BOARD OF MANAGEMENT

There will be a meeting of the Board of Management on 9 December 2025 at 1000 hours via Microsoft Teams or in the Boardroom at South Lanarkshire College

AGENDA			
Agenda Item	**Item**	**Paper (Yes or No)**	**Owner**
1	**Apologies for Absence**	N	VA
2	**Declaration of any potential Conflicts of Interest in relation to any Agenda items**	N	All
3	**Minutes of Previous Meetings (09Sep2025)** Minutes of Board of Management	Y	DM
4	**Matters Arising from the Previous Meeting (09Sep2025)**	N	DM
	Matters for Approval		
5 5.1 5.2	Reserved: Commercially Sensitive Annual Audit Report of Audit Scotland (External Auditors) and Completion Letter To be considered in conjunction with: Financial Statement for the year to 31 July 2025	Y	KN EMCK
6	Actuarial assumptions – Financial Statements 2024/25	Y	EMcK
7	Employee Learning and Development Policy	Y	GM
8	Procurement Strategy	Y	PF
9	Modern Slavery Statement	Y	EMCK
10 10.1 10.2 10.3 10.4	Committee Terms of Reference Learning Teaching and Student Experience People and Culture Finance and Resources Audit and Risk	Y	VA
11	Scheme of Delegation	Y	VA
	Matters for Discussion		
12	Student Association Report	Y	CB
13	Chair's Update	Y	DM
14	Principal's Update	Y	SM
	Matters for Noting / Information		
15	Intentionally Blank		
16	Board Member Update	Y	VA
17 17.1 17.2 17.3	Risk Register Update Strategic Risk Register Cyber Risk Register	Y	PF
18	Governance Rolling Review	Y	VA
19	Reserved: Commercially Sensitive Key Performance Indicators and Strategic Dashboard	Y	SM
20	Approvals Paper	Y	VA
21	EIS-FELA Update	Y	SG

22	External Effectiveness Report	Y	VA
23	Self-Evaluation and Action Plan Submission	Y	SP
	Committee Updates		
24 24.1 24.2 24.3 24.4	***Reports by Chairs of Committees*** Learning, Teaching and Student Experience People and Culture Audit and Risk Finance and Resources		SC HA PS LW
25	Summation of Actions and Date of Next Meeting (17 March 2026)	N	VA
26	Any Other Business		All

Key

Board Members		
CB	Catriona Blacker	Executive Board Member and Student President
CS	Chris Sumner	Executive Board Member and Support Staff Representative
DMorw	Doug Morwood	Non-Executive Board Member
DMorr	**Douglas Morrison**	**Chair – Board of Management**
HA	Heather Anderson	Vice Chair – Board of Management & Chair – People and Culture Committee (PAC)
HM	Heather Meighan	Non-Executive Board Member
JB	John Brown	Non-Executive Board Member
JG	Jo Gill	Chair - Learning Teaching and Student Experience Committee (LTSE)
JM	Jacqueline Morrison	Non-Executive Board Member
JW	Jack Whyte	Executive Board Member and Student Vice President
KP	Kirsty Pinnell	Non-Executive Board Member
LW	Laura Wright	Chair - Finance and Resources Committee (FRC)
OA	Odira Atueyi	Non-Executive Board Member
PS	Peter Sweeney	Chair – Audit and Risk Committee (ARC)
SC	Scott Coutts	Senior Independent Member
SG	Scott Gray	TU (Lecturing) Representative
SMcM	Stella McManus	Principal and Chief Executive
TR	Tarryn Robertson	Executive Board Member and Teaching Staff Representative
Invited Members / Invitees		
EMcK	Elaine McKechnie	Vice Principal – Finance Resources and Sustainability
GMcl	Gary McIntosh	Head of People Services
KN	Kerry Nelson	Audit Scotland
PF	Paddy Feechan	Head of Finance
SP	Shona Pettigrew	Vice Principal - Student Experience and Innovation
VA	Vari Anderson	Governance Professional
WMacL	Wilma MacLeod	Head of Curriculum
DA	David Archibald	Henderson Loggie

	BOARD OF MANAGEMENT

	Draft Minutes 09 September 2025

Board of Management Meeting on 09 September 2025 at 1730 hours via Microsoft Teams and in the Boardroom at South Lanarkshire College

Present	**In Attendance**
Douglas Morrison (**Chair**)	Elaine McKechnie
Heather Anderson (part) (online)	Shona Pettigrew
Peter Sweeney	Paddy Feechan
Scott Coutts	Gary McIntosh
Laura Wright	Wilma MacLeod
Scott Gray	
Jacqueline Morrison	
Heather Meighan	
Tarryn Robertson	
Jo Gill (online)	
Catriona Blacker (online)	
Odira Atueyi (online)	

Vari Anderson (Governance Professional)
Christine Clark (Executive and Governance Administrator)
Candy Munro (External Effectiveness Reviewer)

Minutes	
Agenda Item	**Item**
1	**Apologies for Absence** Stella McManus Ronnie Smith Kirsty Pinnell Jack Whyte PS opened the meeting, welcoming Candy Munro as an observer. DM notified that he would be delayed due to travel issues and joined the meeting at item 3.
2	**Declaration of any potential Conflicts of Interest in relation to any Agenda items** None noted.
3	**Minutes of Previous Meetings – 04 June 2025** **Approved** as an accurate record.
4	**Matters Arising from the Previous Meeting** Action Points • Item 5 - VA to add board development/strategy and student performance and credit targets to work plan. **Completed and uploaded onto Teams.** • Item 7 - Finance team to provide an oversight on financial forecast trends with 5-year projection. **On 9/9/25 agenda.** • Item 12 – DM and VA Board Strategy Session to be arranged and Strategy 2025-30 approved. **Completed.**

		Matters for Approval
5	5.1 5.2 5.3	**Artificial Intelligence Policy and Supporting Documents** **Guidance for Students** **Guidance for Staff** EMcK presented the paper on behalf of Chris Sumner and noted this paper was remitted to the Board following approval at the recent ARC meeting. A subgroup consisting of ARC, LTSE and relevant SLT members will fully review the documents. The Board noted the high standard papers and acknowledged that the College is forward looking. TR requested a communication for lecturers as assessments are underway. The Board endorsed the papers but recognise a broader piece of work is required relating to the impact of Artificial Intelligence on the operating model as well as future skills Placeholders are in diaries (6/10/25 and 8/10/25) pending doodle poll results for the aforementioned parties to review the papers. Slight delay with dates due to Head of Quality being on leave until end September 2025. ACTION: JG to provide form of words for inclusion around encouraging student usage of AI in certain circumstances. **Approved with caveat** for minor modifications of language on usage by students and further consideration following working group exercise.
6		**Environmental Sustainability Policy** The Board noted and discussed the terms of the Policy. Clarification was given around the Scottish Government legislative target of 2040, with the College's ambition to meet the target by 2035. WMacL advised the Board that Auditors are on campus this week and their report will follow at the next Board meeting. The Board **approved** the policy, and thanks were extended to the team involved in this area.
7		**Health and Safety Policy** The Board noted the updated Policy which requires annual approval. GMcI highlighted Health and Safety is now within the People Services function with continued technical support from the Head of Facilities. The Chair acknowledged the minor updates and referred to previous discussion and assurances around compliance and best practice to ensure improvements are embedded within the culture, including learners going out to industry. The Board **approved** the policy.
8		**RBS Overdraft Facility** The Board noted the terms of the paper and EMcK referred to the SFC's Outcomes Framework and Assurance Model (OF&AM) meeting on 01/07/25 where it was stated SFC do not permit an overdraft facility or usage without

	permission. The overdraft facility has been in place for a number of years but has never been used, therefore this condition has not been breached. The fee for the overdraft facility is £4.5k pa with no risk if removed.
	The Chair advised that the Board had always approved his facility purely as a buffer and agrees this should be removed to remain compliant with financial regulations. EMcK advised that she would investigate whether there is potential for a partial refund of the fee for this year.
	The Board **approved** the request to close this facility and seek a partial refund of the annual fee.
9	**Reserved Item: Commercially Sensitive** **Financial Forecast Review (FFR) Commentary and Supporting Documents**
	The Board noted and fully discussed the Financial Forecast Review and supporting documents and **approved** subject to minor amendment.
10	**Reserved Item: Commercially Sensitive** **Pension Settlement Approval**
	The Board noted and fully discussed the paper. The Board **approved the** course of action and acknowledge that the relevant Committees received regular updates.
	Matters for Discussion
11	**Student Association (SA) Report**
	The Board noted the terms of the Student Association Report, and the variety of events and activities including the promotion of the student larder and free breakfasts, and lunches. SG noted EIS-FELA Branch approval of boxes within 3 staff rooms to assist with the replenishment of the larder.
	The Chair congratulated CB on reappointment as SA President and noted the SA Vice President's engagement with students in the atrium, and the planned activities for the year ahead. The Board acknowledged tough times felt by many learners, including heating and eating, encouraging members to take part where possible.
12	**Chair's Update**
	The Board noted the content of the Chair's update.
	The Chair welcomed OA to his first Board meeting, and CB and JW as re-elected SA President and Vice President. Thanks, and good wishes were extended to Andriy Strekhaliuk and Anne Doherty for their contributions over the years.
	The Chair acknowledged the Strategy launch at the beginning of the academic year and noted positive feedback including external colleagues. The Chair and Vice Chair continue to have ongoing discussions, recognising the strategic intentions whilst recognising this is a baseline around minimum expectations. Difficult times noted for sector, but with ambition and aspirations to diversify with local communities and further afield. Prioritisations are required to set intentions

	and look ahead to a prosperous future, continuing to evolve and improve. Plea to ensure every opportunity is grasped, and to continue to raise the bar. Workshops, strategy days, and development days will follow. Congratulations were extended to DM following his confirmed appointment after the de-regionalisation. Appreciation noted for all support received.
13	**Reserved Item: Commercially Sensitive** **SLC Board Metrics** **Strategic Dashboard 1 Aug – 1 Sept 2025** The Board considered and fully discussed the SLC Board Metrics and Strategic Dashboard papers. ACTION: Consideration to be given to involving the Board and SLT in training exercises to agree measurable statistics and dashboard guidance.
	Matters for Noting / Information
14	**Principal's Update** The Board noted the Principal's Update and in SMcM's absence, EMcK congratulated DM on his appointment as SLC Regional Chair. Highlights also included: • The launch of the new Strategy 2030 at the All-Staff Conference on 13 August 2025 with the staff survey feedback to follow. • There has been a change in the Principal Chair for the College Principal's Group with a focus on refreshing on the CPG group operates as an improved sector body. • College Employers Scotland has a new Acting Director, and the sector is awaiting on the Government supporting a pay award for the Professional Services staff in a similar way to the Academic staff in previous years. • All UK Principals signed a letter to the Prime Minister emphasising the importance of colleges ahead of the UK Spending Review in June 2025. • The College has been commended on its Public Sector Equality Report. Short discussion around more money not necessarily being the answer and the need to shift that messaging to the consideration of new models of engagement.
15	**SFC: Self Evaluation and Action Plan (SEAP) Thematic Report** The Board considered and discussed the update noting the first SEAP in November 2024 arrived will little guidance. Following student engagement and partnership, a robust approach is being adopted, and this will form future actions.
16	**Reserved item – Commercially Sensitive** **De-Regionalisation** The Board noted the terms of the paper.
17	**Board Member Update** The Board noted the terms of the Board Member Update, particularly: • The appointment of Odira Atueyi to the Board of Management.

		• The resignation of Andriy Strekhaliuk. • Anne Doherty's intention to resign from the Board at the end of her tenure on 1 November 2025, or earlier, if a new Non-Teaching Support Member is identified. • Approval sought of the Remuneration Committee taking on the responsibilities of a Nominations Committee, along with the Senior Independent Member. VA advised the application closing date for a new non-Teaching Support Member is 16/9/25 and an election will be required if more than 1 person applies. HR will arrange to send out a follow up message. The Chair requested additional volunteers for interviewing to ensure candidates receive a well-rounded experience.
18		**College Management Accounts to 31 July 2025** The Board noted the terms of the College Management Accounts to 31 July 2025 and cashflow, including the proposal to create a bridge to show differences to what was previously reported. PF confirmed FRC are closely monitoring the position.
19		**A Vision for the Delivery of Skills, Vocational and Technical Education by Professor Joe Little** The Board noted the terms of the report and EMcK emphasised the important context of where we are as a college. Key themes noted as: being adaptable, leading engagement with stakeholders, diversifying income and shaping a future ready workforce through curriculum design and delivery. Prof J Little is visiting the campus on 30/10/25. SLT and Board members have been invited to attend and the Chair encouraged attendance.
20	20.1 20.2 20.3 20.4	**Risk Register Update** **Strategic Risk Register** **Cyber Risk Register and CRF 1.1** **Data Protection – ICO accounting tracker** The Board noted the term of the Risk Register updates and discussion included upped scores around corporate governance, business interruption, training provider and restructure. ACTION: Session with Executive Team and Board members to be arranged around the use of Risk Registers, alignment of risk scoring with position highlights in the next quarter's report.
21		**Governance Rolling Review** The Board noted the latest version of the Rolling Governance Review noting comments changed from green to amber and that Henderson Loggie conducted a review of internal governance with valuable recommendations. The key policies and governance documents, required to be kept under review, can also be used as a good reference document.

22		**Dundee University Lessons Learned** The Board welcomed the report, noting the 18 recommendations and took assurances from the College's internal review of the report in relation to its own practices against the 'lessons learned'. The Board agreed it is imperative not to lose sight of governance and financial controls
23		**Reserved item – Commercially Sensitive** **Business Innovation: Pipeline of Activity 2025-26** The Board noted the terms of the Business Innovation report which was previously submitted to FRC.
24		**Symmetry Tender Acceptance** The Board noted the terms of the Symmetry Tender Acceptance and paper trail, if required by Auditors.
25		**Draft Annual Report of the Audit and Risk Committee to the Board of Management** The Board noted and approved the Draft Annual Report of the Audit and Risk Committee with reference made to the accuracy of Section 10 'Certificate of Assurance' following the de-regionalisation change.
		Committee Updates
26	26.1 26.2 26.3 26.4 26.5	**Reports by Chairs of Committees** Learning Teaching and Student Experience. Human Resources Audit and Risk Finance and Resources Remuneration The Chairs provided the Board with brief overviews. DM thanked the Chairs, adding any constructive feedback to SMcM. The Board also **approved** the change of Human Resources to People and Culture.
27		**Summation of Actions and Date of Next Meeting (09 December 2025)** Approvals: - Item 5: JG to provide form of words for inclusion around student usage of AI in certain circumstances. - Item 6: Environmental Sustainability Policy - Item 7: Health and Safety Policy - Item 8: RBS Overdraft Facility removal - Item 9: Financial Forecast Review (FFR) - Item 10: Pension Settlement Actions: - Item 5: JG to provide form of words for inclusion around student usage of AI in certain circumstances.

	• Item 13: Consideration to be given to training exercises on setting measurable statistics and contribution towards the creation of the dashboard. Board training day Tuesday 18 November 2025 and Board Meeting 9 December 2025 at 10am with Christmas Lunch in The Study.	
28	**Any Other Business** HA invited thoughts and questions around AI policies noting baseline approval with the agreement that more work is required and acknowledged short time submission to provide support. HA suggested front/cover sheet pages to include box showing if the paper has been reviewed previously by a committee prior to coming for Board consideration/information. Candy Munro extended her thanks for the invitation to observe and confirmed the effectiveness review is progressing well. Whilst at an early stage, good practices, risk registers and allocating time out with Boards and Committees is acknowledged. The Chair advised he is happy to provide any further information as required and looks forward to receiving the completed report. The Chair encouraged members to sign-up to the one-to-one discussions as invited. Meeting closed 7.45pm.	

Key:

CB	Catriona Blacker	Executive Board Member and Student President
DM	**Douglas Morrison**	**Chair – Board of Management**
HA	Heather Anderson	Vice Chair – Board of Management. Chair - Human Resources Committee (HRC)
HM	Heather Meighan	Non-Executive Board Member
JG	Jo Gill	Chair - Learning Teaching and Student Experience Committee (LTSE)
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SP	Shona Pettigrew	Vice Principal – Finance Resources and Sustainability

VA	Vari Anderson	Governance Professional
WMacL	Wilma MacLeod	Head of Curriculum
CM	Candy Munro	External Effectiveness Reviewer

BOARD OF MANAGEMENT

DATE	9 December 2025
TITLE OF REPORT	Employee Learning and Development Policy
REFERENCE	07
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of People Services gary.mcintosh@slc.ac.uk
PURPOSE:	To present the College's first Employee Learning & Development Policy for review and approval. The Policy has already been reviewed by the Senior Leadership Team, the Joint Negotiating Committee and the People and Culture Committee.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • Note and approve the contents of the Policy.
RISK	• Compliance Risk: Lack of a formal policy may result in non-compliance with governance standards and sector expectations. • Equity Risk: Without clear guidance, access to development opportunities may be inconsistent or inequitable across departments. • Operational Risk: Absence of structured development planning may hinder succession planning, staff retention, and performance improvement.
RELEVANT STRATEGIC AIM:	• People and Culture Development
SUMMARY OF REPORT:	• The Employee Learning & Development Policy outlines the College's commitment to continuous professional development for all staff. It applies to Academic and Professional Services employees. • The policy defines principles of equity, transparency, and shared responsibility between employees and managers. It details types of learning supported (formal, informal, experiential), education funding arrangements, mandatory training, and management development. • Staff are entitled to a minimum of six CPD days annually, with effectiveness evaluated through measurable outcomes.

EMPLOYEE LEARNING & DEVELOPMENT POLICY

Learning & development of talent

Document Information

Procedure Published/Created:	November 2025
Reviewed Date:	n/a
Owner:	People Services
Approved by:	Board of Management
Equality Impact Assessment:	TBC
Next Review Date:	November 2030

Version History

Version Number	Date	Author	Rationale
1.0	TBC	G McIntosh	Create College's first Staff Employee Learning & Development Policy

Quick Links

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

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

To find out more about FREDIE click **HERE**
To find out more about our Vision, Mission and Values click **HERE**

Need help with accessibility? Click **HERE** to view our accessibility pages.

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1.0 Introduction

This policy outlines South Lanarkshire College's commitment to the continuous professional development of its employees. It ensures that staff have access to learning opportunities that enhance their skills, support career progression, and contribute to the strategic goals of the College.

2.0 Purpose

This policy sets out the College's framework for supporting the learning and development of all employees. It aims to foster a culture of continuous improvement, ensure compliance with statutory and regulatory requirements, and align individual development with the College's strategic objectives.

3.0 Policy Aims

- Promote a culture of lifelong learning and professional growth.
- Ensure all employees have access to relevant and high-quality development opportunities.
- Support succession planning and talent development.
- Enable employees to achieve their career goals.
- Support financial wellbeing by supporting employees to enhance their earning potential through career progression.
- To enhance employee engagement, performance, and retention.
- To ensure compliance with sector standards and governance requirements.

4.0 Scope

This policy applies to all employees of the College, both Academic and Professional Services staff. Specific provisions apply to lecturers under the Teaching Qualification for Further Education (TQFE).

5.0 Principles

- Learning and development are integral to the College's success and the personal growth of its employees.
- Opportunities will be aligned with individual performance objectives. departmental goals, career plans and the future success of the College.
- Equity and transparency will guide all decisions regarding access to development resources.
- Development activities will be evaluated for impact and effectiveness.
- Employees and managers share responsibility for planning, undertaking, and evaluating development.

6.0 Induction & Onboarding

All new employees will participate in a structured induction and onboarding program. This includes mandatory training, orientation to College systems and processes, and role-specific development. Line managers are responsible for ensuring that new staff complete all required induction activities within the first three months of employment.

7.0 Types of Learning & Development

The College supports a wide range of development activities, including:

Formal Training & Education:

- Internal and external training courses

- Professional qualifications

- Conferences and seminars

- Formal education (e.g., diplomas, degrees)

Informal & Experiential Learning:

- Reading and self-directed study

- Learning from others (e.g., peer learning, mentoring)

- Job shadowing

- Job rotation

- Secondments (internal or external)

- Project-based learning

- On-the-job learning

- Coaching and reflective practice

8.0 Education Support

In addition to other learning and development opportunities, the College also provides support for Education, as detailed below.

TQFE – Teaching Qualification for Further Education:

- Available exclusively to Lecturers.
- Funded in full based on provider pricing.
- Eligibility is based on length of service and student experience.
- Selection is made each year by the Head of Curriculum or Depute Head of Curriculum.
- Final approval by the Senior Leadership Team.

Education Requests (non TQFE):

- Must be discussed and agreed during the career review process with the employee's line manager.
- Require a business case outlining relevance to the role and strategic objectives.
- To be planned and approved in advance of budget setting each year, to allow the cost to be allocated.
- Final approval must be granted by the Senior Leadership Team.

The College allocates funding annually for employee education on the following basis:

- Formal Education (non-TQFE): Up to TQFE cost annually, based on selected provider
- TQFE (Lecturers only): Full cost as identified by the training provider

Note: All funding is subject to budget availability and must be approved in advance.

9.0 Budget Responsibilities

The budget responsibilities for Learning & Development are described below:

- People Services holds the central budget for mandatory training and management development programs.
- Each department will have its own training budget to support local training needs aligned with operational priorities.
- Approval for training funded from departmental budgets must be granted by the Head of Department.
- Formal education costs, including TQFE, must be approved by the Senior Leadership Team. This budget sits with the Head of People Services.

