activity; • note the summary of external quality assurance activity; • note the work being undertaken to support the SQA 2023 System Verification Self-evaluation activity; • note the qualification approval update; • note the work undertaken to support external examinations; and • note the quality team's continued engagement with external and internal partners.
RISK	• That the College does not meet the quality assurance requirements of awarding and/or scrutiny bodies. • Self-evaluation processes do not demonstrate satisfactory progress against college, SFC and or HM Inspection improvement priorities, which may result in an Education Scotland Progress Visit.
RELEVANT STRATEGIC AIM:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours

SUMMARY OF REPORT:	- Student voice remains central to the College's self-evaluation process, and enhanced engagement is evident. - Curriculum teams continue to engage in the revised self-evaluation process. - The Quality Audit Group have made progress against the planned annual programme. - External qualification verification and quality assurance activity for 2022-23 has not fully concluded. - The College will be conducting a full SQA Systems Verification Self-evaluation over the coming months. - Qualification approval activity for 2022-23 has concluded. - External examination activity concluded successfully. - Quality continues to engage with external partners to promote enhancement, develop practice and knowledge share with internal and external partners.

1.   INTRODUCTION

1.1 This paper seeks to provide members with an update on self-evaluation, quality enhancement and quality assurance activity for 2023-24.

2   STUDENT VOICE AND COURSE EVALUATION

2.1 The *Student Experience Survey: How is it going?* survey was open for 6 weeks between 5 March 2023 and 28 April 2023, as per the Scottish Funding Council's (SFC) College Student Satisfaction and Engagement Survey 2022-23 (SSES) guidance. The pre-cleansed returns show an improvement across all modes of delivery, demonstrating significant progress against a key college action.

2.2 *Table 1: SFC SSES 2022-23 Pre-cleansed Returns*

Mode	Target	Return	%Yield	2021-22 Comparison
FE FT	1430	844	59.02	+21.85
FE PT	733	146	19.92	+6.33
HE FT	655	298	45.50	+12.38
HE PT	189	84	44.44	+2.69
Overall	**3,007**	**1,372**	**42.22**	**+15.44**

2.3 Early indicators show a consistent level of overall student satisfaction, with an average of 87% across all modes of delivery.

2.4 Student and staff evaluation from Block 2 and the SFC SSES 2022-23 quantitative data informed the interim Curriculum Reviews conducted in June 2023. Curriculum areas and course teams have agreed actions in direct response to both staff and student evaluation. The evaluation process continues to map directly to Education Scotland's How Good Is Our College quality framework.

2.5 In response to the on-going national *EIS-FELA Action Short of Strike Action*, the Quality Enhancement Group agreed to delay the end of year 2022-23 Performance Review, which was scheduled for June 2023. The activity plan will be reviewed early in the 2023-24 session.

2.6 The Quality Team have continued to provide direct support, advice and guidance to Class Representatives via the *Class Reps. 2022-23* Teams page.

3   COURSE TEAM AND CURRICULUM SELF-EVALUATION

3.1 In Block 3, the Curriculum Progress Review process was further developed, with Curriculum Managers being allocated key actions, which have been included in the Curriculum and Course Team Action Plans.

3.2 The Performance Review process will be further developed for 2023-24.

4   QUALITY AUDIT GROUP

4.1 The Quality Audit Group continued to make progress against the annual *Audit Programme 2022-23*.

4.2 *Table 2: Internal QAG Audits Completed in 2022-23*.

Internal Audit	Date	SLC Report Number	Actions/ Recommendations
EMA (1st Audit)	06/12/2022	01-2022/2023	0
EMA (2nd Audit)	13/04/2023	03-2022/2023	0
BPEC - Pre-audit ACS and Foundation	01/06/2023	N/A	0
SVQ Construction Craft Assessment and Verification	02/2023 – 04/2023	02/2022/2023	5 Actions 5 Recommendations
Total			

4.3 Please note that these audits form part of the audit cycle and have been presented to the Audit and Risk Committee. Actions are monitored and an update will be reported in due course.

5   EXTERNAL VERIFICATION AND QUALITY ASSURANCE ACTIVITY

5.1 The College anticipated a total of 61 external quality assurance visits across 5 awarding bodies.

5.2 *Table 3: Summary of Planned Activity*

Awarding Body	No. of Planned Visits	No. of Completed Visits	Outcome Compliant or High Confidence	Outcome Noncompliant or Reasonable Confidence	Outcome Remediation Actions Completed	Success at 1st Visit Rate
Association of Accounting Technicians (AAT)	1	1	1	0	0	1
British Computer Society (BCS)	1	1	1	0	0	1
British Plumbing Employers Council (BPEC)	1	1	1	0	0	1
City & Guilds (C&G)	9	1	1	0	0	1
Scottish Qualifications Authority (SQA)	49	34	33	1	0	33
Overall	**61**	**38**	**37**	**1**	**0**	**37**

5.3 The External Verification activity which reported Reasonable Confidence in one out of three Outcome Statements has been challenged.

5.4 From the activity to date, 35 incidences of Good Practice and 20 Recommendations have been noted, which are shared with the course teams, curriculum managers, and the Quality Forum. An annual review of Good Practice and Recommendations will be conducted on completion of the 2022-23 activities.

6   SELF-EVALUATION TO SUPPORT SYSTEM VERIFICATION

6.1 The College met with the allocated Scottish Qualification Authority's (SQA) Quality Enhancement Manager, in May 2023, regarding the planned activity for the SQA Systems Verification Self-evaluation process; which will be conducted throughout the remainder of 2023. The Quality Forum will support the on-going activity led by Quality and MIS. Further details will be reported in November 2023.

7   QUALIFICATION APPROVAL ACTIVITY

7.1 Further enhancement of the curriculum was supported through 8 approval applications. This included the successful approval of 6 additional programmes, of which were 4 devolved approvals. These included: the Professional Development Award (PDA) Human Resource Management, Teaching in Colleges Today (TiCT- CDN), Scottish Vocational Qualification (SVQ) Level 1 Hairdressing & Barbering (SQA), PDA Community Involvement – An Introduction, PDA Community Involvement and Workplace and Core Skills.

7.2 In addition, 2 applications to add additional units to existing programmes were successful; SVQ 4 Social Services and Healthcare, and NPA Constriction Craft and Technician. This allows the College to deliver new skills to the community in which it serves.

8   EXTERNAL EXAMINATIONS

8.1 The SQA National Qualification (NQ) examinations diet for 2023 concluded successfully. For Higher English 20 out of a possible 21 candidates attended the exam, and 26 out a possible 28 candidates attended for National 5 Application of Mathematics.

8.2 *Table 4: NQ Examination Grades 2022 and 2023*

	Higher English 2022	Higher English 2023	Nat 5 App. of Maths 2022	Nat 5 App. of Maths 2023
Grade As	3 (6.0%)	2 (9.5%)	13 (39.0%)	13 (46.5%)
Grade Bs	9 (19.0%)	5 (24.0%)	9 (27.0%)	6 (21.5%)
Grade Cs	18 (38.0%)	10 (47.6%)	5 (15.0%)	3 (10.7%)
Grade A-C	30 (63.0%)	17 (81.1%)	27 (81.0%)	22 (78.7%)
Grade Ds	5 (10.0%)	2 (9.5%)	5 (15.0%)	2 (7.1%)
No Award	12 (25.0%)	1 (4.7%)	0 (0.0%)	2 (7.1%)
Blank	1 (2.0%)	1 (4.7%)	1 (3.0%)	2 (7.1%)
Total	48 (100%)	21 (100%)	33 (100%)	28 (100%)

8.3 SQA report that the attainment rate for: Higher English grades A-C is 75.9%; and National 5 Application of Mathematics grades A-C is 61.9%. The College performed favourably at 81.1% and 78.7%, respectively.

8.4 The College's Examination Officer and the SQA Chief Invigilator co-ordinated the activities, with no incidents to report.

8.5 The Examinations Officer submitted all assessment arrangement requirements, and all provision for support was in place prior to the examinations.

8.6 The College has received notification of 4 non-priority appeals for Higher English.

8.7 Twelve University of the West of Scotland (UWS) Bachelor of Accountancy degree programme examinations took place throughout 2022-2023.

9   KEY ENGAGEMENTS WITH INTERNAL AND EXTERNAL PARTNERS

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

9.2 The Quality Forum continues to provide a vehicle to share knowledge and practice across internal and external partners.

9.3 Internal and external qualification verification processes to support the HN Next Gen HNC Childhood Practice pilot project are on-going. An Internal Quality Assurance (IQA) Panel will convene to quality assure the grading process. The IQA Panel has been delayed due to *EIS-FELA Action Short of Strike Action*.

10 RISK

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

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

11 EQUALITIES

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

12 RECOMMENDATIONS

12.1 Members are recommended to:

- note student engagement in the College's self-evaluation processes;
- note the further development of the self-evaluation process;
- note the Quality Audit Group activity;
- note the summary of external quality assurance activity;

- note the work being undertaken to support the SQA 2023 System Verification Self-evaluation activity;
- note the qualification approval update;
- note the work undertaken to support external examinations; and
- note the quality team's continued engagement with external and internal partners.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	29 August 2023
TITLE OF REPORT	Education Reviews: Independent Review of Qualifications and Assessment, Independent Review of the Skills Delivery Landscape and Purpose and Principles for Post School Education Research and Skills.
REFERENCE	09
AUTHOR AND CONTACT DETAILS	Stella McManus Stella.mcmanus@slc.ac.uk
PURPOSE:	To provide members with information relating to independent reviews which will fundamentally change the education system in Scotland, if all the reforms are implemented.
KEY RECOMMENDATIONS/ DECISIONS:	Members are requested to note the independent reviews, Colleges Scotland Draft Responses found in the annexes.
RISK	That the recommendations from these reviews are not implemented therefore not addressing the key gaps in the current education system.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	The three reviews outlined in this paper contain recommendations, which, if implemented will alter the shape of the education landscape in Scotland. • The Independent Review of Qualifications seeks to reform qualifications and to introduce a new Scottish Diploma of Achievement. • The Independent Review of the Skills Delivery Landscape seeks to create one single funding body for Scotland and to transform Skills Development Scotland into a national careers service. • The Purpose and Principles for Post School Education and Research sets out the Scottish Government's five principles and immediate priorities for change.

1. INTRODUCTION

1.1. This paper provides an overview of the three main reviews that have been finalised over the summer period. The three reviews which are, the Independent Review of Qualifications and Assessment, the Independent Review of the Skills Delivery Landscape and Purpose and Principles for Post School Education and Research, will have a profound impact on the education sector in Scotland if all of the recommendations are implemented.

2 BACKGROUND

2.1 Two reports (2021) from the Organisation for Economic Co-operation and Development (OECD) recommended further coherence of the Curriculum for Excellence, and for the reform of qualifications for upper secondary assessments. In addition, The Scottish Government set out its National Strategy for Economic Transformation (NSET) which recommended a new culture of delivery where partners come together to deliver the skills needed to transform the Scottish economy. In addition, funding models across the education system were not based on any clearly defined formula nor was there a coherent lifelong learning journey.