10.0 Mandatory Training & Management Development

The Senior Leadership Team determines the content, format, and delivery of all mandatory training and management development programs. Participation is compulsory where designated and may include:

Mandatory Training:

- Health & Safety
- Equality, Diversity & Inclusion
- Safeguarding
- Data Protection (GDPR)

- Cybersecurity
- Financial regulations

Management Development:

- Coaching
- Leadership
- Performance management
- Attendance Management
- Recruitment and selection

11.0 Exclusions

The following activities are not covered under this policy and will not be funded through any Learning & Development budget:

- Networking events or professional meetups
- Travel or accommodation for non-training purposes
- Activities primarily for student support
- Voluntary or personal interest courses unrelated to the role
- Membership fees
- Social or celebratory events

12.0 Application and Approval Approach

The College has the following approach for learning & development applications and approvals:

- All development requests must be discussed and agreed during the career review process with the line manager.
- Requests must be submitted via the Learning & Development Request Form.
- Formal training and education requests require additional approval from the Senior Leadership Team.
- In addition to the College provided e-Learning Mandatory Training modules, each department determines and has budget for training requirements and approvals for their areas of responsibility, such as:
  - Digital Team: Data Protection, Digital Skills, Cybersecurity
  - People Services: Equality, HR, Health & Safety, First Aid

- o Finance Team: Finance, Procurement, Budget Management
- o Student Services: Safeguarding, Corporate Training, Student Conduct
- Any training course exceeding £1,000 will require a signed Training Cost Recovery Agreement, which outlines repayment terms if the employee leaves the College within a specified period. TQFE is exempt from this requirement.

13.0 Monitoring & Evaluation

Employees and their Line Manager are responsible for ensuring that all development activities are evaluated immediately upon completion. Where appropriate, employees are expected to share learning outcomes with their teams.

Employees and Line Managers must ensure that People Services have up-to-date information on all learning & development activities. People Services and relevant departments will maintain records and report annually to the Senior Leadership Team and through the relevant sub-committee of the Board of Management.

14.0 Responsibilities

The responsibilities of this policy are detailed below:
- Employees: Identify development needs and submit timely requests.
- Line Managers: Support and, if appropriate, endorse learning & development opportunities.
- People Services: Administer central budgets for mandatory and management training.
- Departments: Manage local training budgets and approve requests.
- Senior Leadership Team: Approve education costs and oversee strategic development programs. Approve college-wide Mandatory Training and Management Development activities.

15.0 Assessing Training Effectiveness

Employees and line managers share responsibility for evaluating the effectiveness of training and development activities. This includes setting measurable learning objectives in advance, reviewing outcomes post-training, and identifying how the learning has contributed to individual, team, and/or College performance. Managers should ensure that learning goals are specific, relevant, and reviewed regularly to support continuous improvement.

16.0 Number of Training Days

In line with the Staff Governance Standard, part of the Code of Good Governance for Scotland's Colleges, all staff are entitled to a minimum of six days (pro rata) of Continuing Professional Development (CPD) per year. This CPD must be delivered and supported in a manner that is meaningful to the individual and adds value at individual, team, and College levels. Employees and their managers are jointly responsible for ensuring that this minimum CPD entitlement is met and recorded.

17.0 Monitor and Review

Learning & development data will be monitored to ensure alignment with this policy and to identify areas for improvement.

This policy will be reviewed periodically and, if required, as a consequence of legislative or organisational changes.

South Lanarkshire College
East Kilbride

BOARD OF MANAGEMENT

DATE	09 December 2025
TITLE OF REPORT	Procurement Strategy 2025-26
REFERENCE	08
AUTHOR AND CONTACT DETAILS	Sue Hampshire, Procurement Manager Sue.hampshire@slc.ac.u.
PURPOSE:	To update the Committee on the Procurement Strategy for 2025-26
KEY RECOMMENDATIONS/ DECISIONS:	The Committee is recommended to: • Review contents of the Strategy; and • note its alignment with the College Strategy for 2025-2030 and the Scottish Funding Council's Outcomes Framework
RISK	The main risks are: • **Legal and regulatory**: Preparation of this strategy ensures legislative compliance with the Procurement Reform (Scotland) Act 2014. • **Financial:** The absence of a strategy may lead to poor financial decision making through inefficient procurement activities that do not align to strategic goals. • **Governance:** The Board of Management have oversight of financial and procurement practices. Absence of a strategy undermines assurance and weakens governance reporting. • **Reputation**: Stakeholders expect colleges to demonstrate ethical, sustainable, and transparent procurement. Failure to do so risks reputational harm with students, staff, and the wider community. •
RELEVANT STRATEGIC AIM:	• The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	• The Strategy is an example of best practice across the Scottish College sector. The Strategy aligns with College Strategy 2025-2030 and the Scottish Funding Council's Outcomes Framework. It is subject to annual review to ensure compliance with the Procurement Reform (Scotland) Act 2014. • The College's annual spend profile is approximately £3.2m, with £2.6m designated as influenceable spend and £0.6m as non-influenceable spend (meaning no competitive market exists e.g. Scottish Qualifications Authority).

	- The Procurement mission is to develop objectives and policies relating to the management, efficiency and effectiveness of procurement to obtain best value for money from everything purchased. - The mission ensures that all procurement activities are carried out in the best interests of the College to support the College's Strategic Priorities and Objectives. - The Procurement objectives therefore include - developing partnerships with other publicly funded bodies and professional bodies with supply markets that will yield intelligence, innovation and deliver value to users of procurement services; - seeking out professional development opportunities to enrich and enhance experience and capability of procurement practitioners; and - developing sound and useful procurement management information in order to measure and improve procurement and supplier performance.

PROCUREMENT STRATEGY

All College policies and procedures adhere to the guidelines and ethos of Equality and Diversity.

Original Version Dated:	August 2018	
Previous Version Dated:	April 2024	
Current Version	April 2025	
Equality Impact Assessment Date:		
Owner:	Head of Finance	
Changes Made:		
Approved by:	Finance Committee	
Next Review Date:	April 2026	

Contents

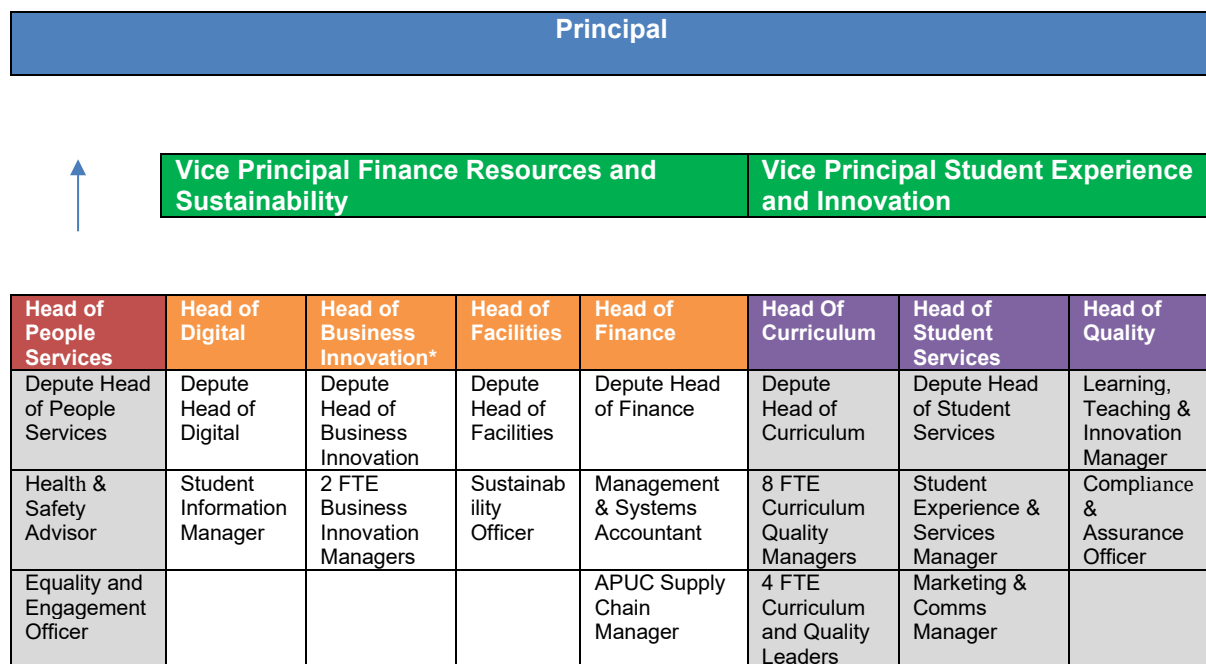# Procurement Strategy   1 August 2025 to 31 July 2026

This Strategy has been designed to ensure legislative compliance with the Procurement Reform (Scotland) Act 2014 and other relevant legislation. It is aligned with the College's and the Scottish Funding Council's Outcomes Framework as detailed in our Scottish National Outcomes and South Lanarkshire College's Strategic Framework 2025 – 2030.

South Lanarkshire College is not required to meet all the elements of the legislation however to follow good practice shall comply with the following:

- Publish a procurement strategy and action plan;
- Maintain a public contracts register on an external website;
- Increase the compliance of our regulated procurements;
- Publish an annual procurement report; and
- Meet the sustainable procurement duty.

Background

South Lanarkshire College Management Structure is as follows.

Principal

Vice Principal Finance Resources and Sustainability	Vice Principal Student Experience and Innovation

Head of People Services	Head of Digital	Head of Business Innovation*	Head of Facilities	Head of Finance	Head Of Curriculum	Head of Student Services	Head of Quality
Depute Head of People Services	Depute Head of Digital	Depute Head of Business Innovation	Depute Head of Facilities	Depute Head of Finance	Depute Head of Curriculum	Depute Head of Student Services	Learning, Teaching & Innovation Manager
Health & Safety Advisor	Student Information Manager	2 FTE Business Innovation Managers	Sustainability Officer	Management & Systems Accountant	8 FTE Curriculum Quality Managers	Student Experience & Services Manager	Compliance & Assurance Officer
Equality and Engagement Officer				APUC Supply Chain Manager	4 FTE Curriculum and Quality Leaders	Marketing & Comms Manager	

Procurement Strategy

This Strategy sets the College challenging but realistic goals for the development of our procurement activities which will be subject to a regular and transparent review.

The successful implementation of this Strategy can only be achieved by everyone involved in the procurement of goods and services on behalf of the College, working in partnership with our Procurement function, and collaboratively with our partners across the wider education and public sector.

It is vital that all staff contribute to the future sustainability of our College. In terms of procurement, this will be measured through collaborative efforts across the College and the reinvestment of resulting savings and efficiencies from our procurement activities.

We aim to enhance our students' learning experiences and outcomes and to meet our aspirations as set out in our College's Vision, Mission and Values as follows:

Vision

To Inspire and transform lives through inclusive, innovative and sustainable education.

Mission

Delivering excellence in skills-based education to the workforce of the future creating social and economic value for individuals, businesses and the communities we serve through first-class teaching, learning and support.

Values

- **Togetherness** – Visionary and transparent leadership, common purposeful goals and build on values.

- **Connectedness** – Meaningful participation in decision-making, a listening organisation and developing collaboration.

- **Recognition** – Culture of values-based recognition, celebration of individual and team contributions and effective, frequent praise.

- **Enablement** – Providing valuable feedback, developing manager effectiveness and individualised training and development.

- **Motivating work –** Autonomous working, learning organisation and meaningful work.

Formation and Approval of our Procurement Strategy

The formation of this Strategy has been guided throughout by the College's Finance Department and the Supply Chain Manager, as well as obtaining feedback from the Principalship. The Strategy was agreed as appropriate for the College by the Finance and Resources Committee of the Board of Management.

This Strategy has also been informed by the Scottish Procurement's statutory guidance under the Procurement Reform (Scotland) Act 2014 with the support of APUC Ltd, the procurement centre of expertise for all Scotland's colleges and universities.

The Strategy will be reviewed annually in compliance with the Procurement Reform (Scotland) Act 2014 thus maintaining the alignment of our procurement activity with our broader priorities and allow the College where necessary to revise the Strategy and its related Action Plan.

Please refer to Annex A for a process flow on the application of the Procurement Reform (Scotland) Act 2014, the Procurement (Scotland) Regulations 2016 and the Public Contracts (Scotland) Regulations 2015 and the key strategic and operational requirements therein.

1. Context

This Procurement Strategy provides the framework within which the procurement activities of the College can develop and help support our Strategic Priorities and Objectives which are 3 fundamental procurement processes: Strategic Sourcing, Supplier Management and Contract Management. It can also be understood as a procurement improvement journey based on a clear understanding of where the College is currently, in terms of our procurement practice, where we need to be, and how we should get there.

As above, the College has agreed, although not a legal obligation, to have and maintain a Procurement Strategy as part of the requirements of the Procurement Reform (Scotland) Act 2014, which provides a national legislative framework for sustainable public procurement that supports Scotland's economic growth through improved procurement practice.

The Act focuses on a small number of general duties on contracting authorities regarding their procurement activities and some specific measures aimed at promoting good, transparent and consistent practice in procurement processes detailed in section 6.

2. Spend Report

The College's annual spend profile is displayed in the graph below with a total non-pay spend in the region of £3.2m (2023-24) made up of approximately £2.6m influenceable spend and £0.6m non-influenceable spend.

SLC Total Spend 23-24

Total Non Influenceable spend , £603,361

Total Influenceable Spend, £2,615,827
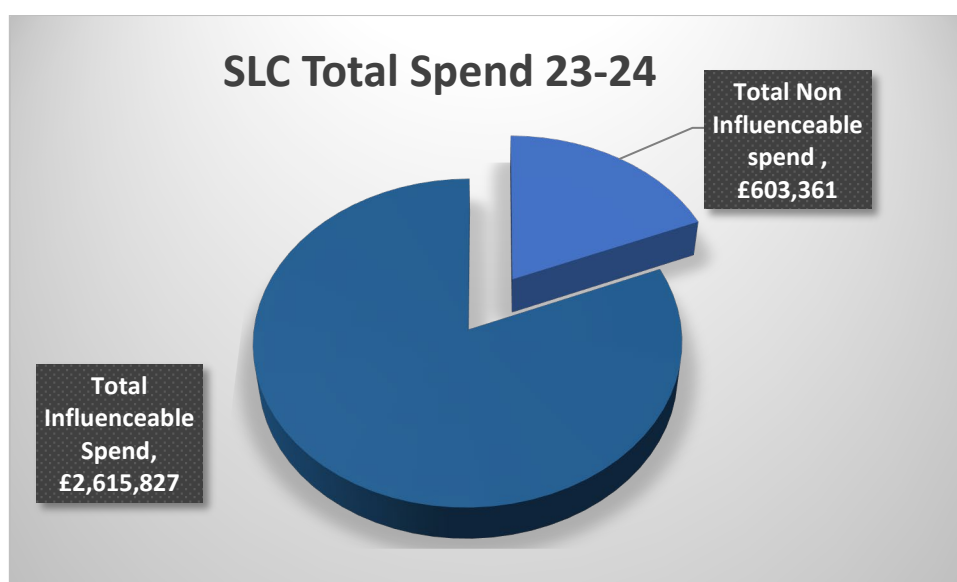
(Non-Influenceable spend is where there is no competitive market i.e. Scottish Qualification Authority. Influenceable spend can be competitively tendered in the market.)

Our annual influenceable procurement spend of approximately £2.6m comprises of £1,773,867 of regulated spend (above threshold) and £841,960 of unregulated spend (below threshold).

This Strategy recognises that our procurement practice is based on the Scottish Model of Procurement which sees procurement as an integral part of policy development and service delivery. It is essentially about achieving the best balance of cost, quality and sustainability through:

- Improving supplier access to public contracts;
- Delivering savings and benefits;
- Maximising efficiency and collaboration;
- Embedding sustainability in all we do.

A key element of this Strategy is about moving the balance of procurement effort away from the buyer or tendering phase and towards a greater emphasis on the planning and post contract phases of procurement. Included in this is an increasingly greater engagement with our stakeholders both internal and external.

3. Procurement Mission

The procurement of goods, services and works is a key process within the College.

The Procurement function enables the College to develop objectives and policies relating to the management, efficiency and effectiveness of procurement to obtain best value for money from everything we purchase and ensure all procurement activities are carried out in the best interests of the College to support the College's Strategic Priorities and Objectives.

To achieve this, Procurement will ensure:

- We understand and respond to internal and external stakeholders' business needs and challenges and constantly changing market conditions;
- We will seek, establish and maintain supplier relationships to enhance the service we provide whilst obtaining best value for money and value added services;
- We will strive to improve processes to facilitate a streamlined approach for all campuses, that drive innovation and reduce transactional costs through continuous improvement of the procurement process;
- We will take a lead role on strategic procurement initiatives;
- We will always remain open and act in a transparent and proportionate manner in all of our procurement activities; and
- We will conduct all regulated procurements in line with the College's Procurement Policy.

4. Procurement Policy

Our Procurement Policy and Procedures set out our operational framework of how we procure all goods, services and works on behalf of the College. The policy and procedures ensure all procurement of goods, services and works are achieved at competitive prices and are governed by the World Trade Organisation's (WTO) Government Procurement Agreement and procured under Scottish Procurement Regulations. The principles of non-discrimination, transparency and procedural fairness as well as other relevant statutory requirements apply. In adherence to these principles and the legislative framework that applies, the College can demonstrate its accountability for, and good stewardship of the funds at its disposal.

5. Strategic Procurement Objectives

Our strategic procurement objectives form the core of our Procurement Strategy. These are defined below:

- To work with internal budget holders and professional support service colleagues and suppliers to deliver innovation and best value to the learning, research and service support communities through the development of an effective and co-ordinated purchasing effort within the College;

- To promote the delivery of value for money through good procurement practice and optimal use of procurement collaboration opportunities;
- To embed sound, ethical, social and environmental policies within the College's procurement function, respond to the climate emergency and to comply with relevant Scottish and UK legislation in performance of the Sustainable Procurement Duty;
- To sustain and further develop partnerships within the sector, with other publicly funded bodies, with professional bodies and appropriately with supply markets that will yield intelligence, innovation and deliver value to users of procurement services;
- To seek out professional development opportunities to enrich and enhance experience and capability of procurement practitioners and to work with the supply chains to ensure continued value, managed performance and minimal risk throughout the life of contracts for the benefit of customers and students;
- To develop sound and useful procurement management information in order to measure and improve procurement and supplier performance in support of corporate planning conducted through fair and transparent process.

The Public Procurement Group (PPG) in Scotland provides strategic direction, support and monitors progress on the procurement reform agenda with all their activity relating to the four 'power of procurement' outcomes below enabled by procurement capability, supplier development, engagement and collaboration. The College shall support the vision of the Public Procurement Strategy for Scotland 2023 to 2028 and delivery of its objectives, namely to conduct its procurement activity in a way which is:

- Good for Businesses and their Employees;
- Good for Places and Communities;
- Good for Society;
- Open and Connected.

The strategic procurement objectives have been aligned with the SFC's Outcomes Framework, the Scottish National Outcomes and the Strategic Priorities in the College's Strategic Framework 2025-2030 namely:

Student Experience (College) **High Quality Learning and Teaching** **Student Interests, Access and Success** **Good Governance** **(Outcomes Framework)**	**People and Culture Development** **Growth and Innovation** **(College)** **High Quality Learning and Teaching** **Good Governance** **Skills and Work Based Learning** **(Outcomes Framework)**	**Student Experience (College)** **Good Governance** **Equalities, Diversity and Inclusion** **(Outcomes Framework)**	**Sustainability** **Growth and Innovation** **(College)** **Net Zero** **Equalities, Diversity and Inclusion** **High Quality Learning and Teaching** **Good Governance** **Estates and Infrastructure** **(Outcomes Framework)**
1	**2**	**3**	**4**
To work with internal academic budget holders professional support service colleagues and suppliers to deliver innovation and best value to the learning, research and service support communities through the development of an effective and co-ordinated purchasing effort within the College.	To seek out professional development opportunities and enhance experience and capability of procurement practitioners and to work with the supply chains to ensure continued value, managed performance and minimal risk throughout the life of the contracts for the benefit of customers and students. To sustain and further develop partnerships within the sector, with other publicly funded bodies, with professional bodies and appropriately with supply markets that will yield intelligence, innovation and deliver value to users of procurement services.	To promote the delivery of value for money through good procurement practice and optimal use of the procurement collaboration opportunities. To develop sound and useful procurement management information in order to improve procurement and supplier performance in support of corporate planning conducted through fair and transparent process.	To embed sound and ethical social and environmental policies within the College's procurement function, respond to the Climate Emergency and to comply with relevant Scottish and UK Legislation in performance of the Sustainable Procurement Duty. To promote the delivery of value for money through good procurement practice and optimal use of the procurement collaboration opportunities.

STRATEGIC PROCUREMENT OBJECTIVES

These objectives are measured and supported in three ways; through the Procurement Action Plan – Appendix 1, through our participation in the Scottish Government's Operational Procurement Review (OPR) and through the publication of an Annual Procurement Report (Section 7).

6. Ensuring compliance with general duties and specific measures of the Procurement Reform (Scotland) Act 2014

Introduction

As required by the Act the College must comply with a number of general duties and some specific measures which will be embedded in our Tendering Policy or in our Procurement Action Plan (Section 8 and Appendix 1) but for clarity and to ensure full compliance with the Act, these are stated below:

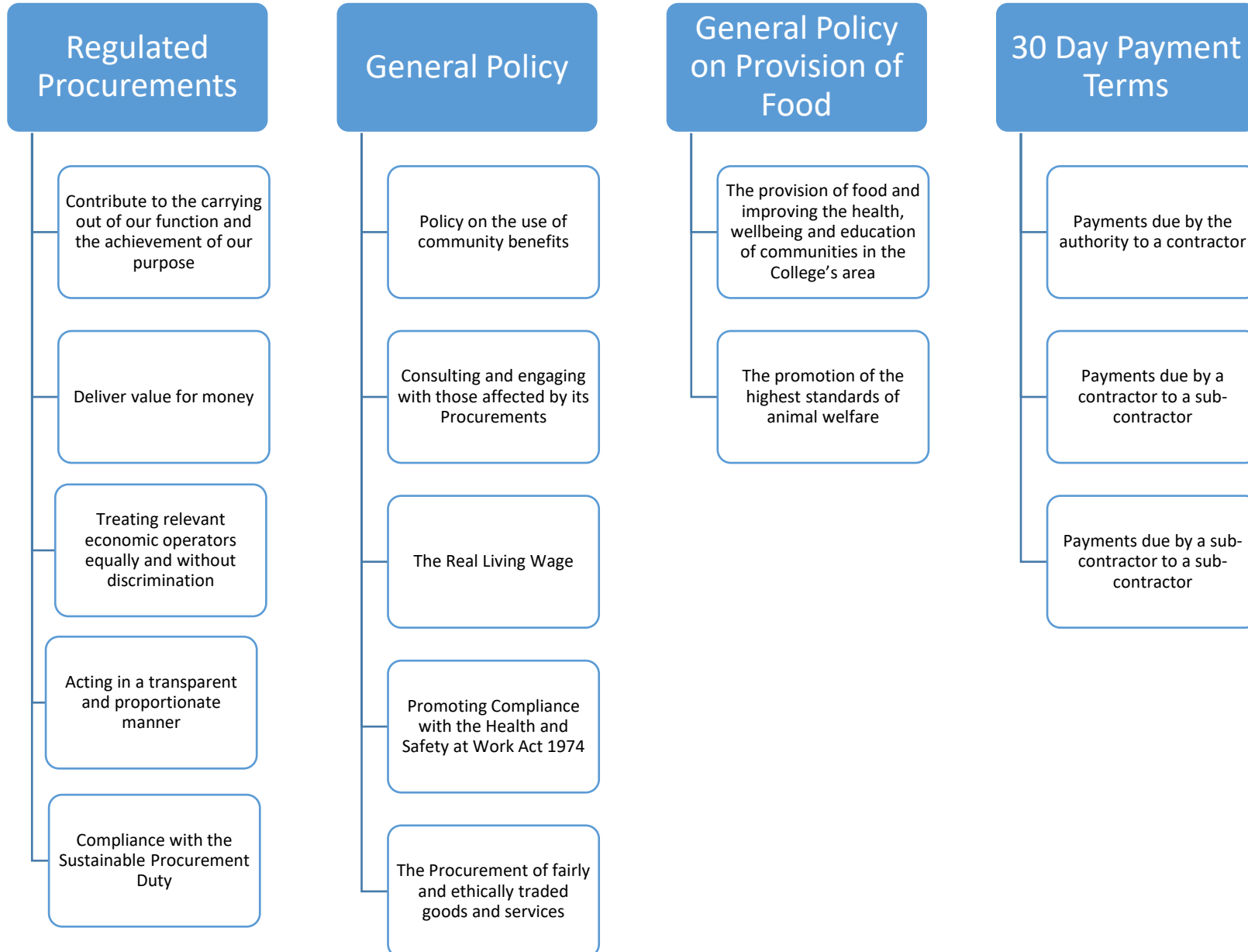| General Duties and Specific Measures	Action
Contribute to the carrying out our function and the achievement of our purposes	The College will analyse its non-pay expenditure to identify 'Regulated Procurements' in line with the Scottish Government Procurement Journey as follows: Regulated Procurements – Route 3 Goods and Services > £179,087 ex vat Works > £4,477,174 ex vat and; Regulated Procurements – Route 2 Goods and Services between £50,000 and £179,087 ex vat Works between £2,000,000 and £4,477,174 ex vat These thresholds apply to the College as an "other public sector contracting authority". The College will sort regulated procurements into procurement categories and consider appropriate and effective consultation that aligns individual procurement strategies, with the College's own aims and objectives, and in turn to the objectives as detailed in the College's Regional Outcome Agreement. A two year forward contract plan will be published annually providing structured and efficient contract planning across the College. The College will review the online ordering system, Pecos, with a view to maximising its use. The College will consider where appropriate the effective use of contract and supplier management to monitor and further improve the regulated procurement outcomes.

Deliver value for money	Value for money as defined by the Scottish Model of Procurement is not about cost and quality, but about the best balance of cost, quality and sustainability.

The College through its Procurement Policy and Procedures will seek to consistently apply the above principles albeit the balance of cost, quality and sustainability will vary for a regulated procurement depending on the particular commodity, category and market. We will work with stakeholders to determine the most appropriate balance of these factors using tools such as the sustainability test.

The College will consider the whole-life cost of what is being procured and when applying the above principle of value for money, ensure that it does so in a clear, transparent and proportionate manner; in line with the World Trade Organisation (WTO) Agreement on Government Procurement (GPA) Principles of non-discrimination, transparency and procedural fairness, and in complying with the general duties of the Act as well as the sustainable procurement duty.

The College will monitor delivery of value for money through use of the Hunter tool which records local contract and framework savings, community benefits, sustainability benefits and added value services achieved. |
| Treating relevant economic operators equally and without discrimination | The College will conduct all its regulated procurements in compliance with the principles of non-discrimination, transparency, procedural fairness and will consider early engagement with the supply market where relevant, prior to the publication of a contract notice.

All regulated procurements will be posted on portals such as Public Contracts Scotland (PCS) and Public Contracts Scotland-Tender (PCS-T). We shall strive to ensure the appropriate use of separate lots with straightforward output-based specifications and clear evaluation criteria to ensure the procurement is accessible to as many bidders as possible. |
| Acting in a transparent and proportionate manner. | The College will ensure it engages widely with its local supply market on an ongoing basis and through the College's Procurement Policy and will mandate the use of clear and precise language in its specifications. It shall ensure contracts are awarded using appropriate quality, risk and sustainability factors as well as cost according to declared score weightings specific to each contract.

The College will actively take steps to make it easier for small and local businesses to bid for contracts through the use of Public Contracts Scotland and Quick Quotes, by the provision of training and/or the provision of information on third party training opportunities to build suppliers capability to better navigate the public tender process and by publishing contracts register to highlight contracts that local suppliers may be interested in bidding for.

Through the Annual Procurement Report, we shall publish a two year forward contract plan and by publishing a contracts register, these |

	shall highlight contracts that local suppliers may be interested in bidding for.
The Sustainable Procurement Duty	The College will seek to take account of climate impacts and the circular economy in its procurement activity contributing to the College's pledge to join the United Nations' climate change campaign in the Race to Net Zero, the Scottish Colleges Statement of Commitment on the Climate Emergency and the Supply Chain Climate and Ecological Emergency Strategy. It will also seek to involve SMEs, third sector bodies and supported businesses in our procurement activities. In so doing, these areas shall benefit not only the College but the Lanarkshire region as well as contribute to the wider global climate agenda. The Procurement Manager will work with stakeholders to further develop From Now to 2030 (FNT2030) commodity category plans to identify climate change benefits through high priority commodity categories including Energy, Food, Furniture, ICT, Travel and participate in the Procuring Sustainable Goods and Services Workgroup on behalf of the HE/FE Sector. The College has a Climate Change Emergency Action Plan (CCEAP) May 2025. CEEAP is updated and agreed twice a year with the Senior Leadership Team (SLT), Finance and Resources Committee (FRC) and the Board of Management (BOM). The CEEAP covers the following: - Review and update of the Sustainability Policy & Climate Change and Risk Assessment, - Exploring alternative sources of income and funding, - Showcasing good practice throughout the College and wider community, which includes embedding climate change actions within the College Community discussed at Curriculum and Department reviews. - Achieve Carbon Literate Organisation Standard. - Rolling out Carbon literacy training to be available to staff and students. - Embed sustainable behaviours through staff induction and development. - Complete Leaders Climate Emergency checklist. - Climate Change Action Team (CCAT) to include colleagues from across all curriculum areas to engage and enhance sustainable behaviours within learning and teaching. To support compliance with the Sustainable Procurement Duty, the College will ensure, as part of the tender process, through the use of appropriate declarations relating to supply chains, human trafficking, serious organised crime, and also through evaluation criteria, that it only awards regulated contracts to suppliers who are capable, reliable and, where relevant to the procurement, that they meet the highest ethical standards and values in the conduct of their business. The

	College shall make use of available tools and systems such as the Sustainability Test, Life Cycle Impact Mapping and EcoVadis where relevant and proportionate to the scope of the procurement. Use of these tools shall inform specification development contributing to sustainable supplies and services with potential impact on the wider sustainability agenda including climate change. The revised Procurement Policy and Procedures will set out processes that enable the College to impact climate change through procurement. They will reflect a change in buyer behaviour and ensure that consideration is given to climate impact for all procurements regardless of value e.g. consideration should be given to whether there is a need to procure at all and to consider the circular economy. This will take time to embed in the College. Procurement shall promote positive climate impact in any training and awareness sessions. With regards to the Public Sector Equality Duty (PSED) under the Equality Act 2010, the College (as a Public Authority), as part of its policy and procedures, it gives due regard to the need to: - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act; - Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; - Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. The College shall use the APUC Hunter System to record benefits resulting from implementation of these processes and include in the Annual Procurement Report. As an affiliate member of Electronics Watch which works to improve worker's rights in public sector supply chains, the College, through its membership, shall continue its contribution to the wider ethical procurement agenda.
Policy on the use of community benefits	The College will consider for each of its procurements over £4m how it can improve the economic social or environmental wellbeing of the Lanarkshire region through the inclusion of community benefits clauses aligned with the College's own strategic outcomes as well as a number of Scottish Government's National Outcomes namely: - We have a globally competitive, entrepreneurial, inclusive and sustainable economy; - We are well educated, skilled and able to contribute to society; - We are creative and our vibrant and diverse cultures are expressed and enjoyed widely; - We value, enjoy, protect and enhance our environment.

	Examples of the scope of community benefits clauses will include the delivery of training opportunities or subcontracting opportunities within the Lanarkshire Region relevant and proportionate to the particular procurement. The College will strive to engage with internal stakeholders including students where relevant as well as engage with the local and wider supplier community to ensure suppliers understand the use of community benefits and how to respond where they are included. Where possible and proportionate, such clauses are considered in procurements below £4m.
Consulting and engaging with those affected by its procurement	The College will take note of available good practices/principles of engagement including those detailed in the National Standards for Community Engagement as well as ensuring procurement staff have or will be developed to have the relevant communication and engagement skills. Training will be delivered to those involved in procurement to ensure they understand their role. The College will consider within each procurement, the community affected by the resultant contract and ensure any affected organisations/persons are consulted (e.g. impact on service for students, or a local contract that could be combined with other similar institution's needs). Such consultation will always be on a scale and approach relevant to the procurement in question. All of the above will be embedded in the College's procurement practice.
The Living Wage	The College recognises the value of a well-motivated and dedicated workforce both in its own organisation and in those of its suppliers. South Lanarkshire College is an accredited Living Wage Employer. In compliance with the Act the College will consider, before undertaking a procurement, whether it is relevant and proportionate to make the real Living Wage a condition of contract or include a question on fair work practices along with the other relevant criteria, whilst ensuring the appropriate balance between quality and cost of the contract, paying regard to the statutory guidance on Fair Work First.
Promoting compliance with the Health and Safety at Work Act 1974	The College is committed to contracting only with suppliers that comply with all appropriate and relevant legislation, including Health & Safety legislation. Where appropriate, and on a contract-by-contract basis, the College will assess the legislation applicable to the procurement and take steps to ensure bidders comply with such legislation. Where appropriate, the College will also seek to assess the compliance of subcontractors.
The procurement of fairly and ethically traded goods and services	The College supports the sourcing of goods that are fairly and ethically traded. Where directly relevant, it shall make use of appropriate standards and labels in its procurements to take account of fair and ethical trading considerations as well as considering equivalent offerings from suppliers that can demonstrate they can meet the specified criteria without necessarily having the specific certification.

The provision of food and improving health, wellbeing and education of communities in the College's area, and the promotion of the highest standards of animal welfare	The College will find practical ways to supply healthy, fresh, seasonal, and sustainably grown food which represents value for money whilst improving the health, wellbeing and education of our teaching and learning communities, coupled with promoting the highest standards of animal welfare. The College will work to put in place affordable contracts, which meet the nutritional requirements for food for all users of our catering services and will use available good practice as guided by TUCO. The College will work towards utilising TUCO Agreements for our requirements for food and catering services. All goods supplied must comply with the product specific regulations made under the Food Safety Act 1990 and with the Food Hygiene (Scotland) Regulations 2006 and any subsequent amendments as applicable to the UK.
Payment terms	The College recognises the importance of paying suppliers promptly once a service has been performed or goods delivered and that late payment is particularly detrimental to SMEs, third sector bodies and supported businesses. The College will comply with Late Payment Legislation and the Scottish Government policy guidance on prompt payment in the supply chain assessing past payment performance where appropriate. It will review on a contract-by-contract basis whether such obligations should be enforced and monitored further down its supply chain.

Regulated Procurements

- Contribute to the carrying out of our function and the achievement of our purpose
- Deliver value for money
- Treating relevant economic operators equally and without discrimination
- Acting in a transparent and proportionate manner
- Compliance with the Sustainable Procurement Duty

General Policy

- Policy on the use of community benefits
- Consulting and engaging with those affected by its Procurements
- The Real Living Wage
- Promoting Compliance with the Health and Safety at Work Act 1974
- The Procurement of fairly and ethically traded goods and services

General Policy on Provision of Food

- The provision of food and improving the health, wellbeing and education of communities in the College's area
- The promotion of the highest standards of animal welfare

30 Day Payment Terms

- Payments due by the authority to a contractor
- Payments due by a contractor to a sub-contractor
- Payments due by a sub-contractor to a sub-contractor

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7. Annual Procurement Report

7.1   Statutory Requirement

In accordance with requirement of the Procurement Reform (Scotland) Act 2014, although not a legal obligation, to adhere to good practice the College shall publish an Annual Procurement Report after the College's financial year end describing as required by the Act how it has discharged its obligations under the Act and how it has exercised discretion and judgement as permitted by the Public Procurement rules to secure strategic objectives in compliance with the Act.

This report shall provide a commentary on the progress of this Strategy and its Action Plan.

7.2   Contents of our Annual Procurement Report

The Annual Procurement Report in compliance with the Act contains as a minimum the following:

7.2.1   A summary of the regulated procurements that have been completed during the year covered by the report;

7.2.2   A review of whether these procurements complied with the Procurement Strategy;

7.2.3   To the extent that any regulated procurements did not comply, a statement of how the College intends to ensure that future regulated procurements do comply;

7.2.4   A summary of any community benefit requirements imposed as part of a regulated procurement that were fulfilled during the year of the report, including for example, apprenticeships completed, curriculum support activities business support activities, support to communities and resource efficiencies achieved in terms of materials, waste or water.

7.2.5   A summary of any steps taken to facilitate the involvement of supported businesses in regulated procurements during the year covered by the report;

7.2.6   A summary of the regulated procurements the College expects to commence in the next two financial years;

7.2.7   A summary of benefits that have had a positive impact on climate change;

7.2.8   Such other information as the Scottish Ministers may by order specify and where applicable that demonstrate compliance with other legislation that places specific requirements on the College with respect to its procurement activities. The College will also consider including:

7.2.8.1 What it has learned from its consultations and engagement with stakeholders and those affected by its procurements, and what it is doing to respond to these views;

7.2.8.2 What it is doing to improve its performance and impact, drawing on relevant information – for example spend analysis – and what improvements have been achieved since its last report; and

7.2.8.3 How it is working with other bodies - for example procurement centres of expertise or partner Colleges – to maximise effectiveness and efficiency.

The College will seek to publish its Annual Procurement Report in an inclusive way that considers equality and accessibility issues and allows stakeholders to form a clear view of the College's performance.
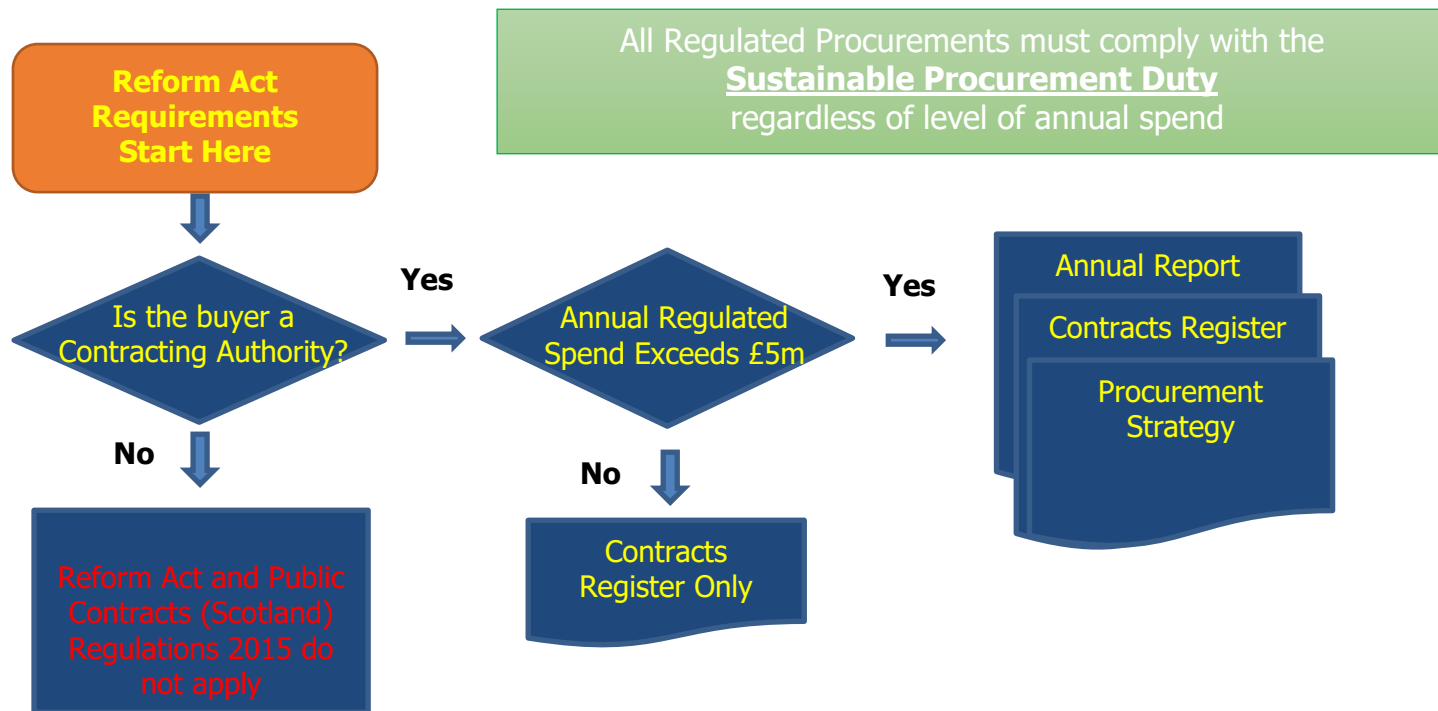
8. Procurement Action Plan

8.1   The Procurement Action Plan (attached as Appendix 1) consists of a number of specific actions and commitments in relation to each of the strategic objectives and their desired outcomes these are also cross referenced to the relevant section of the Operational Procurement Review (OPR).

Progress against this Action Plan will be regularly monitored by the College's Supply Chain Manager.

As part of the formal annual review of this Strategy, as indicated in Appendix 1, this Action Plan will be reviewed and updated as required, to maintain alignment of the College's procurement activity with its broader priorities.

ANNEX A Process Flow

Reform Act Requirements Start Here

All Regulated Procurements must comply with the **Sustainable Procurement Duty** regardless of level of annual spend

Is the buyer a Contracting Authority?

Yes

Annual Regulated Spend Exceeds £5m

Yes

Annual Report

Contracts Register

Procurement Strategy

No

Reform Act and Public Contracts (Scotland) Regulations 2015 do not apply

No

Contracts Register Only

The College must comply with operational requirements below regarding procurement regulations

Operational Requirements Start Here

Goods or Services (ex vat)		
More than £179,087k	Between £50k - £179,087k	Less than £50k
Regulated Procurement (Route 3) Consider community benefits (mandatory over £5m)	Regulated Procurement (Route 2) Reform Act Applies	3 Quotations – align process to internal thresholds (Route 1)

Works (ex vat)		
More than £4.4m	Between £2m - £4.4m	Less than £2m
Regulated Procurement (Route 3) Consider community benefits (mandatory over £5m)	Regulated Procurement (Route 2) Reform Act Applies	3 Quotations – align process to internal thresholds (Route 1)

World Trade Organisation (WTO) Agreement on Government Procurement Agreement (GPA) applies. The principles are non-discrimination, transparency and procedural fairness.