2.2 As such these reviews were commissioned to start the process of system wide reform across lifelong learning and skills. The Independent Review of Qualifications and Assessment built on the recommendations of the Muir Report, which recommended abolishing the Scottish Qualifications Authority, the Independent Review of the Skills Delivery Landscape, focused on the delivery of skills in Scotland and the Purpose and Principles has drawn on some of the recommendations from these reviews in order for the Scottish Government to put forward its immediate priorities.

3 THE REVIEWS

3.1 *It's Our Future: The Independent Review of Qualifications and Assessment*

3.2 The Independent Review was established for four main reasons, which are listed below:

3.2.1   society is changing very quickly, and Scotland needs to look to the future and consider whether the current qualifications and assessment system is fit for a potentially very different future;

3.2.2   the COVID-19 pandemic highlighted dissatisfaction with Scotland's qualifications, and following the cancellation of examinations in 2020 and 2021, and the alternative approaches taken to National 5, Higher and Advanced Higher qualifications, there was public concern about fairness and widespread dissatisfaction with results and perceptions of inequity;

3.2.3   the evidence emerging from two OECD reports (OECD, 2021, Stobart, 2021) indicated a need for change in the Senior Phase; and

3.2.4   a longer-term dissatisfaction within Scotland about differences between the original intentions for Curriculum for Excellence (CfE) qualifications and learners' experiences of them.

3.3 The Review was concerned with Senior Phase qualifications in schools, colleges and wider educational settings. The focus was predominantly learners aged 15-18 in all educational settings, but the Review also considered possible implications for home educated learners and for adults who study courses which fall within the Review's remit.

3.4 Professor Louise Hayward set out twenty-six key recommendations regarding the qualifications system in Scotland and how it can best support learners in schools and colleges. One of the recommendations which will impact the college sector will be to introduce a Scottish Diploma of Achievement (SDA) with three elements: Personal Pathway, Programmes of Learning and Project Learning.

3.5 It is recommended that the SDA is used as a graduation certificate for all Senior Phase educational settings, and the following criteria should be used as a starting point for the further development of the Diploma:

3.5.1   all learners must be offered the chance to experience learning in respect of all elements of the Diploma. This should be viewed as an entitlement;

3.5.2   the overall Diploma should not be graded. It should be awarded when achievements are recognised in each element, Programmes of Learning, Project Learning and the Personal Pathway;

3.5.3   the Diploma will be awarded at point of exit and will include achievements gathered to that stage. This will include, qualifications, awards, credit accumulated and learner reflections on their personal learning through the Personal Pathway;

3.5.4   the three elements of the Diploma should not be weighted. All elements are important as evidence of breadth of achievement;

3.5.5   the Diploma, and the evidence within it, will move with the learner to be built on in college, employment, university and the voluntary sector;

3.5.6   if a learner does not show evidence of learning in all three elements, the Diploma will not be awarded. They will leave with a record of what they have achieved. It will be possible to undertake learning at a later stage to allow for the award to be made; and

3.5.7   All learners should leave with a digital profile.

3.6 It is also advised that there should be equal recognition of all qualifications at the same Scottish Credit and Qualifications Framework (SCQF) level with the same credit points and that the system should use the SCQF Level followed by the name of the qualification in promotional literature and in recording of results.

3.7 Colleges will be consulted regarding the delivery of the Diploma and how that will be realised in practice. More information on Colleges Scotland's response to this review and its 26 recommendations can be found in Annex A.

3.8 *The Independent Review of the Skills Delivery Landscape*

3.9 The report of James Withers' Independent Review of the Skills Delivery Landscape outlines recommendations to ensure the public sector can meet the level of economic transformation expected in the years ahead. The report puts forward major structural reforms to the current way skills are delivered in Scotland.

3.10   Key structural recommendations made by Withers include:

3.10.1 the creation of a new single funding and delivery body, bringing together functions from Skills Development Scotland (SDS), the Scottish Funding Council (SFC) and, possibly, the Student Awards Agency Scotland (SAAS);

3.10.2 giving the enterprise agencies a clear remit for supporting businesses, with workforce planning as an embedded and integrated part of business development and planning;

3.10.3 ensuring there is a clear remit for the new qualifications body – the successor to the SQA - in overseeing development and accreditation of all publicly funded post-school qualifications;

3.10.4 moving responsibility for national skills planning to the Scottish Government;

3.10.5 reform of Skills Development Scotland (SDS to create a new body with a singular focus on careers advice and education.

3.11 In addition, these recommendations are support by a further ten operational recommendations, and more detail can be found at Annex B. The report highlighted the important role that colleges will need to play to deliver the NSET strategy.

3.12 ***Purpose and Principles for Post-School Education Research and Skills***

3.13 This Scottish Government review intends to set out a framework that sets the policy direction and shapes delivery priorities to establish a lifelong education, research and skills system to fit the needs of the people of Scotland.

3.14 The report outlines five principles to support the following purpose of,

3.14.1 "*To develop new thinking, products and systems through research and to ensure that people, at every stage in life, have the opportunity and means to develop the skills, knowledge, values and attributes to fulfil their potential and to make a meaningful contribution to society.*"

3.15 Each of the following five principles have initial priorities that will be implemented, and both the Independent Review of Qualifications and Assessment and the Independent Skills Delivery Landscape Review appear to have informed these priorities.

3.16 Principle 1 - Transparent, Resilient and Trusted

3.16.1 To lead the development of a new model of public funding for all forms of provision.

3.16.2 To investigate the options to deliver a single funding body, including tuition and living cost support, paying regard to issues such as the status and scope of the body's responsibilities.

3.16.3 To include responsibility for overseeing all publicly funded post school qualifications (except degrees) and the underpinning occupational standards and skills frameworks as part of the new qualifications body.

3.17 Principle 2 – Supportive and Equitable

3.17.1 Within financial constraints, build on manifesto commitments and undertake a review of student support for part-time learners to improve the parity of support on offer, especially for those who are returning to learning and may have other caring or work-related responsibilities.

3.17.2 Develop a model for student support and engagement that takes account of all provision pathways and not just further and higher education, including considering apprenticeships and CLD.

3.18   Principle 3 – High Quality

3.18.1 Build on the work of the recommendations from the Careers Review to consider options for embedding careers advice and education within communities, educational settings and workplaces across Scotland; including options for future delivery of national careers services.

3.18.2 Build a comprehensive understanding of the post-school qualifications landscape to inform processes for developing, funding, assuring and approving publicly funded qualifications, and actions for wider reform of the qualifications landscape - including improved articulation with the senior phase.

3.18.3 Lead work to inform our future approach to apprenticeship development and delivery as part of an integrated landscape of pathways.

3.18.4 Work with institutions, public bodies and unions to ensure that staff at all levels are supported and empowered to deliver the high-quality work required by students, society and the wellbeing economy, in keeping with fair work principles.

3.19   Principle 4 – Globally Respected

3.19.1 Use and improve Study in Scotland materials as part of our approach though NSET to talent attraction and retention.

3.19.2 Take forward a pilot international mobility programme co-designed with sector representatives.

3.19.3 Continue to seek to influence the UK Government to secure our future association to Horizon Europe and other EU research programmes and ensure Scottish interests are protected regardless of outcome.

3.20   Principle 5 – Agile and Responsive

3.20.1 To take responsibility for skills planning – developing an approach at a national level that works with partners to set clear priorities.

3.20.2 Enhance and embed the role of employers in shaping system planning priorities, pathways and provision.

3.20.3 This will be supported by a regional approach that builds on existing regional economic partnerships and has employers and local providers, in particular colleges, at the centre.

3.21   More information on Colleges Scotland response can be found at Annex C.

4   EQUALITIES

4.1 These reforms will clearly affect all learners across the Scottish education system and they seek to ensure that the recommendations are fair and equitable to all.

5   RISK AND ASSURANCE

5.1 That the recommendations from these reviews are not implemented therefore not addressing the key gaps in the current education system.

6   RECOMMENDATIONS

6.1 Members are recommended to:

6.1.1   note the independent reviews and Colleges Scotland Draft Responses set out in the annexes.

ANNEX A

Colleges Scotland Response to Independent Review of Qualifications and Assessment Final Report – July 2023

General Reflections

Colleges Scotland broadly welcomes the recommendations of the Independent Review of Qualifications and Assessment Final Report. The sector would welcome the introduction of a Scottish Diploma of Achievement (SDA) pending further dialogue with the Scottish Government on how the SDA will sit alongside the existing range of college courses. The SDA allows for an individual's achievements beyond the formal educational framework to be recognised and we welcome an approach based on experience and skills as well as knowledge – colleges have substantial experience in this method of assessment.

The sector also welcomes the introduction of a digital profile. The profile, if appropriately resourced, would work in parallel with the SDA to record not only assessment earned achievements but also on participation, experiences, as well as skills. The digital profile would also aid lifelong learning, as the learner will be able to return to college at a later date using their profile, furthermore it will allow smoother movements between different institutions.

The recommendations include a move towards using SCQF as standard across the post-school landscape. this would contribute towards an important cultural change by creating much needed parity of achievement across the educational landscape.

Within the review there is a focus on schools which is important, however, we need to ensure that the work and position of colleges is recognised as being vital when elements such as the SDA and digital profiles, are taken forward and developed.

In this paper we provide some initial views from the college sector, along with a RAG status, in order to allow ongoing dialogue with Scottish Government and other key stakeholders. Key for RAG status is as follows:

Red	Do not support the recommendation
Amber	Support the recommendation in principle and will proactively endorse publicly, whilst acknowledging further details are required
Green	Support the recommendation

Colleges Scotland
July 2023

Hayward Recommendations	What Colleges Can Do	RAG status
Recommendation 1: Change Qualifications and Assessment in the Senior Phase in Scotland. Change must be carefully planned and resourced. **Context of recommendation:** The themes from the Muir Report 2022 became the starting point for this Independent Review: the need to identify a future qualification and assessment system that would serve learners and Scotland as a society well and be undertaken in a way that would signal a change in culture. That would mean putting learners at the centre and developing, amongst all stakeholders, a shared Vision for the future of qualifications and assessment.	We have previously commented on the Muir Report, we would agree with the focus on individual learners and their diverse needs. College sector welcomes and will provide support for the change to creating a more holistic approach to assessment which has the learner and their diverse needs at the centre.	
Recommendation 2: Continue the process of cultural change. Scotland should retain the structure of the IRG and allied CCGs as a key method of engagement, as the country introduces and develops new approaches to qualifications and assessment. It should also build on this Review's attempts to involve every educational establishment in the country, learn from where it worked well and how that learning should influence future consultations.	We support the continuation of these focus groups to ensure all voices are heard. Whilst the focus could primarily be on schools, it is important that colleges continue to be fully involved and cover all levels of senior phase education. Colleges already support of a lifelong learning being embedded in our culture.	
Recommendation 3: Work in partnership with countries with similar aspirations to Scotland to develop qualifications and assessment. Learn from experience within Scotland but also be outward looking. Seek to learn with other nations with similar educational ambitions to build a	Utilise the UK Government's Turing scheme to reach out to international institutions. Learning from other cultures is important as it helps to create a more outward looking college sector. It is especially vital to include some countries which have good school – college links.	