ANNEX B - Linked Policies/Related Documents

a. [Annual Procurement Report](#)
b. [APUC Ltd (Advanced Procurement for Universities and Colleges)](#)
c. [APUC Responsible Procurement](#)
d. [Community Benefit Clauses](#)
e. [Community benefit requirements in major contracts](#) [Section 25(1)](#)
f. [Contracts Register](#)
g. [Fair Work First](#)
h. [General Duties Procurement Reform (Scotland) Act 2014 (section 8)](#)
i. [Government Procurement Agreement (GPA)](#)
j. [National Outcomes](#)
k. [National Standards for Community Engagement](#)
l. [Procurement Equality Duties](#)
m. [Procurement Reform (Scotland) Act 2014](#)
n. [Procurement Strategy](#)
o. [Prompt Payment in the Supply Chain](#)
p. [Public Contracts Scotland](#)
q. [Public Contracts Scotland - Tender](#)
r. [Public Procurement Strategy for Scotland](#)
s. [Regulated Contracts](#)
t. [Scottish Funding Council's Outcomes Framework](#)
u. [Scottish Government's Procurement Journey](#)
v. [Scottish Living Wage (real Living Wage)](#)
w. [Scottish Model of Procurement](#)
x. [South Lanarkshire College Strategic Framework 2025-2030](#)
y. [South Lanarkshire College Contracts Register](#)
z. [Statutory Guidance under the Procurement Reform (Scotland) Act 2014](#)
aa. [Supplier Development Programme](#)
bb. [Supply Chain Climate & Ecological Emergency Strategy 2022-2030](#)
cc. [Sustainable Procurement Duty](#)
dd. [Sustainable Procurement Processes (section 3.4.1 Statutory Guidance)](#)
ee. [The Late Payment of Commercial Debts (Scotland) Regulations 2015](#)
ff. [WTO (World Trade Organisation)](#)

BOARD OF MANAGEMENT

DATE	09 December 2025
TITLE OF REPORT	Modern Slavery Statement 2024-25
REFERENCE	09
AUTHOR AND CONTACT DETAILS	Elaine McKechnie Elaine.mckechnie@slc.ac.uk
PURPOSE:	To update the Committee on revisions to the Modern Slavery Statement 2024-25
KEY RECOMMENDATIONS/ DECISIONS:	The Committee is recommended to: • Review contents of the statement; and • take assurance that the College takes a zero-tolerance approach to slavery and human trafficking and commits to adhering to ethical standards.
RISK	The main risks are: • **Legal and regulatory:** Through APUC frameworks, suppliers and institutions are expected to demonstrate compliance with the Modern Slavery Act 2015. • **Financial:** There could be funding consequences for non-compliance and restrictions on access to preferred supplier frameworks, increasing costs. • **Governance:** The Board of Management have a fiduciary duty to ensure compliance. Failure to publish an annual statement could be seen as a breach of duty. • **Reputation**: The College may suffer reputational damage through failure to take a zero-tolerance approach to slavery and human trafficking.
RELEVANT STRATEGIC AIM:	• The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	• The Modern Slavery Statement 2024-25 confirms the College's commitment to adherence to Modern Slavery Act 2015. • The Statement is issued in isolation by South Lanarkshire College. It used to be jointly issued with New College Lanarkshire as part of the Lanarkshire Region prior to dissolution on 30 July 2025. • It supports the United Nations Guiding Principles on Business and Human Rights, ensuring that the College conducts business ethically and transparently, upholds human rights and fair working practices and prevents exploitation, forced labour, and trafficking in its operations and supply chains.

	- The College also works collaboratively with suppliers, sector partners and public agencies to strengthen modern slavery prevention - The statement provides assurances that there is a robust list of policies in place to mitigate against the risk of slavery and human trafficking. - To further manage and mitigate risks, for relevant collaborative and local tenders, a risk assessment using the APUC Prioritisation Tool or APUC Sustainability Test is carried out to assess if the commodity is exposed to Modern Slavery and trafficking. - Training on Modern Slavery and Human Trafficking is undertaken by both the Procurement Manager and Heads of Departments - The College commits to better understanding its supply chains and working towards greater transparency and responsibility towards people working in them. The College will continue to ensure risk assessments are carried out using the APUC Prioritisation Tool or the Sustainability Test, undertake any required training and continually review its policies and procedures to ensure that risks of Modern Slavery and Human Trafficking are sufficiently mitigated.

MODERN SLAVERY STATEMENT

Statement at the end of the 2024/2025 Financial Year

This statement is made pursuant to Section 54 of the Modern Slavery Act 2015 and sets out the steps South Lanarkshire College has taken during the financial year ending 31 July 2025 to ensure that modern slavery and human trafficking are not taking place in our organisation or supply chains.

South Lanarkshire College is the largest education provider in South Lanarkshire and is committed to making a positive impact beyond teaching and learning, as well as upholding the highest standards of ethical conduct and social responsibility, ensuring that we contribute meaningfully to the lives of local residents. The College is committed to preventing modern slavery and human trafficking in all its forms with the institution and its supply chains.

Modern Slavery encompasses slavery, servitude, human trafficking and forced labour. South Lanarkshire College is committed to acting ethically, with integrity and transparency in all business dealings, and to putting in place effective systems and controls to safeguard against any form of Modern Slavery taking place within the organisations or our supply chains.

South Lanarkshire College is a regional college following ministerial approval to dissolve the Lanarkshire Region on 30 July 2025.

Commitment

The College recognises its responsibility to take a robust approach to modern slavery and human trafficking. We are wholly committed to acting ethically, upholding human rights and enforcing effective controls to ensure slavery and human trafficking are not taking place anywhere within our organisation or in our supply chains.

Our Board of Management, the College's governing body, is committed to delivering high standards of corporate governance. A key element of good governance is ensuring the College operates in a socially responsible way.

The College implements a range of measures, and regularly reviews their effectiveness, to ensure we comply with all applicable laws and regulations and employ the highest ethical and professional standards. We also support the UK Government's Action Plan to implement the United Nations Guiding Principles on Business and Human Rights. The College is committed to:

- Conducting business ethically and transparently.

- Upholding human rights and fair working practices.

- Preventing exploitation, forced labour, and trafficking in our operations and supply chains.

- Working collaboratively with suppliers, sector partners and public agencies to strengthen modern slavery prevention

The Organisational Structure and Supply Chain

South Lanarkshire College (SLC) is now a regional College and is a leading provider of further and higher education and has an annual turnover of c£19m which, whilst not above the required threshold under section 54 of the Modern Slavery Act 2015, is publishing this statement for reasons of best practice.

SLC has circa 5,000 students enrolled on a mix of full-time, part-time, day release and evening courses and deliver programmes on the Scottish Credit and Qualification Framework (SCQF) from levels 1 to 8.

The College offers a range of courses across eight curriculum areas:

- Building Services Engineering
- Business, Events and Public Services
- Carpentry and Joinery
- Creative Industries
- Early Education and Social Science
- Health, Social Care and Science
- Inclusive Learning and Languages
- Wet Trades

The new Strategy 2030 sets out the College's mission of:

"Delivering excellence in skills-based education to the workforce of the future creating social and economic value for individuals, businesses and the communities we serve through first-class teaching, learning and support."

The new strategy 2030 now supersedes the former SLC College Strategy 2020-2025.

The Supply Chain

The supply chain structure at the College has 4 main categories of spend: Estates, ICT, Professional Services and Catering Services/Supplies.

The main commodities which carry risks are office supplies, laboratory consumables, ICT equipment and some estates services. A significant proportion of procurement is with suppliers who are pre-approved either by a purchasing consortium or through public tenders managed by our Procurement department. If evidence were found indicating modern slavery in our supply chains, the College recognises its responsibility to work with others to address this immediately.

The College has signed up to the National Recognition & Procedures Agreement (NRPA) for both teaching and support staff. Pay and Terms & Conditions are negotiated at a national level between College Employers Scotland and the respective Trade Unions. The College has two representatives who attend the general meetings of College Employers Scotland. Although not mandatory for colleges, Support Staff at a national level have agreed to consider the Public Sector Pay Policy which covers Salary and Terms & Conditions In addition, the College has achieved Living Wage accreditation, which includes directly employed staff, outsourced contractors.

Policies on Slavery and Human Trafficking

The College is committed to ensuring that there is no Modern Slavery or human trafficking in our supply chains or in any part of our business. There are a range of polices in place supported by processes, practices and procedures which reinforce the College's commitment

to human rights and ethical practices and set out how the College will minimise the risk of modern slavery and human trafficking, including:

- **Procurement Policy and Procedure and Procurement Strategy**: Ensuring ethical procurement practices, outlined below that prevent exploitation.
- **Equality, Diversity and Inclusion Policy:** The College is committed to providing an environment that is free from bullying, harassment, victimisation and discrimination, in which everyone is treated with dignity and respect.
- **Recruitment and Selection Policy:** This is relevant to Slavery and Human Trafficking.
- **Staff Code of Conduct**: Setting expectations for the behaviour of staff and the College's values.
- **Anti-Bribery & Corruption Policy**: Preventing unethical business practices and ensuring transparency in our work.
- **Public Interest Disclosure (Whistleblowing) Policy**: Encouraging staff to report concerns about unethical practices, protecting them when they do and investigating matters thoroughly.
- **Safeguarding Policy**: Protecting vulnerable individuals within the College's community every day.

All policies include the requirement for an Equality Impact Assessment to take place.

In addition, the Single Procurement Document (SPD) is used for relevant procurements which incorporates questions on whether a supplier has breached any of their obligations in relation to environmental, social and labour laws.

The College has also adopted the 'Sustain Supply Chain Code of Conduct' created by APUC (Advanced Procurement for Universities and Colleges) Ltd and this is used in procurement exercises. The Code of Conduct includes confirmation that the supplier does not use forced, involuntary or underage labour, provides suitable working terms and conditions, and treats employees fairly. APUC's Slavery Statement can be found [here.](here)

Processes on Slavery and Human Trafficking

The College is committed to carrying out the procurement of goods and services in an environmentally, socially, ethically and economically responsible manner and to entering into agreements and contracts with suppliers that share and adhere to this commitment.

The College will use its best endeavours to ensure the procurement of goods and services is carried out through APUC of which they are members.

APUC leads collaborative tendering activity and has a wide range of framework agreements across a variety of category areas. All the categories for APUC frameworks that the College has used have already undergone an analysis of the specific commodity areas and supply chains to assess potential risks of Modern Slavery.

Where it is not possible to use a collaborative framework agreement, a standard Invitation to Tender template is used with applicable terms and conditions requiring contractors to comply with current legislation in relation to the Equality Act 2010, National Minimum Wage Act 1998 (as amended), Health & Safety at Work Act 1974 (as amended) and the Modern Slavery Act 2015. The terms and conditions include a clause on Anti-Slavery and Human Trafficking which outlines the expectations and obligations of the Contractor and any applicable subcontractors.

Recruitment checks are carried out by the Human Resources Teams at the College to ensure compliance with the provisions of the Immigration, Asylum and Nationality Act 2006, which state that at the time of recruitment an employer must be able to demonstrate that the person to be appointed has permission to work in this country. Therefore, all external candidates

invited to attend interview for a post in the College must produce evidence of their entitlement to work in the United Kingdom.

Offers of employment are also subject to a satisfactory PVG Scheme Record and references satisfactory to the College.

Risk Assessment and Management

For relevant collaborative and local tenders, a risk assessment using the APUC Prioritisation Tool or APUC Sustainability Test is carried out to assess if the commodity is exposed to Modern Slavery and trafficking.

APUC uses its Supply Chain Management (SCM) Tool to verify that framework suppliers have published Modern Slavery Statements in line with the Modern Slavery Act 2015. It has adopted a system, EcoVadis, an internationally recognised sustainability rating company, whose system will provide a further proportionate assessment on suppliers' ethical, environmental, and social compliance within the framework agreements.

The College has adopted the EcoVadis sustainability ratings agency, which allows the College to review sustainability audits within their supply chain.

The College has invited all local, contracted suppliers with a recurrent regulated spend to complete Section 1 of the SCM Tool. This section has a module on Ethics & Environment which the supplier is requested to provide information on their Modern Slavery Statement and their Living Wage status.

In partnership with Police Scotland, tenderers are requested to provide declaration of Non-Involvement in Serious Organised Crime and Non-Involvement in Human Trafficking where it is considered relevant and proportionate.

The College is also an affiliate member of Electronics Watch, an independent monitoring organisation working to achieve respect for labour rights in the global electronics industry, through socially responsible purchasing in Europe.

Training on Modern Slavery and Trafficking

The Procurement Manager participates in the Procurement Strategy Group for Colleges where responsible procurement updates are part of the agenda. Online resources on the APUC Responsible Procurement Website provide current information, training and sector guidance.

The Procurement Manager delivered procurement awareness training to the Heads of Departments/budget holders within the College which included considerations of sustainable procurement and the Modern Slavery Act.

The Student Funding Team at the College has undertaken training in document fraud and immigration awareness, which was delivered by the Home Office.

Plans for the Future

The College is committed to better understanding its supply chains and working towards greater transparency and responsibility towards people working in them. The College will continue to ensure risk assessments are carried out using the APUC Prioritisation Tool or the Sustainability Test and address any risks in our tendering processes through key evaluation criteria on high risk areas.

The College will continue to promote the use of the Sustain Supply Chain Code of Conduct in our local tenders helping suppliers to understand the importance of compliance with ethical standards. The College shall seek to increase the use of APUC framework agreements and

work with APUC to measure ethical compliance through the SCM and EcoVadis Tools. Where relevant and proportionate, we shall look to use these tools for local, contracted suppliers.

The College will continue to invite local, contracted suppliers to complete Section 1 of the SCM portal.

The Procurement Manager shall continue to attend APUC responsible procurement training which shall include modern slavery and related topics.

The College will review procurement training delivered to stakeholders to ensure it captures current sustainable procurement practices and continuous promotion of Modern Slavery awareness in the supply chain.

The College will maintain a risk register and will prioritise the highest-risk categories for supply chain mapping and further analysis. As part of identifying and mitigating risk the College commits to:

- Monitor, identify and assess potential risk areas in the supply chains.
- Mitigate the risk of slavery and human trafficking occurring in the supply chains.
- Protect whistleblowers, safeguard vulnerable people and report unethical conduct.
- Where possible, build long-standing relationships with supply chains to ensure these entities have and follow suitable anti-slavery and human trafficking policies and processes.
- Continue to deliver relevant training and awareness sessions, facilitated by the Procurement department and APUC, to staff.

SLC will review its policies and procedures on an annual basis ensuring they reflect our commitment to acting ethically and with integrity in all our business relationships and our supply chains.

Approved: South Lanarkshire College

Signed:

Douglas Morrison, Chair of South Lanarkshire College Board of Management

Date:

DATE	9 December 2025
TITLE OF REPORT	Learning Teaching & Student Experience Committee Remit
REFERENCE	Agenda item 10.1
AUTHOR AND CONTACT DETAILS	Vari Anderson, Governance and Compliance Professional Vari.anderson@slc.ac.uk
PURPOSE:	To request members to approve the updated Learning Teaching & Student Experience Committee Remit.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • Approve the draft Learning Teaching & Student Experience Committee Remit • Remit to the Board for approval
RISK	• That the College does not have up to date committee remits in place ensuring compliance with the Code of Good Governance for Scotland's Colleges.
RELEVANT STRATEGIC AIM:	• The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	The remit of the Learning, Teaching and the Student Experience Committee has been revised to remove references to the Lanarkshire Regional Strategic Body.

1. INTRODUCTION

1.1 The purpose of this paper is to provide an overview of the updated Learning Teaching & Student Experience Committee for the approval of all members. The full document is annexed to this report.

2 REMIT

2.1 The remit covers the composition and membership of the committee and highlights in particular that the Committee and its Chair will be appointed by the Board and will consist of no fewer than five members (including the Principal) – preferably with at least 50% of the membership being non-executive members as defined by the Code of Governance.

2.2 All decisions taken must be taken by a majority of non-executive members present and voting.

2.3 The Principal shall be a member but for voting purposes will be considered an executive member. The Chairing Member of the Board may also be a member and if so will be treated as a non-executive member.

3 AMENDMENTS

3.1 The remit of the Learning, Teaching and Student Experience Committee has been revised to remove references to the Lanarkshire Regional Strategic Body.

3.2 Including a duty to 'engage with other Committees and escalate matters for their review and consideration, where appropriate'

4 PURPOSE

4.1 The purpose of the Learning Teaching & Student Experience Committee is to consider and direct the College's marketing & commercial strategy and oversee its continuing progression. The Committee also monitors the quality assurance processes across the College.

4.2 The Committee also considers strategic risks associated with the over-arching committee purpose and ensures that all risks identified are entered on the Risk Register.

4.3 The Committee should normally meet four times a year.

5 EQUALITIES

5.1 There are no new matters for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report. The Committee Remit has appropriate mechanisms of referral in place should matters relating to equalities be raised.

6 RISK

6.1 That the College does not have up to date committee remits in place ensuring compliance with the Code of Good Governance for Scotland's Colleges.

7   RECOMMENDATIONS

7.1.1   Members are recommended to approve the draft Learning Teaching & Student Experience Committee Remit and thereafter present same to the Board for approval.

BOARD OF MANAGEMENT

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE REMIT

Composition and Membership

The Board of Management will establish a Committee to the Board to be known as the Learning, Teaching and Student Experience Committee.

The Committee and its Chair will be appointed by the Board. The Committee will meet four times per year. There shall be no less than five members (this will include the Principal). A quorum shall be a minimum of three members of the Committee.

Committee membership should, preferably, comprise at least 50% of the membership as being non-executive members but all decisions must be taken with a non-executive majority of those present and voting. The Chairing Member of the Board is, ex officio, a member of the Committee and as such is considered to be a non-executive member as defined in Annex 1 of the Code of Governance.

As there will normally be at least two Executive Board Members serving on this Committee it is expressly provided that Student Members, Staff Members and Trade Union Members need not expressly declare an interest by virtue of that status and that a Declaration of Conflict of Interest need not require a conflicted member to withdraw if, at the discretion of the Committee Chair with the advice of the Governance Professional, the input of that member can usefully contribute to the proceedings. For the avoidance of doubt the test for a Conflict of Interest which would preclude participation in decision making and/or require withdrawal is as follows:

The objective test for determining a significant conflict of interest is whether or not a member of the public with knowledge of the relevant facts would reasonably regard the interests so significant that it is likely to prejudice decision making

All Board Members shall be routinely invited to attend all committee meetings as also may be, where appropriate, a representative of the equivalent Committee of a neighbouring college or colleges.

Purpose

The Learning, Teaching and Student Experience Committee monitors the quality assurance and improvement of learning and teaching across the College. It also considers the College's marketing and commercial strategy and oversees its continuing progression.

It shall also be a requirement that this Committee consider at each meeting any strategic risk associated with the over-arching committee purpose and to ensure that all risks identified are duly entered on the Risk Register.

Alignment with Strategic Priorities

The Learning, Teaching and Student Experience Committee is aligned to the college's strategic priorities of:

Approved by Board 24 September 2024

- Successful Students
- Highest- Quality Education and Support
- Equalities – including both the protected characteristics as defined in the Equalities Act 2010, as it may be amended from time to time, and Equality of Opportunity for all irrespective of any adverse socio-economic factors

The role of this committee is to provide oversight and challenge regarding the progress the college is making against these priorities and in particular Equalities shall be a standing item on all Committee Agendas.

TERMS OF REFERENCE

These Terms of Reference ensure that the Learning, Teaching and Student Experience has specified authority and resources to form an opinion and to make recommendations and report to the Board.

PROCEEDINGS

The Committee should meet four times per year. The Vice Principal responsible for Learning & Teaching and the Student Experience shall attend all meetings – as also may the senior staff responsible for Curriculum, Developing the Young Workforce, Marketing and Quality as specialist advisors.

DUTIES

The duties of the Committee shall include:

- Monitoring and advising on governance as it affects the terms of reference of the Committee.

- Being advised of, challenging and reviewing all quality and learning and teaching matters within the College.

- Being advised of, challenging and reviewing the self-evaluation process of the College and subsequent report.

- Being advised of, challenging and reviewing the College's curriculum portfolio to help ensure it is aligned with local, regional and national priorities.

- Being advised of, challenging and reviewing the College's performance indicators and considering recommendations for improvement.

- Advising on the development of, and reviewing and approving, the College's marketing plan.

- Receiving strategic updates on matters concerned with College marketing, including an update on key marketing activities.

- Being advised of Developing the Young Workforce (DYW) activity within the College and reviewing progress.

- Ensuring that wherever practicable and appropriate the Committee works in partnership with neighbouring Colleges, employers and Local Community Bodies to achieve the best learning outcomes for students and the most cost effective use of resources.

- To engage with other Committees and escalate matters for their review and consideration

Approved by Board 24 September 2024

as appropriate.

REPORTING PROCEDURES

The Committee should direct the minutes and appropriate papers of its meetings to the Board of Management. After approval, the Committee's minutes, and any appropriate papers, must then also be published on the College's website subject only to the statutory exemptions contained within the Freedom of Information Act 2000.

Effectiveness of the Committee

The Committee shall refer to the Code for Good Governance for Scotland's Colleges and:

- Perform an annual self-evaluation exercise

- Prepare an annual report for the Board of Management on the performance and duties undertaken by the Committee.