Hayward Recommendations	What Colleges Can Do	RAG status
qualifications and assessment system that will remain fit for the future.		
Recommendation 4: Adopt the Vision and Principles proposed in this Review into policy and practice. Qualifications and Assessment in Scotland should be aligned with the Vision and Principles.	Colleges will work with Scottish Government and other key stakeholders, to ensure that it delivers for the learner and is consistent with delivery of Scottish Government's Purpose and Principles. It will be important during this process that there is a continued checking in with these stakeholders of these visions and principles so that the learner is recognised, valued and promoted.	
Recommendation 5: Adopt the SDA as the new approach to qualifications and assessment. The SDA (the Diploma) should contain three elements: Programmes of Learning, Project Learning and the Personal Pathway.	The college sector supports the principle of the SDA as it allows the individual learner to demonstrate achievement outwith the formal education system. By recognising skills and experience, as well as knowledge, it provides the learner with more autonomy over their ability and capacity to learn. Colleges will work with SQA to adapt and evolve with a new Scottish Diploma of Achievement. Dialogue should be sought with Scottish Government to understand the finer details of the diploma and how adaptable this would be with current college courses. Colleges contribute towards a change in culture with their method of assessment placing less weight on an end of year examination and giving more emphasis to continued assessment, highlighting experiential and skills-based recognition. Colleges can contribute their experience into the new methods of assessment including: qualifications, awards, credit accumulated and learner reflections on their personal learning through the Personal Pathway.	
Recommendation 6: Use the SDA as a graduation certificate for all Senior Phase educational settings. The following criteria should	The college sector welcomes the introduction of a digital profile. This would recognise not just assessment earned achievements, but the achievements found particularly on college courses which are continually assessed, as well	

Hayward Recommendations	What Colleges Can Do	RAG status
be used as a starting point for further development of the Diploma: • All learners must be offered the chance to experience learning in respect of all elements of the Diploma. This should be viewed as an entitlement. • The overall Diploma should not be graded. It should be awarded when achievements are recognised in each element, Programmes of Learning, Project Learning and the Personal Pathway. • The Diploma will be awarded at point of exit and will include achievements gathered to that stage. This will include, qualifications, awards, credit accumulated and learner reflections on their personal learning through the Personal Pathway. • The three elements of the Diploma should not be weighted. All elements are important as evidence of breadth of achievement. • The Diploma, and the evidence within it, will move with the learner to be built on in college, employment, university and the voluntary sector. • If a learner does not show evidence of learning in all three elements, the Diploma will not be awarded. They will leave with a record of what they have achieved. It will be possible to undertake learning at a later stage to allow for the award to be made. • All elements of the Diploma should be accessible to Gaelic Medium Learners. • All learners should have a digital profile to allow them to record achievements in Programmes of Learning, Project Learning and Personal Pathway.	as being based on student participation, experiences, and accomplishments throughout the academic year. Due to how assessments are carried out within colleges, such a method of accreditation would help smooth the transition to the use of this profile. A digital profile will also help towards lifelong learning, as the learner will be able to return to college at a later date using their profile. This method will help colleges to support in-work learning, and a modular approach to gaining skills, this will increase the ability of learners to move between institutions, micro-credentials, enhancing transferable skills. This is welcomed by colleges as it places the emphasis on learning, and promotes a move away from solely teaching to assessment. Further consideration should be given as to how the profile will be recognised both across the United Kingdom and internationally.	

Hayward Recommendations	What Colleges Can Do	RAG status
The profile will be owned by the learner. The Qualifications Body will regulate the information about achievements in Programmes of Learning and Project Learning. The Personal Pathway will be entirely in the control of the learner. • The digital profile must be fully accessible for all learners and available in Gaelic and other minority languages.		
Recommendation 7: Include the Programmes of Learning element as a prerequisite for the award of the Diploma. All learners should be offered a broad range of courses including academic, vocational, professional and technical courses. It is an entitlement. The Review recommends that the learning, teaching and assessment of Programmes of Learning can be strengthened by collaboratively taking forward the following actions: • Review course specifications to ensure that there is a strong relationship between what matters in the curriculum, pedagogy, assessment and qualifications. • Improve progression between the BGE and the Senior Phase and within the Senior Phase in schools and colleges. • Broaden the range of assessment methods for National Qualifications in the Senior Phase including increased opportunities for classroom assessment. • Act to reduce the number of examinations in the Senior Phase and involve only internal assessment at SCQF Levels 1-5. This will open up	The programmes of learning is especially attuned to the courses delivered within colleges which provide a wide variety of skills named in this recommendation – vocational, professional, and technical. Colleges will work collaboratively and share their existing knowledge with the qualification body to build on their existing expertise on continual assessment. Through these new approaches this can strengthen college-school partnerships which are continuously developing. Furthermore, where appropriate, these qualifications should be led by industry experts which will help to improve ties with local businesses. For this to take root it would need to be supported by a strong lifelong learning careers service. Helping people learn by assessing skills as well as knowledge is welcomed by the college sector, as it has a great deal of experience in this area.	

Hayward Recommendations	What Colleges Can Do	RAG status
a range of possibilities, e.g., for SCQF Level 6 Higher courses to progress across two years. • Where appropriate, retain external examination. Current examinations should be reviewed to reduce susceptibility to question prediction and over-rehearsal. • Increase flexibility by modularising courses and Programmes of Learning. This will allow learners to build credit as they progress through courses. • Create more time for learning and teaching. These proposals offer the potential for there to be more time for learning and teaching. Be vigilant to make sure that the time released is used for that purpose.		
Recommendation 8: Include the Personal Pathway element as a prerequisite for the award of the Diploma. It is an entitlement and must be available to all learners. This is an issue of equity. It must be flexible for all learners, recognising the importance of personal choice and should focus on what learners have achieved. This element should: • Encourage and celebrate the interests, competences and achievements of every learner. • Be owned by the learner, promote personalisation and choice. • Support learners to self-reflect on the skills and attributes they have developed. • Focus on what an individual has learned through an experience rather than on the number or location of experiences.	The Personal Pathway echoes the sentiments and goals of colleges as institutions supporting their communities. This strategy will help colleges include more social, cultural, economic and wellbeing aspects to their courses. By encouraging the learner to reflect on what they have learned throughout their courses it will: • Help to strengthen their contributions to their communities. • Engage in local cultural and arts activities. • Build strategies on how to develop wellbeing for themselves and others. • An understanding of their achievements which they are proud of. Personalising each course in this way contributes towards futureproofing college education. Colleges support a reflective and personal discussion as this helps to place the learner at the centre. This will need financial support to help train staff to build these new Personal Pathways roles.	

Hayward Recommendations	What Colleges Can Do	RAG status
• Subject to authentication processes but not graded. • Aim to include social, cultural, economic and well-being aspects. In many cases learners' experiences will integrate a number of these aspects. • Include a reflective, personal discussion which should be undertaken across an academic year and throughout the Senior Phase. Supportive structures should be established to support the development of this area of the Diploma. This should include professional learning and to ensure that the importance of this area of work is recognised, is well co-ordinated and has status, a promoted post should be established for those leading this work in schools and colleges.		
Recommendation 9: Use descriptions of knowledge progression and the universal skills framework, in the recently published Skills Review (Withers, 2023), if accepted, to inform the design of Project Learning in the SDA. They should also be used as the basis for assessment.	Colleges Scotland has produced a comprehensive response to the recommendations of Withers and there needs to be a tie-in as these recommendations are taken forward by Scottish Government.	
Recommendation 10: Include the Project Learning element as a prerequisite for the award of the Diploma. It is an entitlement and must be available to all learners. • Project Learning should be an identifiable and distinct part of the curriculum, building on Programmes of Study. Individual learners must be	Colleges support the learner-centred approach of Project Learning. With the onus being shifted away from end-of-year examinations this is consistent with the teaching practices found within colleges which harnessed the skills and experiences of the learner. Colleges support inclusion within the pedagogy.	

Hayward Recommendations	What Colleges Can Do	RAG status
allowed to apply their knowledge and skills across subjects to tackle a challenge. Project Learning can be undertaken through a mixture of group and individual work. However, it should be individually assessed. • Project Learning should take place throughout the Senior Phase. A learner could choose to investigate a new project each year or build on the same project as they progress through the Senior Phase. The level of challenge should steadily increase, and achievement should be linked to SCQF levels and credits to demonstrate progression. While the focus of this Review is on the Senior Phase it may be beneficial to promote Project Learning in both 103 primary schools (where it already exists in a range of forms) and in the BGE Phase so as to support learners for the type of experience to come. • Project Learning will be internally assessed within educational settings, with external verification built into the process to ensure shared standards across the country. Processes will be rigorous but light touch. • There will be flexibility and different pathways within the Project element to promote inclusion particularly for learners with ASN, learners who are neurodivergent, learners who are highly able and those who may be educated at home. While some learners may undertake complex, long-term enquiry into major global issues, for other learners the project element of the Diploma may involve drawing together educational experiences to help		

Hayward Recommendations	What Colleges Can Do	RAG status
build confidence, for example in terms of communication or independent travel. • The goal of a project investigation should be chosen by the learner. We acknowledge it may be necessary to start with a more defined offer in the early stages of the Project element of the Diploma. Examples will be developed collaboratively by teachers and lecturers, local authorities, researchers, national agencies and learners. These examples will be made available to schools across the country for them to adapt into their own circumstances.		
Recommendation 11: Enhance parity of esteem between types of qualifications by recognising as equal all qualifications at the same SCQF level with the same credit points: • Scotland, should use the SCQF Level followed by the name of the qualification in promotional literature and in recording of results • Academic, vocational, professional and technical qualifications should all be included within the Programmes of Study element of the Diploma • Due recognition is given to all elements of the Diploma as an award that illustrates much more that the completion of programmes.	Colleges would support the cultural change towards parity of esteem. Colleges know that the work they do is vitally important to the economic wellbeing of the country. They provide expert knowledge and skills on a wide variety of essential careers, as well as upskilling and reskilling those within the workforce who require it – most urgently in green skills. Moving to the use of SCQF levels across the post-school landscape would help to balance the view that one institution was significantly worthier than the other. Furthermore, it would also help in the role of community learning. Colleges welcome the central recommendation of the report in this area by building on the language of SCQF level to help provide a better understanding of different qualifications and how they relate to one another. Recognition of prior qualification would help to reduce unnecessary duplication within their learner journey. This can be done in partnership with local schools, universities and other qualification bodies.	

Hayward Recommendations	What Colleges Can Do	RAG status
Recommendation 12: Establish a Cross Sector Commission on Artificial Intelligence (AI) • As a matter of urgency, Scottish Government should convene and lead a cross sector commission to develop a shared value position on the future of AI in education and a set of guiding principles for the use of AI. • In the interim, teachers and learners should be supported to use AI, to take advantage of opportunities to reduce bureaucratic tasks. Coursework tasks should be reviewed.	Artificial Intelligence is creating challenges for the college sector, both positive and negative, and these can be assisted by this recommendation. Colleges will be able to share their experience of working with AI across the tertiary sector. This will not only help to meet the challenges that AI has created but will help to create stronger inter-institutional dialogue – ultimately helping to enrich the post-school landscape. It is important that when taking this forward it ties in with the AI Strategy for Scotland.	
Recommendation 13: Create a national plan to make the SDA a reality for all learners in all educational settings. • A national plan should be agreed for the introduction and development of the SDA to turn ideas into a reality for all learners in all educational settings. This plan should include resource implications.	Colleges agree to establishing an appropriate plan for making the Scottish Diploma of Achievement a success as it builds on the experience of colleges in continuous assessment. Colleges will contribute by continuing to create a place for all learners, with the ability to help those returning to the workforce.	
Recommendation 14: Develop the national plan and the wider process of change in ways that are inclusive and collegial. • It should be based on the Vision and Principles, must involve all those with an interest in qualifications and assessment and have a clear indication of how different communities will contribute to making the ideas in the Vision a reality for every learner in Scotland.	Colleges are at the heart of many communities, and as such they can communicate these more inclusive approaches towards achievement outlined as part of the SDA. Colleges are conduits for helping those from the most deprived areas of Scotland into the labour market. This approach to assessment would provide further support to colleges and help to empower those who feel left behind that post-school education is a place where they can return to or begin their learner journey anew.	

Hayward Recommendations	What Colleges Can Do	RAG status
• It is critical that all communities have opportunities to develop an understanding of the new approach to assessment and qualification system in Scotland. There should be opportunities for all involved in qualifications and assessment to discuss this report and to consider how the Vision and Principles might be put into practice in their context. • The plan should include a review cycle (Recommendation 4) where evidence is gathered from policy and practice to explore the relationship between ideas and practice and to take appropriate action. This formative review should be undertaken in partnership by practitioners, policy makers and researchers.	To create an inclusive and collegial plan it would be prudent to consider the review of Anchor institution guidance from Scottish Government in making colleges more aligned to their partner Anchor Institutions to promote cohesive strategic thinking.	
Recommendation 15: Introduce the SDA in phases. • The introduction of the SDA should be in a series of three overlapping phases. Space should be created to enable staff, learners and parents/carers to engage with the Vision and Principles and to be involved in the development of the Diploma. The plan for the phased introduction of the Diploma should be discussed and agreed by the start of session 2024-25.	To assist in creating that cultural change colleges will develop and help their staff to understand and work with the SDA. Much of the basis for experiential and skills-based learning is already present within colleges. The SDA should be implemented at an appropriate speed, with any pilot scheme ensuring it incorporates a college. Colleges understand that there will be difficulties and challenges attached to such a change in assessment but with their experience of assessing learners on more than an end-of-year basis there will be much that college staff will be familiar with.	
Recommendation 16: Make time available for staff in Education. Education staff need time to access professional learning, to collaborate and to engage with the changes being proposed. Given the unique needs of the GME sector professional	This is extremely important. For there to be a cultural change towards a parity of esteem across the post-school landscape staff must be trained, with suitable resource and funding provided to ensure this is done successfully.	

Hayward Recommendations	What Colleges Can Do	RAG status
learning tailored to help support the Diploma for Gaelic speaking learners and educators is crucial.		
Recommendation 17: Develop a long-term engagement and communication strategy	A long-term engagement and communication strategy will be vital in developing this work to the benefit of the learner.	
Recommendation 18: Build a national strategy for standards. • There should be an agreed national plan to build and sustain local and national standards for qualifications and assessment. • Training in how to avoid bias should be an essential part of the strategy and should involve teachers from Scotland's increasingly diverse workforce. • The strategy should be developed collaboratively by policy makers, practitioners and researchers.	Colleges welcome the need for a national strategy for standards (which would include Standards of Curriculum Development as part of it) as this will help to create parity of esteem within the post-school landscape.	
Recommendation 19: The Scottish Government and the new national education bodies should model cultural change. • As the SDA is developed and introduced, the Scottish Government and the new national education bodies should model cultural change by working collaboratively in ways that recognise and value the contribution of every participant.	Colleges would welcome this approach from the Scottish Government, such an approach will help them lead from the front with regards to a cultural change.	
Recommendation 20: Embed Qualification and Assessment developments clearly and explicitly within the wider reform agenda.	Colleges welcome coordination and guidance from Scottish Government with regards to implementing into the wider reform agenda through the framework to be established through Purpose and Principles.	

Hayward Recommendations	What Colleges Can Do	RAG status
• The Scottish Government must, as a matter of urgency, communicate a clear narrative that shows how the developments in qualifications and assessment are an integral part of the wider reform agenda. • The Scottish Government should establish collaborative structures to take forward the development of the SDA that mirror those developed during this Review to ensure that all those with an interest in qualifications and assessment continue to be part of the strategy for its realisation.		
Recommendation 21: Design the new national qualifications body to work in partnership with learners, teachers, policy and research communities to: • Develop a flexible modular approach to National Qualification courses to allow learners to build credit over time towards qualifications and to enable the system to respond with agility to the changing needs of individuals, society and the economy. • Extend the range of assessment methods within National Qualifications and identify what other actions might be taken to reduce the potential for rote learning and enhance the learner experience. • Rationalise the existing range of courses to create a clear, coherent offer for learners, parents/carers, schools, colleges, employers and universities.	Colleges would be keen to be involved in discussions around the new qualifications body to establish a strong understanding of the SDA. A move to a more learner responsive course would be beneficial for transition between institutions and for lifelong learning.	

Hayward Recommendations	What Colleges Can Do	RAG status
• Build a new approach to qualifications and assessment that has public confidence, is highly regarded nationally and is rigorous but not overly bureaucratic.		
Recommendation 22: Ask the new curriculum body in partnership with the new qualifications body to work with learners, teachers, policy and research communities to: • Improve course progression between the BGE and the Senior Phase, and within National Qualifications offered in the Senior Phase. • Co-construct and to trial examples of Project Learning in different educational establishments across the country. These examples should be made available to schools and colleges nationally for teachers/lecturers to adapt to their own circumstances. • Work with local authorities, schools, colleges, teachers and lecturers to build a national moderation system that is rigorous but proportionate.	Colleges are keen to work with the new curriculum body to coordinate a smooth transition into the SDA.	
Recommendation 23: Ask the Independent Inspectorate (HMIE) to work in partnership with learners, teachers, policy and research communities to: • Ensure the process of inspection effectively supports the introduction of the SDA in ways that are consistent with a collaborative, empowered culture.	Colleges would be keen to be involved in discussions with Independent Inspectorate (HMIE) to coordinate a smooth transition into the SDA.	

Hayward Recommendations	What Colleges Can Do	RAG status
• Review practice with researchers and practitioners as the SDA develops and to identify if gaps are emerging between intentions and practices. The evidence emerging from these Reviews should be used formatively to identify actions to re-align the process.		
Recommendation 24: Establish the SDA as expected practice for teachers: • Teacher Education Institutions should work with the GTCS to review their programmes to ensure that newly qualified secondary school teachers and college lecturers are well-prepared to work with the different elements of the SDA. • As part of their review cycle, GTCS should reflect the need for all secondary teachers to work with the SDA in their Professional Standards. • The Teaching Qualification in Further Education (TQFE) providers should review their programmes to ensure that college lecturers are well-prepared to work with the different elements of the SDA.	College will work with the Teaching Qualification in Further Education to train and develop lecturers' skills in the different elements of the new SDA. Due to colleges working in a similar pedagogical structure, this should make for a smooth transition into the SDA.	
Recommendation 25: Encourage colleges, employers and universities to use the wider evidence base provided by the SDA as the basis of decisions they take when selecting students or employees.	Colleges have been administering continuous assessment courses and as such can help to take the lead on these matters.	
Recommendation 26: Require national monitoring and accountability systems to gather information on the breadth of achievements recognised within the SDA. Insight and the	Colleges will cooperate with national monitoring and accountability systems in order to help progress and develop the SDA.	

Hayward Recommendations	What Colleges Can Do	RAG status
National Improvement Framework should be updated to reflect success as envisaged in the SDA.		

ANNEX B

Colleges Scotland Response to the Report of Independent Review of the Skills Delivery Landscape - July 2023

General reflections

Colleges Scotland is pleased to provide a response to the Report of Independent Review of the Skills Delivery Landscape (the Withers Review), much of which we support, particularly where Withers reinforces the key role the college sector plays but importantly how the sector is central to the delivery of a world class skills deliver system supporting both economic and social prosperity. We strongly support the general direction of the recommendations outlined in the review, many of which build on those recommendations presented in the Cumberford-Little report (2020). It is important to note however, that the review does not suggest timescales for implementation of the recommendations, and further consultation on this is needed.

The Review is incredibly timely given the sector is on an unsustainable trajectory and operating in a wider system which is characterised by a cluttered landscape around education, training, skills delivery, and work-based opportunities in Scotland. All of us want the needs of learners, communities, employers, and the economy to be at the centre of planning and decision-making for how skills are delivered now, and in the future.

Colleges Scotland would welcome clear leadership and direction from the Scottish Government which recognises the critical contribution of colleges to local and regional economies, communities, and the life-changing opportunities colleges provide for individuals.

Colleges Scotland is committed to working alongside Scottish Ministers to drive and lead system reform for the benefit of learners, communities, employers and the economy.

Colleges Scotland would stress that it will be impossible to deliver Ministers' ambitions for a skilled workforce – as set out in the National Strategy for Economic Transformation (NSET) – without colleges.

Mr Withers calls for "a revolution in how we think about learning", and parity of esteem for all types of learning and achievement, which we agree with and have long called for from the college sector. We need to create a culture founded on a core principle: all learning that contributes to a positive destination has parity of esteem. There is no 'golden pathway'; no learning journey that is more worthy than another. It is possible both to recognise the extraordinary value of our university sector in Scotland whilst at the same time moving to value all other types of educational and training as having equal value.

Colleges Scotland is sensitive to the structural changes suggested by Mr Withers, and that these may impact on the responsibilities of existing staff in existing organisations.

Given that any structural changes will take time to implement, it is vital that related work, such as Laying the Foundations, Art of the Possible, and Purpose and Principles, happens in parallel to ensure is a stable platform exists for the college sector to continue to deliver at an operational level.

In this paper we provide some initial views from the college sector, along with a RAG status, in order to allow ongoing dialogue with Scottish Government and other key stakeholders. Key for RAG status is as follows:

Red	Do not support the recommendation
Amber	Support the recommendation in principle and will proactively endorse publicly, whilst acknowledging further details are required
Green	Support the recommendation

It should be noted that where this paper makes reference to 'regions', we are using this in the context of regional-led skills planning, rather than in a government sense.