Approved by Board 24 September 2024

BOARD OF MANAGEMENT

DATE	9 December 2025
TITLE OF REPORT	People and Culture Committee Remit
REFERENCE	10.2
AUTHOR AND CONTACT DETAILS	Vari Anderson, Governance and Compliance Professional Vari.anderson@slc.ac.uk
PURPOSE:	To request members to approve the People and Culture Committee Remit.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • Approve the draft People and Culture Committee Remit • Place before the Board for approval
RISK	• That the College does not have up to date committee remits in place ensuring compliance with the Code of Good Governance for Scotland's Colleges.
RELEVANT STRATEGIC AIM:	• The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	• The People and Culture Committee Remit is presented for approval and includes areas such as composition and membership, the primary purpose of the committee and the minimum amount of times the committee should meet. Members are asked to review the full Remit as attached.

1. INTRODUCTION

1.1 The purpose of this paper is to provide an overview of the updated People and Culture Committee Remit for the approval of all members, the full document can be found at Annex A.

2 REMIT

2.1 The remit covers the composition and membership of the committee and highlights in particular that the Committee and its Chair will be appointed by the Board and will consist of no fewer than four members (including the Principal).

3 PURPOSE

3.1 The purpose of the People and Culture Committee is to maintain an overview of matters concerned with workforce profile, Equality, Diversity and Inclusion, Health, Safety and Wellbeing and having an overview of College policies and procedures for staff-related matters.

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 College does not have up to date committee remits in place ensuring compliance with the Code of Good Governance for Scotland's Colleges.

6 RECOMMENDATIONS

6.1 Members are recommended to:

6.1.1   Approve the draft People and Culture Committee Remit

6.1.2   Remit to the Board for approval

BOARD OF MANAGEMENT

PEOPLE AND CULTURE COMMITTEE REMIT (FORMERLY HR COMMITTEE)

Constitution and Membership

The Board of Management will establish a Committee to the Board to be known as the People and Culture Committee.

The Committee and its Chair will be appointed by the Board. There shall be no less than four members (this will include the Principal). A quorum shall be a minimum of three members of the Committee.

Committee membership should, preferably, comprise at least 50% of the membership as being non-executive members but all decisions must be taken with a non-executive majority of those present and voting. The Chairing Member of the Board is, ex officio, a member of the Committee and as such is considered to be a non-executive member as defined in Annex 1 of the Code of Governance.

As there will normally be at least one Executive Board Member serving on this Committee it is expressly provided that Student Members, Staff Members and Trade Union Members need not expressly declare an interest by virtue of that status and that a Declaration of Conflict of Interest need not require a conflicted member to withdraw if, at the discretion of the Committee Chair with the advice of the Governance Professional, the input of that member can usefully contribute to the proceedings. For the avoidance of doubt the test for a Conflict of Interest which would preclude participation in decision making and/or require withdrawal is as follows:

The objective test for determining a significant conflict of interest is whether or not a member of the public with knowledge of the relevant facts would reasonably regard the interests so significant that it is likely to prejudice decision making.

Terms of Reference

These Terms of Reference ensure that the People and Culture Committee has specified authority and resources to form an opinion and to make recommendations and report to the Board.

Proceedings

The Committee should meet four times per year. The Head of People Services will attend as specialist advisor as also such other staff as may be appropriate from time to time.

All Board Members shall have a right to attend all committee meetings if they so wish.

Approved by Board 24 September 2024

Duties

The duties of the Committee shall include:

- Monitoring and advising on governance as it affects the terms of reference of the Committee.

- Maintain an overview of matters concerned with:
  - Workforce profile and resourcing (headcount, vacancy data, recruitment lead times)
  - Competency Data (framework usage across recruitment, appraisal and promotion)
  - Leadership and Management Development (participation in core programmes, impact measures and leadership pipeline readiness)
  - Equality, Diversity and Inclusion (workforce diversity, equality impact assessment reporting, promotion and leaver data by protected characteristic)
  - Digital & Helpdesk Efficiency (People Services helpdesk usage and resolution rates; self-service metrics from iTrent)
  - Engagement and Culture (staff engagement insights across employee journey)
  - Health, Safety and Wellbeing (risk assessments, near misses, incidents/accidents and absence insights)
  - Career Planning and Internal Progression (internal promotion data, development plan insights, career development readiness)
  - Governance and Compliance (policy review cycle, audit findings, mandatory training, risks related to workforce matters)

- Overview of College policies and procedures for staff-related matters.

- Advise and participate in the staff recruitment and interview process for posts, as appropriate.

- Participate in staff grievance or disciplinary proceedings or other internal HR proceedings, as and when appropriate.

- Advise and approve changes to management structures within all sectors of the College.

- Approve or reject proposals for staff upgrading as and when appropriate.

- Advise on Termination Procedures and the policy specifically related to resignations dismissals, early retirement and be aware of staff turnover.

- Advise on absence control and the appropriate policy in relation to authorised absence, unauthorised absence, short and long term sickness.
- Support the College in developing an annual Staff Development Plan.
- Advise on workforce planning.

- Approve the College's Equality Outcomes and Plan.
- Encourage and support Health and Safety across the College and to receive reports from the Health and Safety and First Aid Committees.
- To engage with other Committees and escalate matters for their review and consideration as appropriate.

Reporting Procedures

The Committee should direct the minutes and appropriate papers of its meetings to the Board of Management. After approval, the Committee's minutes, and any appropriate papers, must then also be published on the College's website subject only to the statutory exemptions contained within the Freedom of Information Act 2000.

Approved by Board 24 September 2024

Effectiveness of the Committee

The Committee shall abide by the provisions of the Code of Good Governance and, specifically shall comply with the nationally agreed college sector *Staff Governance Standard.*
The committee shall also:

- Perform an annual self-evaluation process
- Prepare an annual report for the Board of Management on the performance and duties undertaken by the Committee

Approved by Board 24 September 2024

BOARD OF MANAGEMENT

DATE	9 December 2025
TITLE OF REPORT	Finance and Resources Committee Remit
REFERENCE	10.3
AUTHOR AND CONTACT DETAILS	Vari Anderson, Governance and Compliance Professional Vari.anderson@slc.ac.uk
PURPOSE:	To request members to approve the updated Finance & Resources Committee Remit.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • approve the draft Finance & Resources Committee; and • remit to the Board of Management for approval.
RISK	• That the College does not have up to date committee remits in place ensuring compliance with the Code of Good Governance for Scotland's Colleges.
RELEVANT STRATEGIC AIM:	• The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	• The remit of the Finance and Resources Committee has been revised to remove references to the Lanarkshire Regional Strategic Body.

1. INTRODUCTION

1.1 The purpose of this paper is to provide an overview of the updated Finance & Resources Committee Remit for the approval of all members. The full document is annexed to this report.

2 CONSTITUTION AND MEMBERSHIP

2.1 The remit covers the composition and membership of the committee and highlights in particular that the Committee and its Chair will be appointed by the Board and will consist of no fewer than four members (including the Principal) – preferably with at least 50% of the membership being non-executive members as defined by the Code of Governance.

2.2 All decisions taken must be taken by a majority of non-executive members present and voting.

2.3 The Principal shall be a member but for voting purposes will be considered an executive member. The Chairing Member of the Board may also be a member and if so will be treated as a non-executive member.

2.4 As there will normally be at least one Executive Board Members serving on this Committee it is expressly provided that Student Members, Staff Members and Trade Union Members need not expressly declare an interest by virtue of that status and that a Declaration of Conflict of Interest, as defined in full in the Remit, need not require a conflicted member to withdraw if, at the discretion of the Committee Chair with the advice of the Governance Professional, the input of that member can usefully contribute to the proceedings.

3 AMENDMENT
3.1 The remit of the Finance and Resources Committee has been revised to remove references to the Lanarkshire Regional Strategic Body.
3.2 Including a duty to 'engage with other Committees and escalate matters for their review and consideration, where appropriate'.

4 TERMS OF REFERENCE

4.1 These Terms of Reference ensure that the Finance and Resources Committee has specified authority and resources to form an opinion and to make recommendations and report to the Board.

5 PROCEEDINGS

5.1 The Committee should meet four times per year. The Vice Principal responsible for Finance will attend as a specialist advisor along with such senior staff as may be appropriate from time to time to offer specialist advice. One of these meetings will be to recommend approval of the College Financial Statements to the Board of Management and the Chair of the Audit Committee should be in attendance at this meeting.

6 DUTIES

6.1 The duties of the Committee shall include:

6.1.1   Monitoring and advising on the financial and institutional sustainability of the College.

6.1.2   Maintaining a strategic overview of all matters concerned with Finance and the maintenance and development of the College estates.

6.1.3   Reviewing the College's finance and procurement strategies.

6.1.4   Advising the Board on the overall strategy & planning for the College's property and estates.

6.1.5   Considering the appropriateness of and approving the College's Accounting Policies for use within the Annual Report and Financial Statements.

6.1.6   Considering the College's Annual Report and Financial Statements and, in conjunction with the opinion of the Audit Committee on the report of the external auditor, recommend these for approval to the Board of Management, and as required, to the Funding Body.

6.1.7   Approving annual operating plans and budgets prior to their submission to the Board of Management and ensuring they reflect both the Strategic Plan and the Risk Register.

6.1.8   Considering and advising the Board of Management on relevant aspects of the Scottish Public Finance Manual.

6.1.9   Monitoring management accounts as compared to plans and budgets.

6.1.10 Reviewing submissions and reports made by the Head of Finance on relevant matters.

6.1.11 Monitoring all required financial and estates-related returns.

6.1.12 Advising the Principal regarding expenditure on services to the College.

6.1.13 Ensuring that funds provided by the Scottish Funding Council and other funders are used in accordance with the specified terms and conditions.

6.1.14 Ensuring the currency and relevance of all policies on financial and estates-related issues.

6.1.15 Approving the College Financial Regulations and related documents.

6.1.16 Monitoring any Financial Memoranda with the Funding Body.

6.1.17 Advising the Board on the progress of capital and estates programmes and on the efficient and effective maximisation of the College properties.

6.1.18 Examining any issues with financial / estates implications as may be referred to them.

6.1.19 Reviewing the College's Annual Climate Change Duties Report

6.1.20 Review the College's Mid-Year Return (MYR) and Financial Forecast Return (FFR).

7 REPORTING PROCEDURES

7.1 The Committee should direct the minutes and appropriate papers of its meetings to the Board of Management.

7.2 After approval, the Committee's Minutes and appropriate papers should be directed, if required, to the Funding Body and be published on the website.

8 EFFECTIVENESS OF THE COMMITTEE

8.1 The Committee shall refer to the Code of Good Governance for Scotland's Colleges and:

8.2 Perform an annual self-evaluation exercise

8.3 Prepare an Annual Report for the Board of Management on the performance and duties undertaken by the Committee

8 EQUALITIES

8.1 There are no new matters for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report. The Committee Remit has appropriate mechanisms of referral in place should matters relating to equalities be raised.

9 RISK

9.1 That the College does not have up to date committee remits in place ensuring compliance

with the Code of Good Governance for Scotland's Colleges.

10 RECOMMENDATIONS

10.1 Members are recommended to approve the draft Finance & Resources Committee Remit and thereafter present same to the Board for approval.

THE BOARD OF MANAGEMENT
FINANCE AND RESOURCES COMMITTEE REMIT

Constitution and Membership

The Board of Management will establish a Committee of the Board to be known as the Finance and Resources Committee.

The Committee and its Chair will be appointed by the Board. There shall be not less than four members, one of whom shall be the Principal. A quorum shall be a minimum of three members of the Committee.

Committee membership should, preferably, comprise at least 50% of the membership as being non-executive members but all decisions must be taken with a non-executive majority of those present and voting. The Chairing Member of the Board is ex officio a member of the Committee and as such is considered to be a non-executive member as defined in Annex 1 of the Code of Governance.

As there will normally be at least one Executive Board Members serving on this Committee it is expressly provided that Student Members, Staff Members and Trade Union Members need not expressly declare an interest by virtue of that status and that a Declaration of Conflict of Interest need not require a conflicted member to withdraw if, at the discretion of the Committee Chair with the advice of the Governance Professional, the input of that member can usefully contribute to the proceedings. For the avoidance of doubt the test for a Conflict of Interest which would preclude participation in decision making and/or require withdrawal is as follows:

The objective test for determining a significant conflict of interest is whether or not a member of the public with knowledge of the relevant facts would reasonably regard the interest so significant that it is likely to prejudice decision making.

Terms of Reference

These Terms of Reference ensure that the Finance and Resources Committee has specified authority and resources to form an opinion and to make recommendations and report to the Board.

Proceedings

The Committee should meet four times per year. The Vice Principal responsible for Finance will attend as a specialist advisor along with such senior staff as may be appropriate from time to time to offer specialist advice. One of these meetings will be to recommend approval of the College Financial Statements to the Board of Management and the Chair of the Audit Committee should be in attendance at this meeting.

Duties

The duties of the Committee shall include:

- Monitoring and advising on the financial and institutional sustainability of the College.

Approved by Board 24 September 2024

- Maintain a strategic overview of all matters concerned with Finance and the maintenance and development of the College estates and to advise the Board of Management accordingly.

- Review the College's finance and procurement strategies, with a view to recommending their acceptance to the Board of Management.

- Advise the Board on the overall strategy and planning for the College's property and estates, with a view to recommending any strategy documents to the Board of Management for their approval.

- Consider the appropriateness of and approve the College's Accounting Policies for use within the Annual Report and Financial Statements.

- Consider the College's Annual Report and Financial Statements and, in conjunction with the opinion of the Audit Committee on the report of the external auditor, recommend these for approval to the Board of Management, and, as required, to the Funding Body.

- Approving annual operating plans and budgets prior to their submission to the Board of Management, ensuring that they reflect the College's strategic plan – taking account of key risk areas as identified in the Risk Register.

- Consider and advise the Board of Management on relevant aspects of the Scottish Public Finance Manual.

- Monitoring management accounts as compared to plans and budgets.

- Review submissions / reports made by the Head of Finance on financial and estates-related matters prior to presentation to the Board.

- Monitor all financial and estates-related returns requested by outside bodies, in particular, the Scottish Funding Council.

- Advise the Principal regarding expenditure on services to the College.

- Ensuring that funds provided by the Scottish Funding Council and other funders are used in accordance with the terms and conditions specified in the appropriate offers of funding.

- Examine College policies on financial and estates-related issues, ensuring that they retain currency and relevance.

- Approve the College Financial Regulations and related documents.

- Monitor any Financial Memoranda with the Regional Strategic Body or their successor body as appropriate

- Advise the Board on the progress of capital and estates programmes and on the efficient and effective maximisation of the College properties.

- Examine any issues which may have financial / estates implications or which may be referred to it by the Board of Management.

Approved by Board 24 September 2024

- Review the College's Annual Climate Change Duties Report

- Review the College's Mid-Year Return (MYR) and Financial Forecast Return (FFR) for submission to the Scottish Funding Council, recommending their acceptance by the Board of Management.

- To engage with other Committees and escalate matters for their review and consideration as appropriate.

Reporting Procedures

The Committee should direct the minutes and appropriate papers of its meetings to the Board of Management.

After approval, the Committee's Minutes and appropriate papers should be directed, if required, Funding Body and be published on the South Lanarkshire College website.

Effectiveness of the Committee

Th Committee shall refer to the Code of Good Governance for Scotland's Colleges and:
- Perform an annual self-evaluation exercise
- Prepare an Annual Report for the Board of Management on the performance and duties undertaken by the Committee

Approved by Board 24 September 2024

BOARD OF MANAGEMENT

DATE	9 December 2025
TITLE OF REPORT	Audit Committee Remit
REFERENCE	10.4
AUTHOR AND CONTACT DETAILS	Vari Anderson, Governance and Compliance Professional Vari.anderson@slc.ac.uk
PURPOSE:	To request members to approve the updated Audit Committee Remit.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • Approve the draft Audit Committee Remit • Remit to the Board for approval
RISK	• That the College does not have up to date committee remits in place ensuring compliance with the Code of Good Governance for Scotland's Colleges.
RELEVANT STRATEGIC AIM:	• The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	• The remit of the Audit and Risk Committee has been revised to remove references to the Lanarkshire Regional Strategic Body.

1. INTRODUCTION

1.1 The purpose of this paper is to provide an overview of the updated Audit and Risk Committee Remit for the approval of all members, the full document can be found at Annex A.

2 REMIT

2.1 The remit covers the composition and membership of the committee and highlights in particular that the Committee and its Chair will be appointed by the Board and will consist of members with no executive responsibility for the management of the College.

2.2 At least one member should have a background in finance, accounting or auditing but membership should not be drawn exclusively from people with such a background. The Principal and the Chairing Member of the Board of Management cannot be members of the Audit and Risk Committee. No member of the Committee can also be a member of the Finance and Resources Committee.

3 AMENDMENT

3.1 The remit of the Audit and Risk Committee has been revised to remove references to the Lanarkshire Regional Strategic Body.

3.2 Including a duty to 'engage with other Committees and escalate matters for their review and consideration, where appropriate'.

4 PURPOSE

4.1 The purpose of the Audit and Risk Committee is to assure the Board of Management that the College has in place a system of governance, internal controls and risk management which is being maintained and developed to meet legislation and regulations applying to the sector.

4.2 The Committee must support the Board and the Principal by reviewing the comprehensiveness, reliability and integrity of assurances: the College's governance, risk management and internal control framework

4.3 The Committee should normally meet four times a year. The internal auditor should normally attend all Audit Committee meetings, together with other staff invited to attend. The external auditor should normally attend any meetings where external audit issues are being considered or otherwise at the request of the Chair.

5 EQUALITIES

5.1 There are no new matters for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report. The Committee Remit has appropriate mechanisms of referral in place should matters relating to equalities be raised.

6 RISK

6.1 That the College does not have up to date committee remits in place ensuring compliance with the Code of Good Governance for Scotland's Colleges.

7 RECOMMENDATIONS

7.1 Members are recommended to:

7.1.1 Approve the draft Audit Committee Remit

7.1.2 Remit to the Board for approval

BOARD OF MANAGEMENT

AUDIT AND RISK COMMITTEE REMIT

Composition and Membership

The Board of Management will establish a Committee to the Board to be known as the Audit and Risk Committee.

The Committee and its Chair will be appointed by the Board and will consist of members with no executive responsibility for the management of the College. There shall be not less than three members. A quorum shall be three members. At least one member should have a background in finance, accounting or auditing but membership should not be drawn exclusively from people with such a background. The Committee may, if it considers it necessary or desirable, co-opt members with particular expertise to assist its work but co-opted members shall not count towards the quorum, nor shall they have voting rights. The Principal and the Chairing Member of the Board of Management cannot be members of the Audit and Risk Committee. No member of the Committee can also be a member of the Finance and Resources Committee.

In terms of the Audit & Assurance Handbook, Elected Staff and Student Board Members, being classified as executive members, should not normally be appointed to membership of this Committee but if any such are appointed then non-executive members must constitute a majority both of the committee itself and of those present and voting.

The Principal and the Vice Principal of Finance, Resources and Sustainability should normally attend each meeting at the request of the Chair.

Attendance of other Board Members shall be entirely at the discretion of the Committee Chair

The Committee will hold annually a private meeting (without College Executives present) with internal and external auditors to discuss audit issues. Audit and Risk Committee Members or the internal or external auditors may request an additional private meeting at any time should there be issues that require to be discussed.

Purpose

The purpose of the Audit and Risk Committee is to assure the Board of Management that the College has in place a system of governance, internal control and risk management which is being maintained and developed to meet legislation and regulations applying to the sector. The Committee must support the Board and the Principal by reviewing the comprehensiveness, reliability and integrity of assurances: the College's governance, risk management and internal control framework. Further detail is provided in Annex A.

Alignment with Strategic Priorities

The Audit and Risk Committee is aligned to the College's latest strategic priorities of:

- Student Experience
- Culture and People Development
- Growth and Innovation
- Sustainability

With a particular focus on the following values:

- Passionate about our roles and responsibilities
- Continually improving Delivering community and social value reducing our environmental impact.

Terms of Reference

The role of this Committee is to provide oversight and challenge regarding the progress the college is making against the duties outlined below but in addition the Committee shall consider any issues relating to strategic risk as may have been referred to it by any other Committee or by Management

Equalities

In addition to the overarching role in respect of Audit & Risk, the Committee is required to consider the implications of all decisions and recommendations being considered from the perspective of Equalities – and this will be a standing item on all committee papers.

In addition to the protected characteristics as defined by the Equalities Act 2010, the Committee shall consider equality of opportunity for all, irrespective of socio-economic background.

In the event that the Committee identifies any concerns with Equalities, the same shall be referred as appropriate to the Learning Teaching and Student Experience Committee and/or the People and Culture Committee

Collaboration and Partnership

The Committee is required, wherever possible and appropriate, to work in partnership with neighbouring Colleges, Local Authorities and Local Community Bodies to achieve the best learning outcomes for students and the most cost- effective use of resources.

Proceedings

The Committee should normally meet four times a year. The internal auditor should normally attend all Audit Committee meetings, together with other staff invited to attend. The external auditor should normally attend any meetings where external audit issues are being considered or otherwise at the request of the Chair.

Authority

The Committee is authorised by the Board to investigate any activity within the terms of reference. It is authorised to seek any information it requires from any employee and all employees are directed to co-operate with any request made by the Committee.