Comments on Recommendations

Recommendation	Comments	Role of the College Sector	RAG Status
Operational Recommendation - New culture of leadership from Scottish Government	Colleges Scotland welcomes this. There has been discussion at the Education, Children and Young People's Committee around "what are colleges for, and what do they do?". The Scottish Government has completed its Purpose and Principles work which should articulate a vision for colleges. Colleges are a vital and critical provider of education and skills training in Scotland's tertiary sector, act as community anchors, and are the mechanism by which people in Scotland step out of poverty and into qualifications and work. College leaders want to "get back to basics", working closely with employers of all types, as the go-to providers in green skills and STEM. Mr Dey agrees that "We should all welcome the key role that colleges play in Scotland and agree that their continuing resilience is vital to Scotland's economy and society." If that is made clear to all stakeholders, and put into action, colleges could be in a better place in a timely manner. The Scottish Government should give equal recognition to the value of college education, to that of university education.	Colleges will: -Share outputs from the Art of the Possible workstream, articulating the sector's own views. -Pursue the 'Think Colleges First' principle -Engage with the Scottish Government on Cross-Portfolio working -Seek Cabinet level discussion on the college sector, in particular Cross-Portfolio opportunities Colleges are a key part of this wider vision. Ministers should – across all portfolios of the Scottish Government – understand what colleges do, what they can deliver now and, in the future, and commit to protecting and investing in them. In achieving its full potential, the sector would benefit from a more focused, priority-driven role. This could be achieved by streamlining funding sources	

Recommendation	Comments	Role of the College Sector	RAG Status
		so that colleges can operate more efficiently and effectively.	
Operational Recommendation - Define success and end the division in language and philosophy.	We agree with this recommendation. Decisive, national direction and leadership from the Scottish Government with a single strategic narrative and language on learning is vital. This should be underpinned by clarity about the expectations on different actors, clearer remits for national agencies and structures of governance which enable performance management, decision-making, and accountability, to happen at the right level. The outputs of the Art of the Possible workstream complement this recommendation, identifying a need for digital transformation to create commonality across the sector, to the benefit of both colleges and the learner.	Colleges will bring institutional commitment and pursue a national co-ordinated learning approach.

The college sector will play a key role in digital transformation by driving forward the outputs identified in the Art of the Possible workstream. Colleges will identify and agree how to implement standardised digital systems, and common standards for curriculum development which will help to ensure commonality in language and philosophy across the sector. | |
| Structural Recommendation - To move responsibility for national skills planning from Skills Development Scotland (SDS) and Scottish Funding Council (SFC) to the Scottish Government. | A national needs-based skills planning process which builds upon Scotland's vision for a wellbeing economy and offers clarity about the sectors and occupations where Scotland has national skills requirements would be beneficial. Ideally, this would result in data and information updated frequently and reliably, which is readily available, which identifies trends, risks, and opportunities, and, critically, joint forward planning for skills needs and gaps in particular geographies or industries. This planning should be done by working with industry to understand future needs. Scotland is in an international market for skills, | A key output identified through the Art of the Possible workstream is the need for the college sector to be the leading planner and provider of skills and modern apprenticeships, which would support the 'Think Colleges First' principle. A single point of skills planning would bring efficiencies to the current process and allow colleges greater autonomy around decision making and planning. | |

Recommendation	Comments	Role of the College Sector	RAG Status
	which is complicated because of the Brexit impact, and the planning function should be cognisant of international and emerging trends, competition for students and skilled workers, and international emerging industries which may impact Scotland's skills matrix. Colleges Scotland is sensitive to the structural changes suggested by Mr Withers, and that these may impact on the responsibilities of existing staff in existing organisations. National skills planning has to be transparent, as simple as possible, timely and evidence based.	The college sector must play a leading role in supporting the transition from the existing to the new for national skills planning. Colleges have the knowledge and expertise of managing this at an operational level, but also the vision required to deliver national skills planning more effectively. Colleges will continue to work with private training providers to deliver apprenticeships.	
Linked to Recommendation 3: Establish areas of strategic workforce opportunity and need and empower regional partners to develop their own solutions.	There is significant opportunity to build on the foundations that were created in reforming the sector to deliver regional colleges. The full potential of regional colleges to play a clear leadership role within regions which have greater autonomy and accountability has yet to be fully untapped. This is particularly notable in creating a system and environment where colleges and industry develop symbiotic relationships, supporting business to be more competitive and to have access to upskilling and reskilling opportunities at the point of need. It is also critical to recognise that stronger collaboration between colleges and businesses must lead to greater investment by business in both the delivery and shape of college education and skills training provision.	The recent evaluation of the impacts of the FWDF, delivered by colleges, clearly shows the value created when colleges are supported to develop strategic partnerships with a wide range of businesses in their regions. The sector must play a lead role.	

Recommendation	Comments	Role of the College Sector	RAG Status
	Colleges add value at a regional level, and in recognition of this, there should be clear regional autonomy for identifying local skills needs based on regional economic strategies, and an established process for planning provision to better meet those needs. Recognition of the role of colleges, local authorities, and businesses (particularly SMEs) in shaping and leading this process with minimal, light touch, involvement from national bodies and government. The Scottish Government should build this up firstly from engagement with employers and colleges. Clear, consistent opportunities for employer engagement and leadership that enable all types of businesses and industries to play a central role in shaping and guiding the provision and services in the system at every step – from standards and qualifications development to careers advice and guidance – would be beneficial. Simple, well-signposted engagement routes for both employers and learners to access support relating to post-school learning and training so every business and individual knows where they need to go for advice and can access the information that they need would be ideal.		
Structural Recommendation – To establish a new single funding body, which brings together	We support this recommendation, in consultation of further details, as the introduction of a single funding body would reduce confusion in a complex landscape, where multiple	Colleges will play a leading role in building what the future looks like. We also have the operational understanding to test the impacts	

Recommendation	Comments	Role of the College Sector	RAG Status
responsibility for all post-school learning and training funding functions from SFC, SDS and, potentially, the Student Awards Agency for Scotland (SAAS).	funding streams exist, each with their own cultures, rules and reporting mechanisms. It is essential that the implementation of a single funding body cuts down significantly on bureaucracy and provides the opportunity to respond flexibly to regional needs. The Art of the Possible workstream has also identified this as a key ask to Scottish Government. It is important that the funding model review work continues in the meantime, to support the smooth transition towards a single funding body.	on changes to guidance, policy, or direction. If we are involved and consulted from the start of such processes, we can support the shaping and implementation of any changes needed, both short term and long term.	
Operational Recommendation - Build a new model of funding for post-school learning provision, with simplicity and parity of esteem as core values.	Colleges Scotland supports this in principle, in consultation of further details. There needs to be parity of esteem across the post school system and equity of investment in resource. Equitable, streamlined, flexible public funding which prioritises learners and learning that will best deliver against intended outcomes is essential.	The college sector will continue to ensure that its provision is learner-centred and supports onward learning pathways or those wishing to return to learning later in life. Provision will also offer value for money. The college sector will work with the Scottish Government and Scottish Funding Council to establish an equitable funding landscape which facilitates innovation and focusses on impact. Parity of funding with Universities is key if Colleges are to deliver.	
Operational Recommendation - Provide funding options for living costs for those who want to study part-time/flexibly.	We agree with this recommendation with the caveat that this must be additional funding and not re-allocation of existing funding to accommodate this change. The ability for any learner to access financial support for living costs up to the	The college sector will support all learners. We will promote any improved support package to those eligible and support them with any application process. This will help	

Recommendation	Comments	Role of the College Sector	RAG Status
	living wage equivalent would make part-time or flexible study more accessible and affordable. It is important to ensure that full and part-time learners are treated equitably to make education accessible for all. The future of education and skills training is likely to be characterised by an increase in FastTrack (lifetime access to education and skills training opportunities). Therefore, the funding of institutions and the funding to support students needs to reflect the changing nature of demand for education and skills training.	attract prospective learners to the college sector and enrich their student experience.	
Structural Recommendation - To give the new qualifications body a clear remit for overseeing development and accreditation of all publicly funded post-school qualifications and the underpinning skills frameworks and occupational standards.	We agree with this recommendation, which is line with the outputs of the Hayward review. Any new body needs to be more agile and responsive to the needs of learners, communities, employers, and the economy. It is important to consider that the college sector currently deliver qualifications which are accredited by a range of awarding bodies.	The college sector will provide its view in discussions regarding the operational arrangements of transitioning to the new qualifications body. The college sector will use its collective knowledge and expertise to advise how changes should be implemented, ensuring as little disruption as possible to the learner and operational processes.	

Recommendation	Comments	Role of the College Sector	RAG Status
Operational Recommendation - Review post-school qualifications, using SCQF as a foundation, to create clear learning pathways underpinned by a universal skills framework and occupational standards and to drive further modularisation.	SCQF provides an opportunity to map pathways and evidence value of qualifications across, for example, a foundation apprenticeship and a higher. A clear, coherent, and recognisable learning pathway through the SCQF with articulation between awards at different levels and modularised qualifications that build over time would be the ideal. It is important that there is recognition of prior learning at all stages of a learner's journey through the education system.	The college sector will push for recognition of prior learning. This is often not well understood, and it is important that there is clear guidance on how this is applied across the tertiary education sector. The college sector will make greater use, and support others to do the same, of the SCQF framework to map a range of suitable pathways for learners. The college sector will use its collective knowledge and expertise to advise how changes should be implemented, ensuring as little disruption as possible to the learner and operational processes.	
Operational Recommendation - Develop a new, national, lifelong and digital training record to chart skills development through life, connecting into a revitalised careers service.	This is a sensible approach and supports a modular method of undertaking qualifications. It is important that achievements outside of the formal education system are recognised, i.e., those qualifications and awards that more deeply embed work-integrated learning or employability-related skills development. This is also in line with the Art of the Possible work stream, which recognises the need for standard e-portfolio systems which follow the student, and which are cognisant of, and complimentary to, future developments in qualifications and skills.	The college sector input will be necessary to implementing a standardised digital offering, and colleges have the expertise and vision required to drive this forward. Colleges will: -Implement standard e-portfolio systems which follow the learner through the entirety of their educational journey.	

Recommendation	Comments	Role of the College Sector	RAG Status
	There should be user research, including on accessibility, before any project is set around this. Adequate and sustainable investment should be provided for the creation, maintenance, and an improvement schedule for multi years if this product is to be created – this kind of record with permanence, personal data information security, and brand recognition with users and employees at the scale envisaged will need investment.		
Structural Recommendation - To substantively reform SDS to focus on the development of a national careers service, with a mission to embed careers advice and education within communities, educational settings and workplaces across Scotland.	We are supportive of an improved careers service offering, which provides personalised, and lifelong career support to all learners at any stage in their career journey. This also supports the principles of the recent careers review.	Colleges will: -Work with regional partners on provision of careers advice -Undertake gap analysis -Develop professionally trained staff	
Operational Recommendation - Expand the remit of the existing DYW network to establish a national employer board and a series of regional employer boards which put employer views at the heart of skills planning, national strategy and the development of post-school learning system. In doing so the Scottish Apprenticeship Advisory	Colleges Scotland needs further detail on how this recommendation will be implemented, however, there is a potential opportunity for regional colleges to engage with the DYW network to meet employer needs and regional skills demand, supporting the principle of 'Think Colleges First'. The college sector should be involved in discussions regarding the operational arrangements of transitioning to new arrangements.	The college sector will ensure that the needs of employers are met through establishing strong working relationships via Regional Economic Partnerships and delivering on skills demand. Colleges will continue to fully engage in their local DYW group.	

Recommendation	Comments	Role of the College Sector	RAG Status
Board (SAAB) should be wound up (Recommendation 12).	Any arrangement must also fully integrate the views of employers.		
Structural Recommendation - To give the enterprise agencies a clear remit for supporting businesses with workforce planning as an embedded and integrated part of business development and planning.	In whatever structure is decided by Scottish Government, the college sector would like to see the following principles delivered: • There is a standardised remit. • This clearly links to the planning process. • This offers regional autonomy. • This takes account of the green agenda and emerging technologies. The college sector should be part of these discussions to ensure the principles outlined are delivered. This would strengthen links between colleges and local businesses and allow skills needs to be better identified. This supports the 'Think Colleges First' principle, as the provider of choice for technical and professional skills.	The college sector will ensure that the needs of employers are met through establishing strong working relationships via Regional Economic Partnerships and delivering on skills demand, for example, via their Community Planning Partnerships. Colleges will work with employers to increase productivity and inward investment.	
Operational Recommendation Explore greater private sector investment in the post-school learning system and, in particular,	We support this recommendation. Colleges have established strong relationships with local businesses in their communities and this is an opportunity to work more collaboratively to the benefit of both the public and private sector.	This recommendation plays a key part in transitioning to the Wellbeing Economy, and realising the value the college sector brings to this.	

Recommendation	Comments	Role of the College Sector	RAG Status
in the provision of in-work learning opportunities	Businesses and industry sectors currently invest in colleges e.g., facilities and equipment. There is significant scope to explore how we build on this to create greater opportunities for private investment	The college sector will work closely with the employers to identify what in-work learning opportunities are in demand and can be delivered by the sector, to drive forward investment.	
Operational Recommendation A new, clear map should be developed to direct users into the system	This seems like a common-sense approach and should be linked to careers advice and recognition of equity of route. Scottish Government may wish to speak to Colleges Scotland and College Development Network about the research they have on perceptions of colleges and user journey experiences to maximise any move towards this. There should be market research and user research, including on accessibility, before any project is set around this. Adequate and sustainable investment should be provided for any changes – this kind of map at the scale envisaged will need investment.	The college sector can share its expertise about user journey and customer management experiences. This should be brought to any national offering – working with colleges on any changes.	

Colleges Scotland

July 2023

ANNEX C

Colleges Scotland Response to Purpose and Principles for Post-School Education, Research and Skills – July 2023

General Reflections

The Scottish Government published the Purpose and Principles for post-school education, research and skills on Wednesday 28 June 2023. This accepted a number of the recommendations in the recent Skills Delivery Landscape Review, which called for major change in the skills delivery system to improve outcomes for learners and employers, as well as other reports on educational reform.

The current structure of the college sector is not sustainable, and Purpose and Principles sets out some areas of change which might help to bring stability to Scotland's colleges.

Through the implementation of the Purpose and Principles the Scottish Government has to provide clarity for the college sector, which could in part be done by strongly reflecting and delivering on the recommendations as established by James Withers in the Skills Delivery Landscape Review. In doing so the Scottish Government must integrate and align the implementation of the recommendations of the Independent Review of Qualifications and Assessment.

Stability, and creating a sustainable future for colleges is vital, as students deserve to learn in colleges that are thriving, ambitious and strongly connected to industry, and re-enforce to businesses and the public sector that colleges are the go-to place for skills training and high-quality qualifications. On that basis, we need to ensure that the Scottish Government now provides a clear statement of intent for the college sector and establish a clear purpose for colleges, that take into account the sector's own position.

In this paper we provide some initial views from the college sector, along with a RAG status, in order to allow ongoing dialogue with Scottish Government and other key stakeholders. Key for RAG status is as follows:

Red	Do not support the recommendation
Amber	Support the recommendation in principle and will proactively endorse publicly, whilst acknowledging further details are required
Green	Support the recommendation

Colleges Scotland
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Colleges Scotland

Principle	What Will Scottish Government Do?	What Will Colleges Do?	RAG Status
Principle 1 - Transparent, Resilient and Trusted	• Lead the development of a new model of public funding for all forms of provision. • Investigate the options to deliver a single funding body, including tuition and living cost support, paying regard to issues such as the status and scope of the body's responsibilities • Include responsibility for overseeing all publicly funded post school qualifications (except degrees) and the underpinning occupational standards and skills frameworks as part of the new qualifications body.	The college sector will ensure that its provision is learner-centred and offers value for money. One potential funding model for colleges could be as follows: • A level of core funding to cover fixed costs and resource following the student and on an equal basis throughout all parts of the system. • Suitable and sustainable investment in infrastructure, digital and climate change mitigations. Streamlined, flexible public funding which prioritises learners and learning that will best deliver against intended outcomes would be welcomed. It is important to recognise that not all resource can follow the learner, there needs to be funds retained at an institutional level to cover core costs. The introduction of a single funding body would reduce confusion in a complex landscape, where multiple funding streams exist, each with their own cultures, rules and reporting mechanisms. This single funding body could include an element to cover fixed costs/estate, whilst ensuring transparent funding for the learner. The implementation of a single funding body would cut down significantly on bureaucracy and provide the opportunity to respond flexibly to regional needs. The Art of the Possible	

Principle	What Will Scottish Government Do?	What Will Colleges Do?	RAG Status
		workstream has also identified this as a key ask to Scottish Government. There is an opportunity here to ensure the overall funding model strengthens school-college partnerships. Colleges will strengthen their partnerships with local schools by ensuring improved funding equates to improved provision for learners, increasing the appeal of college to senior-phase pupils. College-university partnerships must also be strengthened through equal funding at undergraduate level demonstrating parity of esteem and ensuring colleges can provide HNC/D students with the same quality of experience. This would include the careers support that universities provide. The college sector broadly welcomes the recommendations of the Independent Review of Qualifications and Assessment Final Report. However, within the review there is a focus on schools, and we need to ensure that the work and position of colleges is recognised. Colleges will play a leading role in building what the future looks like. We also have the operational understanding to test the impacts on changes to guidance, policy or direction. If we are involved and consulted from the start of such processes, we can support the shaping and implementation	

Principle	What Will Scottish Government Do?	What Will Colleges Do?	RAG Status
		of any changes needed, both short term and long term.	
Principle 2 – Supportive and Equitable	• Within financial constraints, build on manifesto commitments and undertake a review of student support for part-time learners to improve the parity of support on offer, especially for those who are returning to learning and may have other caring or work-related responsibilities. • Develop a model for student support and engagement that takes account of all provision pathways and not just further and higher education, including considering apprenticeships and CLD.	The college sector will support all learners. We will promote any improved support package to those eligible and support them with any application process. This will help attract prospective learners to the college sector and enrich their student experience. Any redeveloped model must be supported through additional funding and not the re-allocation of existing funding to accommodate this change. The ability for any learner to access financial support for living costs up to the living wage equivalent would make part-time or flexible study more accessible and affordable. It is important to ensure that full and part-time learners are treated equitably to make education accessible for all. Given the financial challenges many are facing through the cost of living crisis there is potential shift from full-time to part-time learning which has to be recognised.	
Principle 3 – High Quality	• Build on the work of the recommendations from the Careers Review to consider options for embedding careers advice and education within communities, educational settings and workplaces across Scotland; including options for future delivery of national careers services; • Build a comprehensive understanding of the post-school qualifications landscape to inform processes for developing, funding, assuring and	Colleges are supportive of an improved careers service offering, which provides personalised, and lifelong career support to all learners at any stage in their career journey. This also supports the principles of the recent careers review. The college sector has to be actively involved in the implementation of recommendations stemming from the review and in advising on	

Principle	What Will Scottish Government Do?	What Will Colleges Do?	RAG Status
	approving publicly funded qualifications, and actions for wider reform of the qualifications landscape - including improved articulation with the senior phase. • Lead work to inform future approach to apprenticeship development and delivery as part of an integrated landscape of pathways. • Work with institutions, public bodies and unions to ensure that staff at all levels are supported and empowered to deliver the high-quality work required by students, society and the wellbeing economy, in keeping with fair work principles.	changes to current practice, including with reference to the Gatsby benchmarks for career guidance. Colleges will: -Work with regional partners on provision of careers advice -Undertake gap analysis -Enhance the professional development and training of our staff The college sector will push for recognition of prior learning. This is often not well understood, and it is important that there is clear guidance on how this is applied across the tertiary education sector. The college sector will make greater use, and support others to do the same, of the SCQF framework to map a range of suitable pathways for learners. College sector leaders have developed the concept of skills-led regions, in which colleges will be the leading body in the planning and delivery of skills, including apprenticeships. The college sector will use its collective knowledge and expertise to advise how changes should be implemented, ensuring as little disruption as possible to the learner and operational processes.	

Principle	What Will Scottish Government Do?	What Will Colleges Do?	RAG Status
Principle 4 – Globally Respected	• Use and improve Study in Scotland materials as part of approach though NSET to talent attraction and retention. • Take forward a pilot international mobility programme co-designed with sector representatives. • Continue to seek to influence the UK Government to secure future association to Horizon Europe and other EU research programmes and ensure Scottish interests are protected regardless of outcome.	Colleges will continue to evidence their role as providers of international education opportunities for learners, including for those learners from the most-deprived communities in Scotland. It must be ensured that colleges are able to access any international/EU staff and student exchanges to ensure colleges are globally respected. Colleges need to be involved in the planning and developments in each of the respective Scottish Government workstreams. Successful inward investment must be underpinned by a skilled workforce, delivered by colleges. Colleges are critical to the delivery of this skilled workforce, and the delivery of future skills pipelines in key growth areas for Scotland. Colleges should play a stronger role in innovation, and in particular in distilling innovation practices with the employers they engage with, which is differs from the research carried out by universities. This unique role in innovation must be recognised and strengthened.	
Principle 5 – Agile and Responsive	• Take responsibility for skills planning – developing an approach at a national level that works with partners to set clear priorities. Enhance and embed the role of employers in shaping system planning priorities, pathways and provision. • This will be supported by a regional approach that builds on existing regional economic partnerships	A key output identified through the Art of the Possible workstream is the need for the college sector to be the leading planner and provider of skills and modern apprenticeships, which would support the 'Think Colleges First' principle. A single point of skills planning would bring efficiencies to the current process and allow	

Principle	What Will Scottish Government Do?	What Will Colleges Do?	RAG Status
	and has employers and local providers, in particular colleges, at the centre.	colleges greater autonomy around decision making and planning. The college sector will play a leading role in supporting the transition from the existing to the new for national skills planning. Colleges have the knowledge and expertise of managing this at an operational level, but also the vision required to deliver national skills planning more effectively. Colleges will work closely with their local SMEs and key industry partners to establish their skills needs and use FWDF funding to deliver responsive and tailored training. This will help to upskill workforces and increase business productivity, thus ensuring greater impact in their communities. Colleges will work with SMEs and key industry partners to: -Increase employer engagement -Progress innovation -Identify regional issues, needs and gaps The college sector will ensure that the needs of employers are met through establishing strong working relationships and delivering on skills demand, via their Community Planning Partnerships.	

Colleges Scotland
July 2023

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	29 August 2023
TITLE OF REPORT	Developing the Young Workforce
REFERENCE	10
AUTHOR AND CONTACT DETAILS	Myra Sisi, Associate Principal of Curriculum Myra.Sisi@slc.ac.uk
PURPOSE:	To provide the Committee members with an update on senior phase and school activity.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: • note the contents of this report which include updates on all senior phase activity being offered at the College for 2023/2024.
RISK	• That planned recruitment for some programmes may not be achieved. • That the engagement for GradU8 and Winter Leaver programmes decreases leading to low achievement and a drop in students progressing • That poor recruitment could negatively impact the College's overall target.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• Foundation Apprenticeship provision has increased with the introduction of one new framework in IT Software and the reintroduction of Accountancy. • Only the Creative and Digital Media returning students will be funded via core credits. All other frameworks will be included within the Consortium Agreement with South Lanarkshire Council and will generate additional income for the College. • Senior Phase Independent Options are still offered to St Ninian's High School. • The College continues to infill small number of pupils from East Renfrewshire • The College continues to engage with schools to showcase SLC as a viable next step in their education and attends a range of school events where possible. • The College will continue to engage with our DYW regions stakeholders.