The Committee is authorised by the Board to obtain independent professional advice and to secure the attendance of non-members with relevant experience and expertise if it considers this necessary.

Duties of the Audit Committee (see Annex B)

The duties of the Committee are as follows:

Effectiveness and Financial Control

- Reviewing the processes for ensuring the effectiveness of the financial and other internal control systems;

- Ensuring that all significant losses and cases of impropriety have been properly investigated and that the internal and external auditors, the Board of Management, [the Regional Strategic Board] and SFC have been fully informed of the matter where appropriate;

- Approving and monitoring of the College's policy on fraud, irregularity and whistleblowing, and how they are applied;

- Reviewing and advising the Board of Management on its compliance with corporate governance requirements and good practice guidance;

- Monitoring, annually or more frequently, if necessary, the implementation of approved recommendations relating to both internal and external audit services and promote coordination of the two services;

- As regards securing Value for Money, ensuring that the College has systems and procedures to promote economy, efficiency and effectiveness. This may require identifying specific value for money studies.

Risk Management

- Advising the Board of Management on the concepts and requirements of risk management;

- Acting as a catalyst for risk management activity across the institution;

- Ensuring appropriate audit work on risk management;

- Bringing higher level risks, as identified in the Risk Register and discussed at Audit and Risk Committee meetings, to the attention of the Board of Management.

- For the avoidance of doubt, Risk will be a standing item on all Board and Committee agendas.

Internal Audit

- Advising the Board on the criteria for the selection, appointment and remuneration of the internal auditor;

- Considering and advising the Board of Management on the audit needs assessment and the strategic and annual audit plans;

- Considering and advising the Board of Management on internal audit reports;

- Receiving an annual report from the internal auditor, which should include an opinion on the degree of assurance that can be placed on the systems of internal control.

External Audit

- Whilst it is now the responsibility of Audit Scotland to appoint the College's external auditors, the Audit Committee should review the remuneration of the external auditor and the scope of their work, including any non-audit services provided;

- Reviewing the external auditor's Management Letter and management response and having direct access to the external auditor; reporting to the Board where contents of Management Letter contains references to lack of effectiveness of financial controls;

- Considering and advising the Board of Management on external audit reports and management letters taking into account: comments on accounting policies; compliance with accounting standards and the most recent SFC Accounts Direction; estimates and judgements used in the preparation of the financial statements; completeness of disclosure and context; and the statements on corporate governance, risk management and internal control;

- Considering the College's financial statements in conjunction with the Finance Committee and recommending, in tandem with the Finance and Resources Committee, that the Board of Management approve the Annual Report and Financial Statements each year;

- Facilitating one meeting per annum without the attendance of College officers, between Committee members and the external and internal audit providers to discuss the work undertaken during the year and any issues that may have arisen.

Other Duties

- Reviewing relevant reports from the Scottish Funding Council, Audit Scotland, the Scottish Government and other organisations;

- Monitoring the performance and effectiveness of external and internal audit, and reporting on this to the Board of Management;

- Meeting with audit providers at the joint meeting with the Finance Committee, and as required, outwith the presence of College staff, to discuss, in particular, the remit of the Committee or issues arising from the audit of the financial statements.

- Monitoring the performance and effectiveness of the College's procurement arrangements, as measured via audits and reviews undertaken by APUC;

- Monitoring the College's compliance with the Code of Good Governance for Scotland's Colleges

- Considering the College's risk appetite annually or as deemed appropriate, during the year and make a recommendation to the Board of Management for its approval;

- To engage with other Committees and escalate matters for their review and consideration as appropriate.

Reporting Procedures

The Committee should direct the minutes and appropriate papers of its meetings to the Board of Management for approval. After approval, the Committee's minutes, and any appropriate papers, must then also be published on the College's website subject only to the statutory exemptions contained within the Freedom of Information Act 2000.

The Committee will produce an annual report which it will submit to the Board, accompanied by the internal auditor's annual report. A copy of this annual report must be submitted to the Funding Council within one month of being presented to the Board of Management.

Approved by Board 24 September 2024

Effectiveness of the Committee

The Committee shall refer to the Code for Good Governance for Scotland's Colleges and:

- Undertake an annual self-evaluation exercise of the performance of the Audit and Risk Committee which will be forwarded to the Board of Management for their information

- Prepare an annual report for the Board of Management on the performance and duties undertaken by the Committee.

Approved by Board 24 September 2024

ANNEX A

Terms of Reference

Terms of reference take due cognisance of the current version of the following:

- "Statement of Responsibilities of Auditors and of Audited Bodies" (Audit Scotland);

- "Audit Committee Handbook" (Scottish Government);

- "Statement of Recommended Practice – Accounting for Further and Higher Education" (HE / FE SORP Board);

- "Code of Audit Practice" (Audit Scotland);

- "Financial Memorandum"

- "UK Corporate Governance Code" (Financial Reporting Council);

- "Scottish Public Finance Manual" (Scottish Government);

- "Government Financial Reporting Manual" (FreM) (UK Government)

- Financial Reporting Standards (FRS 102)

- Code of Good Governance for Scotland's Colleges

The main consideration is to ensure that the Audit Committee is independent and has sufficient authority and resources to form an opinion and to report on adequacy and effectiveness of the internal control system, including risk management and governance.

Responsibility for internal control remains fully with management, who should recognise that internal audit can only provide 'reasonable assurance' and cannot provide any guarantee against material errors, loss or fraud. Internal audit also plays a valuable role in helping management to improve systems of internal control and so to reduce the potential effects of any significant risks faced by the College. Risk management provides the opportunity for internal audit work to be efficient and focused. It does not necessarily imply that internal audit activity has to be increased.

Internal audit can also provide independent and objective consultancy advice specifically to help management improve the internal control system, including risk management and governance. In such circumstances, internal auditors apply their professional skills in a systematic and disciplined way to contribute to the achievement of corporate objectives. Such advisory work contributes to the opinion that internal audit provides on internal control, including risk management and governance.

ANNEX B

Audit Appointment – Internal Audit

- The overview of the tender process for the appointment of internal audit providers, deciding the length of the agreement and any other pertinent factors to be considered
- The consideration of the appointment of the internal audit providers following the tender process and the subsequent recommendation to the Board.
- Review of the draft plan for work presented by the internal audit providers for the term of their appointment

Governance
- Review of the remit of the Audit and Risk Committee (annually – May / June)

Also Annually

(a) **Duties related to the review of the annual audited financial statements** (at the October / November meeting)
- Review of the Annual Report of the to the Board of Management and the Auditor General for Scotland (the "Annual Report"). This is to be done in conjunction with the review of the audited Financial Statements. The Committee has to agree that the draft Financial Statements can be considered by the Finance Committee. The Committee must also agree to forward the Annual Report to the Board of Management for their approval.
- Review of the external audit report of consolidated accounts
- Discussion of matters of concern with the College's external and internal audit providers that may have arisen during the year. This should be done in the absence of College staff and executive officers.

(b) **Other annual duties**
- Preparation of the Annual Report of the Audit and Risk Committee to the Board of Management (October / November meeting)
- The determination of the external audit fee, the range of which is advised by Audit Scotland, and the external audit plan (May / June meeting)
- Review of the draft plan for work presented by the internal audit providers for the following year, with reference to the initial appointment documentation (August / September meeting)
- Review of the audit programme of the College's Quality Audit Group (October/ November meeting)
- Completion of the self-assessment checklist from the Audit and Assurance Committee Handbook (February / March meeting)
- Consideration of Risk Appetite (May / June meeting)

Quarterly meetings
Consideration of :
- internal audit reports, including an update on progress of the annual cycle of internal audits
- College Risk Register
- the Technical Bulletins issued by Audit Scotland
- audits undertaken by external organisations such as Skills Development Scotland and the local authorities
- audits undertaken by the College's own Quality Audit Group

BOARD OF MANAGEMENT

DATE	9 December 2025
TITLE OF REPORT	Scheme of Delegation
REFERENCE	11
AUTHOR AND CONTACT DETAILS	Vari Anderson, Governance and Compliance Professional Vari.anderson@slc.ac.uk
PURPOSE:	To request members to approve the updated Scheme of Delegation.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to note the amendments below and approve the Scheme of Delegation: - Note the Vice Principal of Student Experience and Innovation has been amended from Learning, Teaching and the Student Experience - Note that references made to the Lanarkshire Regional Strategic Body (LRSB) have been removed from the Scheme of Delegation - The name of the Human Resources Committee has been amended to the People and Culture Committee following the recent restructure
RISK	That the College does not have up to date Scheme of Delegation in terms of Section C.8 of the Code of Good Governance for Scotland's Colleges.
RELEVANT STRATEGIC AIM:	- The Student Experience - People and Culture Development - Growth and Innovation - Sustainability
SUMMARY OF REPORT:	- The Scheme of Delegation was approved by the Board on 24 September 2024. - In June 2025, the College recruited a new Vice Principal and the name of the role was changed from the Vice Principal of Learning, Teaching and the Student Experience to the Vice Principal of Student Experience and Innovation - In July 2025, the College became a Regional College. As a result, the Scheme of Delegation has been updated to remove reference to the Lanarkshire Regional Strategic Body (LRSB). - Following the recent restructure, the Human Resources team has been rebranded as People Services. At its last meeting on 28 August 2025, the Human Resources Committee approved a change of its name to the People and Culture Committee.

1. INTRODUCTION

1.1 The purpose of this paper is to provide an update to the Scheme of Delegation.

2. BACKGROUND

2.1 The Code of Good Governance for Scotland's Colleges allows Boards to delegate responsibilities to committees for the effective conduct of Board business. Delegation of responsibilities from and matters reserved to the Board and its Committees must be set out in a Scheme of Delegation.

2.2 The Board approved the latest Scheme of Delegation on 24 September 2024.

2.3 During the past year, a series of developments have necessitated revisions to the Scheme of Delegation to accurately reflect the College's current position. It should be emphasised that no alterations have been made to the delegated authorities.

3. AMENDMENTS

3.1 In June 2025, the College appointed a new Vice Principal for Student Experience and Innovation, a role which replaced the former Vice Principal of Learning, Teaching and Student Experience. The Scheme of Delegation has been updated accordingly to reflect this change.

3.2 On 30 July 2025, South Lanarkshire College became a Regional College after the Lanarkshire Regional Strategic Body was dissolved in terms of The Regional Strategic Bodies and Regional Colleges (Glasgow and Lanarkshire) Order 2025. The Scheme of Delegation has been amended to reflect this change.

3.3 Following the recent restructure, the Human Resources team has rebranded to People Services. To align with the name change, the Human Resources Committee discussed and approved a change of its name to the People and Culture Committee, which has now been updated in the Scheme of Delegation.

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 College does not have up to date Scheme of Delegation in terms of Section C.8 of the Code of Good Governance for Scotland's Colleges.

6. RECOMMENDATIONS

6.1 Members are recommended to note the amendments to the Scheme of Delegation and approve same.

SCHEME OF DELEGATION

Version Number: 3.0

Document Information

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1.0	10.05.2022	P Scott	Creation
2.0	24 Sept 2024	P Scott	Review
3.0	9 December 2025	V Anderson	Review

Quick Links

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1 Introduction

1.1 This scheme specifies the functions which are delegated by the Board of Management in accordance with paragraph 12 (4) of the Further and Higher Education (Scotland) Act 1992 (the 1992 Act) and the Further and Higher Education (Scotland) Act 2005. The 1992 Act enables the Board of Management to delegate the performance of any of their functions to their Chair, to any Committee appointed by the Board or to any member of staff.

1.2 In accordance with paragraph C.8 of the Code of Good Governance for Scotland's Colleges (the Code) delegations of responsibilities from, and matters reserved to, the Board and its Committees is clarified through this Scheme of Delegation including the functions delegated by the Board to the Chair, Committees, the Principal and Secretary to the Board of Management. The Scheme of Delegation must be approved by the Board of Management and will be formally reviewed at least once every three years.

1.3 All delegations must be exercised in accordance with the law and having regard to any lawful direction and or guidance subsequently issued by the Scottish Funding Council (SFC) or Regional Board (RSB).

1.4 The delegations are dealt with in four main sections:

Section 5 – Delegations to the Chair of the Board of Management.
Section 6 – Delegations to the Committees of the Board of Management.
Section 7 – Delegations to the Secretary to the Board of Management
Section 8 – Delegations to the Principal and Chief Executive

1.5 Except for delegation of operational functions by the Principal and Chief Executive as specified in Section 8, delegates may not be sub-delegates of the 1992 Act (as amended).

2 Compliance

2.1 Where the Board has delegated responsibility, it reserves the power to deal itself with the responsibility delegated, or to withdraw or amend the delegation. Exercise by a delegate of a delegated responsibility has effect as if it had been exercised by the Board of Management itself.

2.2 Compliance with the terms of the Scheme of Delegation is mandatory upon delegates. Breaches may lead to withdrawal of delegations and/or imposition of sanctions.

3 Review

3.1 The Scheme of Delegation shall be reviewed at least every three years. This shall not preclude a review being conducted before such time, should it be considered necessary by the Board of Management, or to bring the Scheme of Delegation into line with changes in legislation, regulation, or official direction or guidance.

4 Authority Reserved to the Board of Management

The following are reserved to the Board of Management and are, in such circumstances, excluded from any scheme of delegation:

4.1 Determination of the mission, vision and key objectives of the Board of Management and the College.

4.2 Matters of new policy or where there has been a material and/or substantial variation to an existing policy[1].

4.2 Borrowing money and, in connection with such borrowing, granting securities or giving guarantees or indemnities. Any such borrowing, and the granting of securities, guarantees or indemnities must comply with the Scottish Public Finance Manual and Financial Regulations.

4.3 Any functions the exercise of which is clearly reserved to the Board of Management in terms of any direction by Scottish Ministers or the funding body.

4.4 Final approval of the annual College budgets for revenue and capital expenditure and financial forecasts.

4.5 Final approval of the College's Strategic Plan in the context of such Regional and National Strategies and Policies as may be determined by the Scottish Government and/or the Scottish Funding Council.

4.6   Approval of the Annual Report and Accounts and the Annual Audit Report.

4.7   Approval of the Annual Quality Report.

4.8   Approval of the Annual Health and Safety Report.

4.9   The acquisition and disposal of heritable property.

4.10   In accordance with the Ministerial Guidance on College Sector Board Appointments, the appointment of Board members is the responsibility of the

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[1] This will be determined by the Chair of the relevant Standing Committee.

Scottish Government provided however that appropriate recommendations may be made by the Board of Management either directly, or via a delegated Nominations/Appointments Committee.

4.11 The appointment of Board Members to Standing Committees, the appointment of Standing Committee Chairs, and the co-option of additional members to Standing Committees.

4.12 Recommending the removal of Board members from office prior to the termination of their period of appointment.

4.13 The appointment and dismissal of the Principal and Chief Executive and of the Governance Professional/College Secretary.

4.14 The designation of the College's Chief Executive Officer (who shall normally be the Principal and Chief Executive).

4.15 Delegation of functions of the Board of Management.

4.16 Recognition of Trades Unions, Professional Associations and other Staff Associations operating within the College for the purposes of both formal consultation and negotiation.

4.17 The making, amendment and revocation of the College's Articles of Governance (including Standing Orders, Financial Regulations, Standing Committee Terms of Reference, and this Scheme of Delegation).

4.18 The establishment and winding-up of any subsidiary company of the College, and the College's membership of any company.

4.19 The establishment of any Arm's Length Trust to support the charitable aims of the College and the donation of resource to any such organisation.

4.20 The acquisition and disposal of heritable property subject to approval by the Scottish Funding Council within the terms of the Scottish public Finance Manual.

4.21 Approval of the Strategic Risk Register and Risk Appetite Statement.

4.22 Approval of the Student's Association constitution and the election regulations for Student Officers; and

4.23 Financial expenditure in excess of delegated limits as set out in the College's Financial Regulations and the College's Procurement Thresholds & Procedures.

4.24 The Principal and Chief Executive, as Chief Executive and Accounting Officer of the College, shall be responsible for the operational management of the College subject to policy and strategic direction by the Board of Management but always subject to challenge in terms of the Code of Good Governance.

5 Delegations to the Chair of the Board of Management

The Chair must abide by the terms and conditions of their appointment in leading the Board and ensuring its effectiveness, and in exercising delegated authority. The Chair of the Board of Management is authorised:

5.1 In the absence of both the Principal and Chief Executive and his/her/their designated Vice Principals to take such measures as may be required in emergencies to enable the College to carry on its business. If possible, such delegation should be exercised subject to obtaining agreement from the Board's Vice Chair and the Senior Independent Member and after consultation with the Chair of the relevant committee (if appropriate and if time permits) and the Governance Professional.

The Chair shall report such instances to the appropriate Committee(s) or to the Board as soon as possible thereafter in respect of any items for which approval of the Committee(s) or the Board would normally be necessary. (In the Principal and Chief Executive's absence the Vice Principals will normally be responsible for the operational management of the College within the terms of their appointment). An extraordinary Board Meeting will normally be called in the case of material decisions (as judged by the Chair and Vice Chair) or alternatively decisions may be agreed by email and thereafter homologated at the next meeting of the Board of Management.

5.2 To nominate, after a period of four weeks' continuous absence by the Principal and Chief Executive, and subject to subsequent approval by the Board of Management, a deputy Accounting Officer from among the Vice Principals to discharge the role until such time as the Principal and Chief Executive resumes duty or a permanent replacement for the Principal and Chief Executive is appointed.

5.3 To incur, within previously agreed budgetary limits, expenditure to meet the expenses of the office of Chair of the Board and the provision of reasonable hospitality to representatives of other colleges, organisations or agencies.

5.4 To approve the Principal and Chief Executive's absence in accordance with the relevant College policies.

5.5 To initiate investigations within the College's disciplinary policies against the Principal and Chief Executive or other members of the Strategic Management Team.

5.6 Initiate action further to a decision of the Board to appoint a new Principal or Governance Professional/Secretary.

5.7 To attend all meetings of Committees of the Board of Management as an ex officio member (except those of the Remuneration and Audit & Risk Committees).

5.8 To sign all approved Minutes of the Board of Management.

5.9 To sign the College's Annual Report and Financial Statements on the College's behalf prior to their submission to the SFC following their approval by the Board of Management.

5.10 To authorise the submission of the Board's approved Strategic Plan to the funding body, where appropriate.

5.11 To undertake visits within the UK, within previously agreed budgetary limits, in the furtherance of the duties of the office of Chair of the Board of Management;

5.12 To authorise the Principal and Chief Executive to make visits outwith the UK on College or College-related business subject to the College's approved policies on business travel and expenses.

5.13 With the Vice-Chair, monitor, review and record the Principal's performance at least annually against the performance measures agreed by the Board in line with the agreed procedure.

5.14 With the Vice-Chair, monitor, review and record the Governance Professional/Secretary's performance at least annually against the performance measures agreed by the Board in line with the agreed procedure.

5.15 Ensure each Board member participates in an annual development meeting.

5.16 Issue communications on behalf of the Board in whatever form is appropriate.

5.17 To represent the Board and the College both internally and externally.

6 Delegations to Committees of the Board of Management

6.1 In accordance with paragraph 13 of schedule 2 of the 1992 Act, the Board may establish Committees for any purpose and any such Committee may appoint sub-committees. As a minimum the Board have in place an Audit Committee, Finance Committee, Remuneration Committee and Nominations/Appointment Committee. There is delegated to each Standing Committee of the Board of Management:

   a) the exercise of all the functions and duties of that Committee as set out in its terms of reference as agreed and amended from time to time by the Board of Management;
   b) the exercise of any special delegations to that Committee as set out in any Minute of the Board of Management; and
   c) the review of matters of policy related to the work of that Committee.

6.2 Each Committee may exercise and perform on behalf of, and in the name of, the Board all of the authority, powers and duties of the Board in relation such functions as have been delegated to that Committee by the Board.

6.3 The Chair of each Committee is authorised to sign approved minutes of that Committee on behalf of the Board of Management. The minutes of each Committee meeting will be submitted to the Board of Management for information at the next appropriate meeting. The Chair of each Committee shall give an update to the Board on key issues where requested to do so.

The Standing Committees of the Board of Management are:

Audit & Risk Committee
Financial & Resources Committee
Learning, Teaching and the Student Experience Committee
People and Culture Committee
Chair's Support and Advisory Committee/Nominations Committee
Remuneration Committee

7 Delegations to the Governance Professional/Secretary to the Board of Management

The Governance Professional/Secretary to the Board of Management is authorised:

7.1 to discharge the functions of Secretary in relation to the College's Public Interest Disclosure Policy, Discipline and Appeals Procedure, and Commendations and Complaints Procedure.

7.2 Administer, circulate, retain and publish as appropriate the records of all Board and Committee business.

7.3 Act as Standards Officer in accordance with Advice on the Role of Standards Officer (issued by the Standards Commission for Scotland).

7.4 In accordance with the Code of Good Governance, report any unresolved concerns about the governance of the College to the funding body.

7.5. To proactively provide advice to Members of the Board including the Chair, Chairs of Standing Committees and the Principal and Chief Executive; and

7.6. To act as Returning Officer for elections of academic and support staff members of the Board.

In the absence of the Governance Professional/Secretary and in the absence of any substitute duly appointed by the Governance Professional/Secretary, the Board shall agree temporary arrangements to ensure the duties continue to be carried out.

8 Delegations to the Principal and Chief Executive

8.1 The Principal, as Chief Executive of the College shall be responsible for the operational management of the College subject to the strategic and policy direction by the Board. The functions listed here are delegated to the Principal and Chief Executive, who may, in the exercise of his/her/their responsibilities and duties as Chief Executive of the College, delegate particular functions to other members of staff while retaining responsibility to the Board of Management for the exercise of these functions.

8.2 Declaring that in the event of the Principal not having exercised the powers set out in the following Para.8.74 the presumption is that during the absence of the Principal for whatever reason, each of the two Vice Principals – the Vice Principal for Student Experience and Innovation & the Vice Principal for Finance Resources and Sustainability - will continue to exercise the authority of the Principal in respect of their own areas of responsibility unless otherwise directed by the Chairing Member on behalf of the Board who may, without prejudice to the generality, appoint either to act as sole Deputy Principal.

8.3 Delegations to the Principal and Chief Executive (and, by consequence, to other members of staff) are subject always to:

- compliance with all current legislation, regulation, direction and guidance to which the College is subject;
- compliance with the College's current policies, procedures, and financial regulations as approved by the Board and amended from time to time; and
- appropriate provision having been made by the Board for financial outlays, and funding and other resources being available.

8.4 The Principal and Chief Executive is authorised:

8.4.1 To take such measures as may be required in emergencies subject to advising the Chair of the Board and the Governance Professional, where possible, and subsequently reporting to the appropriate Committee or to the Board as soon as possible thereafter on any items for which approval of the Committee or Board would normally be necessary.

8.4.2 To authorise the absence of any member of staff of the College in accordance with the relevant College policies, subject always to the general powers of sub-delegation already identified above

8.4.3 If he/she/they considers it would be in the interests of the College or Board to do so, to approve the provision of reasonable hospitality to representatives of other colleges, organisations, members of staff of the College, guests of or visitors to the College, or others after taking into account the principles of the Bribery Act 2010.

8.4.4 To make visits and to authorise members of staff of the College to make visits as representatives of the College (visits involving travel outwith the UK shall require the agreement of the Chair or the Executive Committee).

8.4.5 To give direction, in special circumstances which he/she/they shall determine, that any member of staff shall not exercise a delegated function.

8.4.6 To take out membership of and to attend meetings of appropriate outside bodies and professional associations where it is compatible with the duties of the Principal and Chief Executive and also in the interests of the College to so do.

8.4.7 To sign all deeds and other documents binding the Board for all purposes to which paragraph 20 of Schedule 2 to the 1992 Act applies.

8.4.8 With the Governance Professional/Secretary keep proper records and Minutes of the Board and associated Committee proceedings.

8.4.9 To make available, for inspection at the College and on the College's website, copies of the Agenda, draft Minutes and agreed Minutes of any meeting of the Board or any Committee and also of any report or other document considered by such a meeting, in accordance with the College's Freedom of Information Policy – subject always to such exemptions as may be provided for by statute and in which even the reason for non-publication must be disclosed.

8.4.10 To authorise the issue of press releases for publication and broadcasting on behalf of the College.

8.4.11 To authorise the commercial publication of any document on behalf of the College.

8.4.12 To authorise the appointment of staff of the College, within the agreed budget approved by the Board, in circumstances where the power to appoint has not been delegated to a Committee or is not reserved to the Board.

8.4.13 To determine an appropriate academic and support staff structure for the College consistent with the conditions of employment which currently apply after consultation and (where appropriate) negotiation with representatives of recognised trades unions and professional associations.

8.4.14 To determine the criteria to be used to select staff for redundancy within the terms of the Board's current Recognition and Procedures Agreement(s) and to make staff redundant or terminate their contracts within the terms of the limits set in the Financial Memorandum between the College and the funding body.

8.4.15 To consult and negotiate with representatives of recognised trades union and professional associations on behalf of the Board of Management;

8.4.16 To take disciplinary action against staff of the College up to and including dismissal subject to complying with the disciplinary procedures laid down by the Board.

8.4.17 To engage the services of outside persons, consultants, firms or organisations where it is necessary to carry out the functions of the Board, in cases

where the authority to engage such services is not delegated to a Committee or is not reserved to the Board.

8.4.18 To deem an employee to be in breach of contract and to take appropriate action against such an individual within the College's policies.

8.4.19 To grant appropriate leave of absence with (or without) salary to enable staff to undertake work experience, approved courses or to attend approved meetings or conferences.

8.4.20 To grant leave of absence without salary for up to one year to enable staff to undertake lifelong learning, voluntary service or for other appropriate purposes.

8.4.21 To arrange programmes of in-service training and professional development for staff members.

8.4.22 To represent the Board in negotiating and implementing conditions of service in relation relevant College staff, including participation in National Bargaining processes.

8.4.23 To exercise any discretionary powers available in the implementation of contractual conditions of service in relation to all staff.

8.4.24 To approve the secondment of staff of the College to external agencies where the total cost for the secondment is recoverable and to approve the appointment, where necessary, of a temporary replacement for the duration of the secondment.

8.4.25 To sanction the payment of overtime allowances in exceptional circumstances above the salary level at which the Board have determined the normal entitlement to overtime will cease.

8.4.26 To sanction the payment of temporary responsibility allowances for a period of up to one year in accordance with the conditions of service.

8.4.27 To approve initial salary placing for staff within approved salary scales.

8.4.28 To administer, in accordance with any policy determined by the Scottish Government or the SFC or the Board, the disbursement of monies to students attending the College.

8.4.29 To administer, in accordance with any policy of the Board and other regulating body, the provision of financial or other assistance to students of the College.

8.4.30 To administer, in accordance with the Board's policy, the appeals system in respect of the College's Bursary and related Student Support Policies.

8.4.31 To set and amend as necessary the level of the tuition fees, examination expenses, maintenance and contribution scales for all courses and services offered by the College taking cognisance of periodic guidance issued on such matters by the Scottish Government and the SFC.

8.4.32 To waive or grant remission of tuition fees and expenses in special cases within guidelines set by the Board or which contribute to the achievement of the College's strategic priorities.

8.4.33 To authorise students and make financial contributions to enable students to attend courses and conferences and to undertake educational visits and excursions within and outwith the United Kingdom.

8.4.34 To authorise leave of absence with salary for staff to accompany students of the College to such courses and conferences and on such visits and excursions as mentioned in the preceding paragraph.

8.4.35 To take appropriate disciplinary action, including temporary exclusion and permanent exclusion, against students in accordance with any policies of the Board.

8.4.36 To provide financial and other assistance to the Students' Association of the College within the terms of any scheme of establishment or policy of the Board.

8.4.37 To allocate and apportion accommodation within the College.

8.4.38 To grant use of College accommodation to outside bodies or person for the purposes of holding meetings and functions on such terms and conditions as are reasonable in the circumstances and in accordance with the College's Letting Policy.

8.4.39 To draw up specifications for, and to seek, tenders for the supply of goods and services to the College in accordance with the College's approved procurement procedures.

8.4.40 To open tenders for the supply of goods and services according to procedures set out in the Board's approved procurement policy and Financial Regulations.

8.4.41 To arrange for any necessary alterations or adaptations to College property and to enter into contracts and to incur capital expenditure for any amounts within delegated limits set out in the Board's Financial Regulations and provided that the alteration or adaptation does not effect any material change in the character of the College, and subject to tender procedures.

8.4.42 To apply to the appropriate authority for any necessary statutory consents.

8.4.43 Where it is competent and in the interests of the College to do so, to lodge with the appropriate authority, objections to the grant of any permission, licence, warrant etc.

8.4.44 To determine and control the standard of furniture, furnishings and equipment within the College.

8.4.45 To grant any wayleave or servitude over heritable property of the Board on such terms as may be appropriate.

8.4.46 After all necessary approvals have been obtained, to sign and enter into contracts for the supply of goods and services (whether bought, leased, hired or otherwise acquired) to the College on behalf of the Board, or to authorise another to enter such contracts, all within delegated limits set out in the Board's Financial Regulations and in accordance with the College's Procurement Procedures.

8.4.47 When it is judged to be in the interests of the Board to do so, to terminate contracts or to authorise the termination of contracts except in cases where the contracts have been specifically approved by the Board.

8.4.48 To check the financial standing of potential suppliers and clients.

8.4.49 To write off and dispose of equipment which is judged to be surplus to requirements, unserviceable or unrepairable up to the delegated limits set out in the College's Financial regulations and the Scottish Public Finance Manual and subject to a report being submitted as a matter of routine to the Finance & Resources Committee.

8.4.50 To provide courses requested by outside agencies and to negotiate in accordance with the approved fees policy appropriate charges which cover (as a minimum) the marginal costs of the provision requested, or, if considered to the particular benefit of the College, at a rate less than the marginal costs.

8.4.51 To administer any educational endowment which is transferred to and vested in the Board in terms of Section 19 (1) of the 1992 Act.

8.4.52 To raise funds for and apply them to any of the activities which the Board have power to undertake and have approved.

8.4.53 To sign cheques in accordance with the provisions for cheque signatories.

8.4.54 To monitor and manage any budgets for which he/she is designated budget holder.

8.4.55 To undertake periodic risk assessments and to take out any necessary insurance to protect the interests of the College and the Board.

8.4.56 To settle within delegated financial limits and without reference to the Board, claims made against the Board where there is no insurance and, whether or not a Court or Tribunal action has been raised, subject to any necessary approvals being obtained when Treasury Indemnity or other guidance from the SFC applies, such arrangements to be routinely reported for information to the Board.

8.4.57 Take personal responsibility for ensuring the proper and effective operation of financial, planning and management controls, and for giving effect to the Board's policies for securing the efficient, economical and effective management of all of the College's income, assets and expenditure.

8.4.58 At all times comply with the Financial Memorandum, Conditions of Grant, Scottish Public Finance Manual and follow the College's Financial Regulations.

8.4.59 Take out any necessary insurances to protect the interests of the College, manage risk and agree settlement of claims.

8.4.60 On receipt of valid claims, to authorise the payment to Members of the Board or co-opted members of the Board's Committees such allowances and expenses as the Board may have determined after taking cognisance of guidance issued by the SFC.

8.4.61 To respond on behalf of the Board to consultative documents which may from time to time be sent to the College by the Scottish Government, SFC or other external agencies.

8.4.62 To consult on behalf of the Board with representatives of the Local Education Authority about the priorities contained within the College's Strategic Plan prior to its final approval by the Board.

8.4.63 To determine the dates of the College holidays and other details of the College's academic calendar.

8.4.64 To review annually the performance of members of the College's Strategic Management Team against predetermined targets.

8.4.65 To prepare the job descriptions and specifications of staff employed in the College and review and modify these to meet the perceived needs of the College.

8.4.66 To supervise, manage, deploy and support staff within the College.

8.4.67 To determine his/her/their own pattern of annual leave within the conditions of service which apply, for the time being to his/her/their post, subject to details being provided for information and approval to the Chair of the Board.

8.4.68 To facilitate the management of the College within the framework determined by the College Strategic Plan, the approved budget and any other policies determined by the Board.

8.4.69 To vire monies from expenditure heads within agreed budgets taking account of and complying with the College's Financial Regulations.

8.4.70 To oversee the implementation of the College's procedures to ensure that all staff are in membership of Disclosure Scotland's Protection of Vulnerable Groups Scheme.

8.4.71 To sign and date the report of the Board of Management of the Annual Accounts in terms of the account direction given by the SFC under the provisions of paragraph 18 of Schedule 2 to the Further and Higher Education (Scotland) Act 1992.

8.4.72 To sign all deeds and other documents binding the Board of Management for all purposes which relate to Schedule 2 to the 1992 Act.

8.4.73 To accept gifts of money, other property and services on behalf of the College and (in accordance with the Board's policy on the receipt of gifts): and to determine their application, or to set up a trust hold or administer them for the purpose for which they have been established.

8.4.74 To appoint a senior member of staff to deputise during periods of planned absence, if necessary.

8.4.75 To sign on behalf of the Board of Management applications for grant assistance from central government and/or other funding bodies.

8.4.76 To rescind, in the role of Chief Executive, any delegation to any nominated officer.

9.   Previous Schemes

9.1 This Scheme of Delegation replaces any previous versions as may have been approved by the Board of Management.

South Lanarkshire College

Students' Association

Board Report

November 2025

Overview

Since our last Board meeting, the Students' Association (SA) has experienced a number of positive developments.

Most notably, we were pleased to welcome three newly appointed SA Officers to the team. Each brings a distinct perspective and renewed energy, and we are confident they will make valuable contributions across a range of strategic and operational areas.

A key area of focus in recent weeks has been the enhancement of support for our class representatives. We have introduced joint training sessions designed to build confidence and equip class representatives with the skills required to effectively gather and communicate student feedback.

Alongside this, the team has been progressing several student engagement projects, including Freshers' week, hosting the Toast Topper Club, creating Halloween competitions and launching the Student Mental Health Agreement 2025-2027. These initiatives have attracted strong engagement from the study body and wider college community.

Overall, this has been a dynamic and productive period for the SA. With a strong team in place, class representatives actively involved, and a robust pipeline of student-led activity underway, we are optimistic about the months ahead and remain committed to maintaining this positive momentum.

Catriona Blacker, President
Jack Whyte, Vice President

[Click here]

For SA Report Video

Headline Activity Report

This academic year, the Student Association has concentrated its efforts on several key initiatives. Our ongoing priorities remain firmly rooted in enhancing student engagement, amplifying the student voice to drive positive change, and promoting the health and wellbeing of our student community. To support these objectives, we have collaborated closely with the SLC Quality and Learning and Teaching Innovation team to further develop and refine the Class Representative process.

Additionally, we have undertaken a comprehensive re-branding of our welfare initiatives, resulting in a significant expansion of support services. Notably, we have achieved a record distribution of student breakfasts, reflecting our commitment to accessible and impactful wellbeing support.

5,727	305	20
Breakfast meals provided	SA Hoodies sold	Halloween competition participants

Student Welfare Initiatives

The SA identified the need to rebrand its free breakfast and lunch initiatives to help eliminate any perceived stigma associated with accessing these services. To support this objective, the SA collaborated with colleagues from the College's Marketing department to produce updated promotional materials, including posters and social media content.

Following a review of the messaging the initiatives were relaunched under the new titles Breakfast on Us and Lunch on Us. The refreshed campaign was introduced at the start of term and has been met with a highly positive response, reflected in a marked increase in student participation.

Student Representation

Student Association elections were recently conducted to appoint new Student Officers. The process was engaging and resulted in the successful election of three new officers, all of whom are now in post. An Executive Committee meeting is scheduled to take place in November 2025.

In early November, both the President and Vice President attended Class Representative training to offer support to participating students. Their involvement also enhanced their understanding of the training process. To further strengthen engagement, the Student Association will host Class Representative lunches, providing an informal setting to celebrate successes, discuss challenges, and improve feedback mechanisms.

Events and Engagements

The SA organised a range of successful student engagement activities from the beginning of the academic year. This included Freshers' Week, held from Tuesday 9 September to Thursday 11 September, which provided an opportunity for the Association to introduce itself to new students and emphasise the significance of the Student Voice.

Additional events included a Halloween-themed competition, designed to foster a sense of community through light-hearted participation. This initiative supported student wellbeing by helping to reduce feelings of isolation and alleviate academic pressures in a relaxed and inclusive setting.

Project Highlights

The SA has actively contributed to a number of new initiatives designed to support the health and wellbeing of the student body. We remain committed to continuously enhancing the student experience while aligning our efforts with the strategic objectives of the College.

Student Mental Health Agreement

The Student Mental Health Agreement is a national initiative led by NUS and Think Positive. In October 2025, the SA worked in partnership with the College to complete and launch the 2025–2027 Agreement, informed by student feedback from the 2024-25 academic year.

As part of Mental Health Awareness Week, the SA hosted an information stall to:
• Engage students in discussions about available support services
• Gather feedback on potential areas for improvement 42 student responses were received, with overwhelmingly positive feedback.

Suggestions included:
• Increased counseling provision
• More wellbeing-focused events
• Designated quiet spaces on campus

The Agreement was officially launched on World Mental Health Day, 10 October, supported by a targeted campaign and infographic.

Launch of Toast Topper Club

The SA is pleased to report the successful launch of the Toast Topper Club, an initiative that has already received strong engagement from students across the College.

Established to promote a sense of community and inclusion, the Toast Topper Club offers a welcoming space where students can connect, share experiences, and enjoy a light breakfast together. The initiative has been particularly effective in supporting student wellbeing by helping to reduce feelings of loneliness and isolation.

Participation continues to increase, with a blend of returning attendees and new participants each week. The creativity demonstrated has been notable, with students presenting a diverse range of imaginative toast toppings. We look forward to welcoming even more students in the coming weeks.

Student Voice

In response to concerns raised by Horticulture students regarding the polytunnel and persistent flooding issues, the SA took proactive steps to engage directly with those affected and advocate for a resolution.

The SA President met with both Horticulture classes to hear their concerns and subsequently convened a meeting with the Curriculum and Quality Manager to discuss the matter further. It was confirmed that delays in securing a contractor to replace the polytunnel cover had impacted scheduled summer works, resulting in understandable frustration among students.
We are pleased to confirm that a contractor has now been appointed and the polytunnel works have been completed. In parallel, measures are being implemented to address the flooding issue.

Students have expressed relief and satisfaction with the progress made, and we are encouraged by the collaborative approach taken to resolve the matter. The SA extends its thanks to all parties for their patience, persistence, and commitment to supporting students in achieving a high standard of learning.

2025/2026 Events

Delivered Meetings & Events
(August 2025 - November 2025)

Welcoming students
25 August

Freshers' Week
9 – 11 September

World Mental Health Day
10 October

Volunteering Event
22 October

Care Experienced Week
27 October

Halloween Event
31 October

Men's Mental Health Event
6 November

HE Event
19 November

Up-coming Meetings & Events
(December 2025 - April 2026)

GBV 16 Days of Activism
25-November – 10 December

Christmas Jumper week
8-12 December

Sexual Health Awareness Stall
13 December

Refreshers'
27-29 January

Purple Friday
27 February

Love Your Planet
1 April

Chair's Report

Douglas Morrison December 2025

In my final update of 2025, I reflect on a year defined by challenge, opportunity, and an ambitious outlook for a prosperous future.

We closed the year with an excellent Board Development Day in November, featuring contributions from Alison Brown of South Lanarkshire Council on regional master planning and from Gordon Hunt of the College Development Network on effective governance. The forward looking, continuous improvement themes that emerged were an apt reflection of our posture as a board as we begin to execute our 2030 strategy.

This quarter also saw the conclusion of our external effectiveness review, undertaken by Candy Munro from the College Development Network. We welcomed the positive feedback received, as well as the clear and constructive areas for further development. The findings were reinforced by the outcome of our internal auditors' report, providing helpful triangulation and assurance. My thanks to all board members who contributed to the process.

I was delighted to welcome three new board members this quarter: Chris Sumner as our staff representative member, and John Brown and Doug Morwood as new independent members. Chris brings strong expertise in digital transformation and cyber security and is well known to many of you. John and Doug similarly bring extensive experience from their respective sectors, further strengthening the industry voice on our board. We await one further proposed member to complete the required checks, and we continue to operate without a support side Trade Union representative.

Across the sector, the Education Reform agenda has continued its slow progress through Parliament. While the aspiration of the Bill is welcome, I would suggest that it is less transformative than many of us had hoped. It remains to be seen how the proposed changes will be felt directly across the sector, but I know that colleagues across the sector are working hard to articulate the value that colleges bring to Scotland's economy and society.

The wider landscape remains one of shifting risks and emerging opportunities. With that in mind, our Chair of Audit and Risk, the Principal, the Governance Professional and I met with Emma Tilley from Henderson Loggie to explore how we can further embed effective risk management across all levels of College activity. Emma provided helpful insights, and proposals flowing from that session will come forward to the board in due course. In parallel, the Vice Chair and I are developing a design thinking workshop to test our aspirations against our current risk appetite. We expect this session to take place in early 2026.

A highlight of the quarter was attending graduation, where I had the privilege of celebrating our students' achievements alongside their families and supporters. The keynote from Kirsty Mitchell, CEO of Skillsminer, was outstanding. I was also pleased to see so many staff in attendance, a marker of what I believe to be an increasingly inclusive culture across the College.

In the same spirit of collaboration, I was encouraged by the written submissions received from our EIS colleagues at recent committee meetings. The insightful and constructive engagement from our lecturing side Trade Union representative has been most welcome, providing a more rounded perspective on key issues and opportunities.

Although I was unable to attend in person, I welcomed the sessions arranged by the management team on AI and the future of tertiary education in Scotland. I understand both events were well attended and supported by members, another example of effective, collegiate engagement across the College community.

Throughout the quarter, I have met with several board members for 1-1 discussions, with more scheduled. If you have not yet booked time with our Governance Professional, I would strongly encourage you to do so. Key themes emerging include a desire from members to deepen their contribution to the College, to focus more on long term opportunities, and to strengthen relationships with staff. These will be core areas of focus for 2026.

As we close the year, I reflect on what has been a challenging but ultimately successful 2025. Together, the board and management team have delivered large and complex undertakings: securing independent status from the Lanarkshire Regional Strategic Body; launching our new strategy; embarking on a substantial organisational restructure; and making meaningful progress in controlling costs while diversifying revenue streams. Most importantly, 2025 has been another year in which the students and staff of South Lanarkshire College have excelled through positive outcomes, awards, competition success, and impactful community engagement.