1. INTRODUCTION

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

2 PATHWAY ONE: SENIOR PHASE GRADU8 PROGRAMME 2023-24

2.1 Table 1: GradU8 Programmes

2021/22		2022/23		2023/24	
GradU8	Actual	GradU8	Actual	GradU8	Planned Enrolments
Beauty	29	Beauty	34	Beauty	32
Early Years & Childcare	52	Early Years & Childcare	35	Early Years & Childcare	36
Hair & Barbering	32	Hair & Barbering	36	Hair & Barbering	32
Health & Social Care	29	Health & Social Care	30	Health & Social Care	36
Make-Up	24	Make-Up	13	Make-Up	32
Sport	15	Uniformed & Emergency Services	49	Uniformed & Emergency Services	36
Business & Marketing	15	Business & Marketing	Did not run	Personal Develop	32
Digital Media	19	Digital Media	Did not run	Digital Media	32
Hospitality	27	Hospitality	18	Hospitality	32
		Beauty & Make-Up	17	Prep for Workplace	48
Construction	93	Construction	28	Construction	28
Total	335	Total	260	Total	376

2.2 Planned enrolment numbers for the GradU8 pathway are set to increase by 116 students this academic session, and, should the recruitment target be realised, then activity will return to pre pandemic activity levels. Due to demand and labour market trends two new subjects have been introduced this session, Personal Development and Preparation for the Workplace, with Digital Media being reintroduced. This enables the breadth of the curriculum offer to be maintained with Hospitality seeing an increase of one additional class group.

2.3 Overall achievement in 2022-23 for the GradU8 pathway was 83%. This is a 15% increase on the previous year.

3 PATHWAY TWO: SENIOR PHASE INDEPENDENT OPTIONS 2023-24

3.1 The senior phase independent options are open to both South Lanarkshire and East Renfrewshire pupils however, these bespoke programmes will only be delivered to East Renfrewshire pupils in St Ninian's High School.

3.2 *Table 2: East Renfrewshire Schools College Infill Enrolments*

2021/22		2022/23		2023/24	
East Renfrewshire Infill in-college	Actual	East Renfrewshire Infill in-college	Actual	East Renfrewshire Infill in-college	Planned Enrolments
HNC Business Studies	1	HNC Business Studies	2	HNC Business Studies	0
HNC Police Studies	3	HNC Police Studies	4	HNC Police Studies	3
HNC Quantity Surveying	0	HNC Quantity Surveying	4	HNC Quantity Surveying	0
HNC Human Resources	0	HNC Human Resources	0	HNC Human Resources	0
Total	**4**	**Total**	**10**	**Total**	**3**

3.3 The number of pupils who infill into a college course remains low. The college will continue to work in partnership with East Renfrewshire Council to monitor demand and offer a range of provision across curriculum areas. In 23/24 we expect a maximum of 3 infill students into HNC Police studies. The option of infilling students into HNC Human Resources has been removed due to the lack of demand across a three-year trend.

3.4 Table 3: St Ninian's High School in School Delivery Enrolments

2021/2		2022/223		2023/24	
Area	Actual	East Renfrewshire provision in-school	Actual	East Renfrewshire provision in-school	Planned Enrolments
Construction	14	Construction	n/a	Construction	n/a
Creative Nails	19	Creative Nails	14	Creative Nails	18
Playworker	34	Playworker	36	Playworker	36
HIV/First Aid	14	HIV/First Aid	14	HIV/First Aid	18
Total	**81**	**Total**	**64**	**Total**	**72**

3.5 St Ninians provision (in school delivery) is set to increased slightly next session following the removal of the Construction programme in 2022/23, with sustained demand across the remaining programmes. Overall achievement for these groups of pupils is exceptional at 100% for all programmes in 2022/23.

4   PATHWAY THREE: SENIOR PHASE WINTER LEAVERS PROGRAMME

4.1 *Table 4: Winter Leavers Programme Enrolments*

Course	2021/22	2022/2023 Pupils Enrolled	2023/2024 Planned Enrolments
Creative winter	16	n/a	16
Construction winter	27	13	14
Total	43	32	30

4.2 Only the Winter leavers programme in Construction ran last session, with the Creative Hair and Beauty programme failing to recruit due to low demand. The two programmes are once again planned to run in 2023/34. The programmes are open to pupils across South Lanarkshire who are intending to leave school in December 2023. Courses are delivered on a three full days delivery mode.

4.3 These programmes provide progression pathways on to January start programmes and all pupils will receive a guaranteed interview if progressing on to a college course in January 2024. Due to the growth in the Construction mainstream provision only one class group will continue to be offered in 2023/34.

5   PATHWAY FOUR SENIOR PHASE FOUNDATION APPRENTICESHIPS (FA)

5.1 Foundation Apprenticeships (FAs) are delivered in conjunction with South Lanarkshire Council and Skills Development Scotland, which realises approximately £216k worth of income. They are open to pupils across the South Lanarkshire region. This income is set to increase further with the College delivering all frameworks (including one new framework) for the Council as part of the Consortium Agreement. The College has strong links in place and includes partnership agreements with South Lanarkshire Council and local employers to provide work experience for students.

5.2 For the 2023-24 academic session, the College will offer four Foundation Apprenticeship options: Accountancy (two-year options), Business Skills (one-year and two-year options), Social Services and Healthcare (one year and two-year options) and Social Services Children and Young People (one year and two-year options).

5.3 One two year Creative and Digital programme along with a new two-year Information Technology Software programme will be included as part of the Consortium Agreement. The College will continue to deliver the second year of the Creative and Digital Media FA using credits as part of the College's core credit allocation.

5.4 *Table 5: Foundation Apprenticeship Programme*

2021/22		2022/23		2023/24	
Foundation Apprenticeships	**Actual**	**Foundation Apprenticeships**	**Actual**	**Foundation Apprenticeships**	**Planned Enrolments**
Accounting					
Accounting Returners	4	Accounting Returners	n/a	Accountancy 2 year	16
Business Skills					
Business Skills 1 year programme	2	Business Skills 1 year programme	10	Business Skills 1 year programme	6
Business Skills 2-year programme	5	Business Skills 2-year programme	2	Business Skills 2-year programme	9
Business Skills Returners	9	Business Skills Returners	3	Business Skills Returners	tbc
Creative and Digital Media					
Creative & Digital Media 2-year programme	14	Creative & Digital Media 2-year programme	20	Creative & Digital Media 2-year programme	18
				Creative & Digital Media returners	13
Children and Young People					
Children & Young People 1 year programme in college	22	Children & Young People 1 year programme in college	12	Children & Young People 1 year programme in college	22
Children & Young People 2-year programme in hubs	40	Children & Young People 2-year programme in hubs	33	Children & Young People 2-year programme in hubs	38
Children & Young People Returners	29	Children & Young People Returners	25	Children & Young People Returners	15
Healthcare					
Healthcare 1 year programme in college	14	HealthCare 1 year programme in college	16	HealthCare 1 year programme in college	13
HealthCare 2-year programme in hubs	20	HealthCare 2-year programme in hubs	11	HealthCare 2-year programme in hubs	28
HealthCare Returners	11	HealthCare Returners	12	HealthCare Returners	10
IT Software 2 year					
				IT Software 2 year	20
Total	**170**	**Total**	**170**	**Total**	**208**

5.5 Achievement across last year's FA programmes was similar to the previous year: one-year programmes is 83%, which is 15% higher in comparison to 2021, year 1 of 2-year programmes is 74%, 13% higher and year 2 of 2-year programmes is 80%, which is 12% higher than 2021-22.

5.6 Overall planned recruitment numbers are up by 38 students on the previous year.

6   SCHOOL EVENTS 2023-24

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

6.2 *Table 6: School Event Schedule 2023-24*

Date	Time	Type of Event	Location	Audience	Expected numbers
27 October 2023	6:30pm – 8:30pm	Careers Fair	Williamwood High School	TBC	1000
28 September 2023	4pm – 6pm	Careers Fair	Braidhurst High School	S3 – S6 (ages 13-18)	100
2 November 2023	6:30pm – 8:30pm	Careers Pathway	Eastwood High School	TBC	TBC
22 September 2023	6:30pm – 8:30pm	Pathways Evening	Calderglen High School	S3-S6	TBC

6.3 The College will be hosting a "Step into STEM" event on the 11 October 2023. This event which is run in partnership with Developing the Young Workforce (DYW) East Dunbartonshire, and it is for Senior Phase pupils S4-S6 from across the South Lanarkshire area. A range of workshops covering STEM subjects will be delivered on the day aimed at inspiring pupils to think creatively, collaborate, and solve problems.

6.4 Local employers will also be supporting the event and will provide an Employment Hub where pupils will be given the opportunity to speak to a wide range of local employers directly about career options and progression pathways. Invites are due to be sent out to local employers and we are planning for 160 pupils to attend on day.

7 RISK

7.1 That planned recruitment for some programmes may not be achieved.

7.2 That the engagement for GradU8 and Winter Leaver programmes decreases leading to low achievement and a drop in students progressing

7.3 That poor recruitment could negatively impact the College's overall target.

8 EQUALITIES

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

9 RECOMMENDATIONS

9.1 Members are recommended to:

9.1.1 note the contents of this report which include updates on all senior phase activity being offered at the College for 2023/2024.

CURRICULUM, QUALITY AND DEVELOPMENT (CQD) COMMITTEE

DATE:	29 August 2023
TITLE OF REPORT:	Marketing and Communications update
REFERENCE	11
AUTHOR AND CONTACT DETAILS	Lisa Brown, Marketing and Communications Lead Lisa.brown@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 taken place over the past 3 months.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: • the success of open evenings and social media strategies; • staffing resource in the team has decreased from four members of staff to two, due to absence and a member of staff leaving. Recruitment for a Marketing & Communications Manager is ongoing.
RISKS	• That there is negative press due to industrial action. • That there is 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.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	This paper includes: • College event information. • A noted increase in applications for August start courses • August Recruitment Campaign • Awards • Positive news stories

1. INTRODUCTION

1.1 This report provides an overview of Marketing, Communications and Recruitment activity from 1 May 2023 to 1 August 2023. During this 3-month period the August recruitment campaign has remained the key priority.

1.2 The past 3 months have included a period of transition and changes within the Marketing and Communications team. The Marketing and Communications Manager has now moved onto a new role outwith the College and the Digital and Graphics Lead is on long-term absence. There is a recruitment project underway to replace the Marketing and Communications Manager role.

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

2 REPORT HIGHLIGHTS (THE PAST 3 MONTHS)

2.1 Highlights over the past three months include:
2.1..1 over 80 attendees at the Open Evening in June 2023;
2.1..2 an increase in applications by 456 year on year;
2.1..3 the promotion of 2023 courses; and
2.1..4 the roll out and finalisation of the new brand to August recruitment campaign.

3 RECRUITMENT AND APPLICATIONS

3.1 The College has currently received 4,587 applications for courses starting in August 2023, which is up 456 higher than in 2021-22. (4587 v 4131). This is split between full time and part time programmes, 3,597 (increase of 166) and 990 (an increase of 290) respectively. It is worth noting that the increase in part-time may be attributed to the new range of shorter courses the College is offering for 2023-24.

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

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

3.4 Facebook paid advertisements are being done for those courses requiring an application boost, as well as the promotion of Open night to be held on 22 August 2023. The following promotional activities are taking place to continue to drive applications and thereafter enrolments:

3.4..1 sponsorship of the Capital Radio Breakfast show;
3.4..2 billboard advertising in East Kilbride (continuous);
3.4..3 3-month paid digital media campaign (until 30 August);
3.4..4 direct communication to Schools, Skills Development Scotland Careers Advisors and Job Centre Plus (JCP);
3.4..5 clear focus on homepage of website;

3.4..6 Lanarkshire Live features/ads

3.4..7 double page spread ads in local papers (EK News, Hamilton Advertiser, Rutherglen Reformer); and

3.4..8 Open Evening (22 August 2023)

4   CAMPAIGNS

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

4.1..1 billboard advertising in East Kilbride;

4.1..2 3-month digital media campaign;

4.1..3 direct communications with SDS Careers advisors, schools, DYW and JCP;

4.1..4 "I-van" which was hired and attended key schools and postcodes in East Kilbride and Hamilton and TRANSMT festival in July;

4.1..5 open evenings;

4.1..6 online and offline press (Glasgow Live, EK News, Herald and Scotsman);

4.1..7 Capital Radio (4 weeks July and August);

4.1..8 nanners around campus and East Kilbride;

4.1..9 Focus/ banner on homepage of website;

4.1..10 Tying in with the National #ChooseCollege campaign – this is a sector wide college awareness campaign; and

4.1..11 The next main campaign period will be Clearing throughout August and early September and plans are ongoing for this activity.

5   EVENTS

5.1 Since the last Committee in May 2023 there have been three major events:

5.1..1 clearing event – 10 August 2023;

5.1..2 launch by Mr Graeme Day (Minister for Higher and Further Education and Veterans) of the Mobile Heat Pump training facility at the College which welcomed 70 guests from government and across the sector and featured in multiple trade press stories;

5.1..3 August start courses Open Evening on 13 June with attracted 82 attendees to find out more about opportunities at SLC, tour the campus and speak to staff and students; and

5.1..4 future planned events include:

5.2 Table 1

EVENT DATE	TARGET MARKET	PURPOSE
Tuesday 22 August 4.30-7pm	School leavers, influencers, those looking to upskill, retrain and community members	To showcase the campus and facilities and promote courses

5.3 Graduation Ceremony planning has now also commenced for Tuesday 24 October 2023 at Hamilton Town.

6   CLEARING

6.1 Clearing for exam results took place from 8 August 2023. Key promotional activities and work for this included:

6.1..1 website - focus on homepage;

6.1..2 organic social media and paid digital;

6.1..3 Glasgow Live article;

6.1..4 Glasgow Live Facebook promotion;

6.1..5 EK News, Rutherglen Reformer and Hamilton Advertiser advertisements;

6.1..6 Clearing graphics;

6.1..7 News release (web and press), open days and billboards;

6.1..8 Email to schools/ partners;

6.1..9 Capital radio advertising;

6.1..10 direct communications to applicants; and

6.1..11 "I-van" at TRANSMT + UCI World Cycling Championships.

7   DIGITAL AND WEBSITE IMPROVEMENTS

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

7.1..1 change to GA4 from Google Analytics;

7.1..2 Work is being undertaken 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;

7.1..3 work continues to be undertaken on the website on content to ensure longevity and accuracy; and

7.1..4 the launch of the SLC Tik Tok channel took place in 2023 and we continue to utilise this platform more often to ensure we reach the target market using engaging video content.

8   BRAND ROLL OUT

8.1 The new brand project continues to be rolled out with ongoing activity to finalise all on and offline materials around the campus. There is still more to do regarding consistency of approach, the new Marketing and Communications Manager will lead on this.

9   GRADUATION

9.1 The 2023 Graduation ceremony is set to be held at Hamilton Town House on Tuesday 24 October. A final decision requires to be made on the number of ceremonies, due to the industrial action potentially impacting on some students graduating.

10   STAKEHOLDER ENGAGEMENT

10.1 The Mobile Heat Training Facility launch allowed for key engagement on campus with elected members, partner organisations and local employers.

10.2 The next Stakeholder communication is due to be circulated in September as a welcome from our Principal, Stella McManus to the new academic year.

10.3 The Open Day in August and STEM event in October will act as a key Stakeholder Engagement Event

11   STAFF COMMUNICATION

11.1 A fortnightly staff communication continued to be sent by the Marketing and Communications team to update staff on good news stories, events, and activities across the College. The newsletter took a break at the end of June 2023 for the Summer holidays and

will commence again at the end of August 2023 to welcome staff back to the 23/24 academic year. All staff have the opportunity to contribute to this newsletter.

12 IN THE PRESS

12.1 A priority for the marketing and communications team over the next 3 months is to generate as many positive news stories and case studies as possible, to help enhance the reputation of SLC after a challenging couple of years of negative press activity and to combat any negative press arising from ASOS action.

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

- [Persimmon donates Materials to South Lanarkshire College](#)
- [South Lanarkshire College Praised by HM Inspectors](#)
- [Mobile Heat Pump Training Centre Launch](#)
- [Mobile Heat Pump Training Centre Launch – Daily Record](#)

12.3 There have been no instances of negative press over the past 3-month period although the ASOS action from 2022/23 students who have not yet been resulted, may cause negative stories over the upcoming weeks and months. The Marketing and Communications team will continue to undertake horizon scanning on any negative PR and report this through the appropriate channels.

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

13 SOCIAL MEDIA

13.1 70.7% of South Lanarkshire College Facebook followers come from South Lanarkshire and Glasgow, with 16.5% of those from the Glasgow and area and 23.5% from the East Kilbride conurbation.

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

- **Facebook** – 12.3 K post reach this is down slightly on the three months to May, mainly as a result of engagement dropping due to the summer break. The reach on Facebook has dipped by 14% in the past year. Although this is a decline, it is worth noting that reach over the past year has seen an increase of over 150% each quarter, therefore we are significantly up on previous years.
- **Instagram** – 12.7 K post reach, Instagram remains a strong performing platform with an engagement rate at the highest point since the account started, up by .2% compared to the previous period.
- **Twitter –** Twitter has increased impressions by 9% compared to the previous 3 months, this is mainly due to sharing of Tweets from current staff across the College.
- **TikTok –** New and up and coming, results will be gauged for the next Committee report.

- Engagement has been high across all platforms in response to the #NoWrongPath campaign delivered on SQA Results day and the launch of the Mobile Heat training facility on campus.
- A focus for continuing improvement across digital platforms remains a priority as a key promotional, awareness and conversion tool.

14 AWARDS

14.1 The College submitted entries for three awards at the College Development Awards, the nominee shortlist due to be published in early September.

15 NATIONAL CAMPAIGNS

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

- 1 until 30 June 2023 and 31 July until 25 August 2023: #ChooseCollege National campaign
- 8 August 2023: #NoWrongPath / Clearing

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 An induction survey is planned to be circulated to new and returning students to gauge communications, induction and customer service performance and guide improvements.

16.3 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 MISCELLANEOUS

17.1 A new bank of photography took place in June 2023 to supplement on and offline campaigns. There is a substantial increase in internal graphics and photography requests for key projects. Due to the current staffing provision the majority of artwork is being done through the use of Adobe Acrobat to make minimal changes to PDFs.Some priority graphic artwork activity has been outsourced to ensure we meet ongoing key targets.

18 KEY PRIORITIES

18.1 Some key priorities over the next 3 months include:

18.1..1 promotion of the College brand and courses to drive applications to final places for August 2023 start courses;

18.1..2 appointment of a new Marketing and Communications Manager;

18.1..3 enhance internal and external comms to get across good news stories to stakeholders;

18.1..4 launch the College's first bespoke commercial brochure;

18.1..5 refinement and understanding in need for printed materials (e.g. prospectus);

18.1..6 better quality open evenings, which include tasters, to showcase the College curriculum offer;

18.1..7 continued engagement with curriculum teams; and

18.1..8 digital improvements on SEO and analytics tracking.

19 RISK

19.1 That there is negative press due to industrial action.

19.2 That there is further negative press due to the historic governance enquiry.

19.3 That the College does not achieve recruitment targets.

19.4 That there are challenges in meeting key targets due to current staffing resource.

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:

21.2 the success of open evenings and social media strategies;

21.3 staffing resource in the team has decreased from four members of staff to two, due to absence and a member of staff leaving. Recruitment for a Marketing & Communications Manager is ongoing; and

21.4 the marketing activity noted in this paper.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	29 August 2023
TITLE OF REPORT	Complaints Handling
REFERENCE	12
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the complaints received by the College during Quarter 4 (1 May 2023 to 31 July 2023) and an update on the continuing governance of the complaints handling process.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: • the number of complaints received by the College within Quarter 4 (1 May 2023 to 31 July 2023); • all complaints received are logged with the Scottish Public Service Ombudsman (SSPO) and resolved within the required time frame; • there is a decrease in the number of complaints received in Quarter 4 from the previous year and • the College will publish it's 2022/2023 annual Complaints Performance Report in November 2023.
RISK	• That the College does not deal with complaints within the time frame required by the SSPO resulting in a poor experience for our learners and stakeholders.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• the number of complaints received within the 2022/2023 Quarter 4 is less than the same reporting period in the previous year; • the College complies with SPSO governance and • the annual Complaints Performance Report will be published in November 2023.

1. INTRODUCTION

1.1. This paper provides an overview of the complaints received during 2022/2023 Quarter 4 and the continuing governance of the complaints handling process.

2 DISCUSSION

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

2.2 Within Quarter 4 three complaints were received: one was resolved at Stage 1, one resolved at Stage 2 and one is currently being investigated at Stage 2.

2.3 There is a decrease in the number of complaints received from 2021/2022 Quarter 4 when seven complaints were received.

2.4 Lessons learned are recorded within the Complaint's Handling System and shared appropriately.

2.5 The College has a statutory obligation to publish an annual Complaints Performance Report in line with SPSO requirements. The 2022/2023 report will be published on the College website by November 2023 and will summarise and build on the quarterly reports and include:
- the number of complaints received;
- performance statistics;
- complaint trends and
- actions to improve.

3 EQUALITIES

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

4 RISK AND ASSURANCE

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

RECOMMENDATIONS

Members are recommended to note the contents of this report.

ANNEX 1

Table 1 Summary of Quarter 4 Complaints Handling Report

Complaint Category	Complaints Received	Outcome of Complaint	Lessons Learned (what we can do better)
Customer Care	3	2 not upheld 1 currently being investigated	
Applications to Progression			
Course Related			
Services			
Facilities			
Other			