I wish to express my gratitude for members and staff who have moved on throughout the year and my appreciation to all those who continue to contribute to the success of the College. I remain incredibly proud to represent the College and look ahead with optimism to what has the potential to be a game changing 2026. My thanks, as always, go to Vari, Christine, and the wider team for their exceptional support and guidance that I know many of us rely upon and which we are truly fortunate to have.

BOARD OF MANAGEMENT MEETING

DATE	9 December 2025
TITLE OF REPORT	Principal's Update
REFERENCE	14
AUTHOR AND CONTACT DETAILS	Stella McManus Stella.mcmanus@slc.ac.uk
PURPOSE:	To provide members with updates regarding items not on the agenda.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • note the College's Scotland budget submission; • note the revised operating models for Colleges Scotland and the College Principals' Group; and • note the additional funding being provided to the College Partnership West (CPW) from the Glasgow City Region.
RISK	• That the College does not keep up with sector reform and pace of change is too slow impacting on future business.
RELEVANT STRATEGIC AIM:	• The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	• The report sets out the financial position of the sector and provides links to key reports from the Scottish Funding Council (SFC) and Audit Scotland. It also highlights the campaign of work undertaken by Colleges Scotland to submit the budget asks to Scottish Government. • The revised operating models for Colleges Scotland and the College Principals' Group has been outlined. • An overview of the Glasgow City Region has been provided as well as the purpose of the College Partnership West group, the six colleges in the region, and how this group has been collaborating on the delivery of the College Innovation Centres project with monies from UKRI. Further funding from GCR has been received from UKRI to develop an upskilling programme on Health and Life Sciences. • The College is now members of Prosper and the Glasgow Chamber of Commerce.

1. INTRODUCTION

1.1 The purpose of this report is to provide members with information not included on the agenda of the Board Meeting scheduled for 9 September 2025

2. SECTOR FUNDING AND DRAFT SCOTTISH BUDGET

2.1 Investment in colleges has fallen by in real terms 20% since 2021/22, creating significant challenges for college leaders. The lack of sustainable funding, combined with increased costs, reduces capacity within colleges meaning vital industries such as construction, digital, health and net zero are short of skilled workers, holding back people's ambitions and harming the potential of Scotland's economic growth.

2.2 Two recently published reports by the Scottish Funding Council and Audit Scotland have confirmed that most colleges are not financially sustainable within the current funding environment, and that some colleges are facing insolvency in this academic year. The SFC report makes it clear that colleges have done absolutely everything they can including: educating 12.4% less students and reducing staff numbers by 8.7% since 2021 in an effort to balance the books, but they cannot self-fund any further restructuring activity. The Audit Scotland report warns that,

"without changes to baseline funding, colleges will have to deliver even less to remain sustainable at a time when demands from students and employers are not being met."

3 COLLEGES SCOTLAND (CS)

3.1 Colleges Scotland, the policy and lobbying body for the sector, has undertaken a significant campaign to really raise awareness of the urgency of the situation through engagement with Ministers, Scottish Government senior officials, the Scottish Funding Council, opposition parties as well as media and press coverage. CS is calling for the Scottish Government to reverse years of underinvestment in the college sector before the end of this Parliament and to commit to sustainable funding for colleges in the 2026/27 draft Budget.

3.2 *Table 1: The Four Potential Scottish Government Budget Scenarios and Outcomes*

Scenario	Revenue Investment £/m	Capital Investment £/m
Decline	668.1	64.8
Diminished	728.2	67.4
Survivable	780.5	99.5
Sustainable	819.0	131.6

3.3 The Decline scenario, flat cash, will cause enormous damage and will lead to college closures. The Diminished scenario does not alleviate risk and does not allow for

sector transformation. The Survivable and Sustainable scenarios lessen risk for colleges by achieving levels of investment which are appropriate to meet unmet demand, sustain colleges as organisations, allow for transformation, and fill labour market shortages.

3.4 The worst-case scenario outlined by Colleges Scotland in its draft Budget submission outlines the likely consequences of continued flat-cash funding, including:

    3.4.1   11 colleges may run out of cash in 2026/27;

    3.4.2   a forecasted reduction of £37.9m in cash held by colleges, leading to a sector with deficit of £5.5m in 2026/27;

    3.4.3   significant job losses in 2026/27, including potential compulsory redundancies.

3.5 The full Budget to Save Scotland's Colleges submission can be found here . However, it is evident that maintaining the current operating model is no longer viable for the sector. To ensure long-term sustainability, colleges must fundamentally review and adapt their business models to meet future challenges and opportunities, which is what the College has set out in its Strategy 2030.

4   COLLEGES SCOTLAND (CS) AND THE COLLEGE PRINCIPALS' GROUP (CPG)

4.1 Angela Cox, Principal of Ayrshire College is now the new Chair of the College Principals' Group (CPG). Through conversation with College Principals, it was highlighted that this group is not always the best informed to have a more detailed discussion/debate with some of the invited guests to the College Principals' Group nor are they sighted on all the aspects of the sector or the work of different sector groups. Therefore it was viewed as important to involve executive/senior sectoral leaders more to ensure that advocacy is based on evidence not antidote and suggested solutions do not have unintended consequences.

4.2 *Operating Model*

4.3 Colleges Scotland will be governed by a Board of Trustees with an independent Chair. Two College Principals have been appointed to the Board. The Board of Trustees are responsible for the strategic oversight of Colleges Scotland as an organisation. The College Principals will act autonomously within Colleges Scotland, supported by Colleges Scotland staff.

4.4 The College Principals' Group will direct the activity of the proposed technical groups that will help support the advocacy role that Colleges Scotland plays on behalf of the sector. The Chair of the College Principals' Group will work closely with the CEO of Colleges Scotland, ensuring that the priorities of Colleges Scotland reflect those of the membership.

4.5 The College Principals' Group will receive feedback on the work of the technical groups via the Chairs and Vice Chairs. The Vice Chairs being the Chair of the appropriate College Development Network (CDN) or sector network. The wider sector networks will continue to exist under the technical groups, supported by CDN. CDN

have been consulted on the proposed model and will work closely with the College Principals' Group to ensure their network groups align where appropriate.

4.6 All key stakeholder consultation with the sector will be directed through CS to CPG, and then to the technical groups as appropriate, ensuring that there is a consistency in key messages and sectoral oversight.

4.7 *Technical Group Structure*

College Principals' Group – Technical Group Structure

Colleges Scotland	‹ - - - ›	College Principals' Group

Finance and Infrastructure Technical Group	Curriculum and Student Experience Technical Group	Future College Workforce Technical Group	College Enterprise and Innovation Technical Group
Lead – Pete Smith Anne Campbell Joanna Campbell	**Lead – Jon Vincent** Simon Hewitt Douglas Dickson Kenny MacInnes Pauline Black	**Lead – Jim Metcalfe** Neil Cowie Joe Wright	**Lead – Stella McManus** Audrey Cumberford
FD Network	VP Group	HR Network David Davidson Kimra Donnelly – NESCol Joe Rafferty – WCS Steve Taylor – D&A Debbie Kerr – Borders	Business Development Network Innovation Working Group International Working Group

4.8 The key focus for the Innovation Group is how colleges fit into the wider innovation and enterprise eco system. As part of my role as Chair of this group, the first strand of work is to seek to provide a more cohesive route into the college sector for the four innovation centres.

5 GLASGOW CITY REGION (GCR) AND COLLEGE PARTNERSHIP WEST (CPW)

5.1 GCR is the eight partner councils that make up Glasgow City Region working with local and national stakeholders to drive Regional economic growth and improvement. Since the Glasgow City Region Cabinet was established in 2014, they have invested millions of pounds in improving transport and connectivity, growing skills, supporting businesses and freeing up derelict land for housing, retail and commercial development.

5.2 The £1.13 billion City Deal is one of the largest in the UK, and is funding major infrastructure projects; creating thousands of new jobs and generating millions of pounds of private sector investment.

5.3 GCR have outlined Regional Economic Strategy which targets 100,000 extra jobs; 6,500 new businesses, and big improvements in qualifications, training and skills and

aims to bring thousands of hectares of vacant and derelict land into use and support the building of 110,000 new homes across the region.

5.4 CPW are the six colleges within the GCR which are, City of Glasgow, Clyde College, Kelvin College, New College Lanarkshire, South Lanarkshire College and West College Scotland. These colleges deliver education and training to almost half of Scotland's student population. The purpose of the formation of this group is to

5.4.1 "*widen and deepen collaboration between its member colleges and key public / private bodies in the Glasgow City Region to achieve significantly improved economic performance, enhanced socioeconomic outcomes, better educational attainment and reduced health inequalities in the communities we collectively serve.*"

5.5 Key areas of focus for the group were around regional and national priorities such as health, a just transition to a sustainable future, developing equality (tackling poverty) and productivity.

5.6 In 2024 the six colleges secured £1.6m from UK Research and Innovation (UKRI) to establish a network of six innovation centres across the region, known as the College Local Innovation Centres (CLIC), with South Lanarkshire College being responsible for Sustainable Development. This project will come to an end in March 2026.

5.7 The GCR has informed CPW that it will receive £5m of the £50m Local Innovation Partnerships Funding that GCR have been allocated by UKRI. Note that this is the only region in the UK where the college sector and not universities will receive the funding. The fund will focus on the Health and Life Sciences cluster (HLS) supported by complementary Digital and Enabling Technology activity. The activity will focus on the Region's distinctive strengths around MedTech, BioTech, and Pharma and Biopharma.

5.8 It has been agreed that the majority of funding will be allocated towards research and development commercialisation and the delivery of much needed lab space. However, with a lack of skills in the Region (Skills Development Scotland projects a demand for 11,000 Science and Technology professionals over the next three years across the Region, rising to 26,600 by 2035) £5m is being allocated towards a complementary skills programme.

5.9 One of the objectives for the fund is that it will benefit as many residents of the GCR as possible, which is why the Region's colleges have been tasked to create a £5m skills programme to meet the short- and medium-term needs of the cluster. GCR are interested in the following ideas being developed, what should an HLS skills programme look like, how could it be delivered regionally, how it could maximise impact for those further from the workforce, how would employers be engaged, as well as opportunities for private sector leverage and it needs to be delivered by March 2031. Formal submission to the UKRI is 5 February 2025.

5.10 In addition, local authorities have been allocated £25m of the same fund focussing on turning research from the laboratory into real-world use and to accelerate the commercialisation of research and development across the Region. The College will work with South Lanarkshire Council to work collaboratively on a proposal as well.

5.11 At the last CPW it was also agreed that the group needs to think about how it can collaborate differently and that there should be a rebrand and relaunch of the group. It was agreed that the six Chairs and Principals should come together for a discussion on way forward.

6   SOUTH LANARKSHIRE COUNCIL

6.1 Following the Board Development Day on 18 November 2025 the Executive Team met with South Lanarkshire Council to agree that we would sign a letter of intent outlining how we should work together going forward. More information will be given to Members in due course.

7   MEMBERSHIP

7.1 The College has recently become members of both the [Glasgow Chamber of Commerce](#) and [Prosper](#) . These memberships will provide valuable opportunities for networking and the development of new partnerships to support the strategic objectives. The Executive Team has already met with representatives from the Chamber to explore ways in which the Collee can benefit from their support and collaborative initiatives.

8   PARTNERSHIP WORKING

8.1 The Principal has engaged in the following activities:

8.1.1   attended training on Effective Political Engagement and Influencing for College Leaders in on 10 September 2025;
8.1.2   attended first Glasgow City Regional Partnership meeting on 18 September 2025;
8.1.3   attended the Digital Skills Economy Group on 18 September 2025;
8.1.4   met with the Head of Scrutiny at Education Scotland, Joe Mulholland;
8.1.5   had an Executive Team Planning Day on 24 September 2025;
8.1.6   chaired the College Partnership West Group on 25 September 2025;
8.1.7   the SFC attended the College on 2 October 2025 as part of the Outcome Framework and Assurance Meetings;
8.1.8   attended the College Principals' Group on 7 October 2025;
8.1.9   attended the Business Development Directors' meeting to hear feedback from the innovation centres on 16 October 2025;
8.1.10 attended the SFC Knowledge Exchange and Innovation Workshop on 21 October 2025;
8.1.11 met with the Digital Health Innovation Centre on 22 October 2025;
8.1.12 hosted Joanie Reid, MP, for National Beauty Week, on 24 October 2025;
8.1.13 attended the Open University Graduation on 24 October 2025;
8.1.14 hosted the College Development Network on 28 October 2025;
8.1.15 hosted Professor Joe Little who spoke to managers about his vision for the sector on 30 October 2025;

8.1.16 met with the Glasgow City Region's Director of Regional Economic Growth, Kevin Rush, on 31 October 2025;

8.1.17 attended the Good Governance Steering group alongside the Governance Professional on 5 November 2025;

8.1.18 attended the launch of the Regional Economic Development Report by Professor Anton Muscatelli on 10 November 2025;

8.1.19 met with representatives from the Glasgow Chamber of Commerce on 12 November 2025;

8.1.20 attended the Tripartite Alignment Group on 12 November 2025;

8.1.21 chaired the College Partnership West group on 13 November 2025;

8.1.22 with the Executive Team attended a South Lanarkshire Council collaborative planning session;

8.1.23 alongside the Principals of Forth Valley College and New College Lanarkshire, met with Graham Simpson MSP;

8.1.24 hosted the Scottish Funding Council as part of the Outcome Framework and Assurance meetings on 25 November 2025;

8.1.25 alongside members of the Senior Leadership Team met with the Policy and Lobbying Team of Colleges Scotland on 25 November 2025; and

8.1.26 hosted the Chief Executive of Colleges Scotland Gavin Donoghue on 27 November 2025.

9   GOOD NEWS STORIES

9.1 The South Lanarkshire College graduation was held on 11 November 2025, and was a fantastic celebration that really captured the spirit of our college community. Thank you to the Chair Douglas Morrison for his opening speech and to the Vice Chair Dr Heather Anderson for the presentation of the special awards. The College was also pleased to welcome Kirsty Mitchell, Founder and Chief Executive of SkillsMiner for her inspirational words. For more insight into the day please see the graduation gallery.

9.2 One of the Plumbing and Heating Apprentices, Taylor White, has been named the Best Apprentice Plumber 2025. Taylor was given his award by the Scottish and Northern Ireland Plumbing Employers' Federation (SNIPEF) and it recognises outstanding craftsmanship, innovation and professionalism among Scotland's emerging talent.

10 EQUALITIES

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

11 RISK

11.1 That the College does not keep up with sector reform and pace of change is too slow impacting on future business.

12 RECOMMENDATIONS

12.1 Members are recommended to:

12.1.1 note the College's Scotland budget submission;

12.1.2 note the revised operating models for Colleges Scotland and the College Principals' Group;

12.1.3 note the additional funding being provided to the College Partnership West (CPW) from the Glasgow City Region.

BOARD MEETING

DATE	9 December 2025
TITLE OF REPORT	Board Member Update
REFERENCE	16
AUTHOR AND CONTACT DETAILS	Vari Anderson Vari.anderson@slc.ac.uk
PURPOSE:	To update Board Members on: • Appointment of a Non-Teaching Support Member • Reappointment of a Non-Executive Member • Resignation of Non-Executive Member • Appointment of three Non-Executive Board Members
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended: • To note the appointment of Chris Sumner as the Non-Teaching Support Member • To note the reappointment of Heather Anderson to the Board of Management • To note the resignation of Ronnie Smith • To note the appointment of three non-executive board members – Anna Stoll, Doug Morwood and John Brown.
RISK	• With insufficient non-executive committee membership, the College will be in breach of section C.7(d) of the Code of Good Governance for Scotland's Colleges.
RELEVANT STRATEGIC AIM:	• The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	• Notes the appointment of Chris Sumner as the Non-Teaching Support Member • Notes the reappointment of Heather Anderson to the Board of Management • Notes the resignation of Ronnie Smith • Notes the appointment of three non-executive board members – Anna Stoll, Doug Morwood and John Brown

1. INTRODUCTION

1.1 This paper records the recent changes to the South Lanarkshire College Board of Management.

2. BACKGROUND

2.1 As noted in the Board Member Update provided to the Board on 9 September 2025, Anne Doherty, Non-Support Staff member had intimated her intention to resign from the Board at the end of her tenure on 1 November 2025, or earlier, if a new Non-Teaching Support Member was identified.

2.2 On 26 August 2025, the Non-Teaching Support Member vacancy was sent via Human Resources to all staff and posted on the HR Notices Teams page. A closing date was set for 16 September 2025.

2.3 By the closing date, only one nomination had been received; therefore, Chris Sumner was appointed to the Board of Management as the Non-Teaching Support Member on 17 September 2025.

2.4 Board Members are appointed for an initial period of 4 years which can be extended for a further 4-year period. On 1 November 2025, Heather Anderson's tenure was due to expire.

2.5 The Nominations Committee met on 3 October 2025 to discuss the reappointment of Heather Anderson to the Board of Management. The Nominations Committee having considered the terms of the Ministerial Guidance for Board Appointments, were of the opinion that Heather's tenure should be extended for a further four years.

2.6 On 6 October 2025, the Chair of the Board wrote to the Scottish Ministers seeking reappointment of Heather Anderson. On 14 October 2025, the Scottish Ministers granted approval.

2.7 The Chair of the Lanarkshire Regional Strategic Body, Ronnie Smith, was a member of the South Lanarkshire College Board of Management. Due to recent resignations, it was agreed that Ronnie would remain on the Board until suitable appointments were made.

2.8 Having been advised that recruitment was underway, Ronnie formally intimated his resignation on 15 October 2025.

2.9 Following a recent recruitment process, the interview panel recommended three candidates for appointment as Non-Executive Board Members. The Governance Professional subsequently sought the Board's approval via email correspondence.

2.10 On 28 October 2025, the Chair of the Board wrote to the Scottish Ministers seeking approval to appoint Anna Stoll, John Brown and Doug Morwood to the Board of Management at South Lanarkshire College. Approval was granted on 4 November 2025.

3. IMPLICATIONS

3.1 Following the successful recruitment process, the Board now comprises of 19 members with only one vacancy outstanding which is the Professional Support Staff Trade Union vacancy.

3.2 The Board is committed to achieving the gender representation objective set out in the Gender Representation on Public Boards (Scotland) Act 2018. As November 2025, the Board is made up of 10 (52.6%) women and 9 (47.3%) men.

4. RISK

4.1 With insufficient non-executive committee membership, the College will be in breach of section C.7(d) of the Code of Good Governance for Scotland's Colleges

5. EQUALITIES

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

6. RECOMMENDATIONS

6.1 The Board is recommended to:

6.1.1   To note the appointment of Chris Sumner as the Non-Teaching Support Member

6.1.2   To note the reappointment of Heather Anderson to the Board of Management

6.1.3   To note the resignation of Ronnie Smith

6.1.4   To note the appointment of three non-executive board members – Anna Stoll, Doug Morwood and John Brown.

AUDIT AND RISK COMMITTEE

DATE	02 December 2025
TITLE OF REPORT	SLC Strategic Risk Register Commentary
REFERENCE	17.1
AUTHOR AND CONTACT DETAILS	Paddy Feechan, Head of Finance paddy.feechan@slc.ac.uk
PURPOSE:	To provide members with an update to the risk management arrangements of the College.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • review and approve the strategic risk analysis contained in the College's Strategic Risk Register and the commentary therein; and • note 9 amendments to risk scorings since July 2025 in respect of credits, capital spend, corporate governance, learning, employee journey and reputation.
RISK	• That College strategic risks are not identified, and mitigating actions are not taken.
RELEVANT STRATEGIC AIM:	• The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	• Of the fifteen risks identified, 1 post mitigation score has increased, and 4 post mitigation scores have decreased. As well as this 2 pre mitigation scores have increased, and 2 pre mitigation scores have decreased. • The highest risk to the College during November 2025 was in respect of financial stability and, to an extent, remains outside of the control of the College, owing to Government funding restrictions. However, the College continues to encourage full cost recovery and commercial delivery of programmes to bolster income streams. • The College acknowledges that there is insufficient funding for capital and maintenance works and as the Campus continues to age, there is likely to be a higher demand for capital funding to support renovations. • The restructure in the College has also delayed the ability to train the Senior Leadership Team (SLT) in Business Interruption processes. While the College recognises that it can react well to Campus closures, it cannot evidence that it has robust procedures in place for longer term business continuity without the completion of essential training. • The risk register also contains assurance mapping against each risk into those assurances that are gained from internal sources (management reporting and quality assurance arrangements) and those that are gained from more external

	sources (e.g. internal/external audit, Education Scotland, Scottish Funding Council). This is to support the conclusion of an audit recommendation from 2023/24.

1. INTRODUCTION

1.1. This paper provides a commentary on the College's strategic risk register as reviewed by the Risk Management Group (Senior Leadership Team) on 04 November 2025. The risk register is an important document that demonstrates the College's commitment to the establishment and maintenance of effective governance and control arrangements.

1.2. Commentary has been added to each risk to justify decisions to maintain risks at current levels where required.

1.3. The Committee raised the need to put enhanced focus on the ever-increasing area of Artificial Intelligence (AI). The use of AI in the modern world is growing and could present a huge risk for the college if not monitored and handled correctly. Within the Strategic Risk Register for November 2025 there are new columns relating to AI. The College plans to update the Risk Register accordingly, to include AI within the risk commentary itself, rather than as a separate column going forward.

1.4. The committee is also asked to note that the November 2025 register contains a suggested assurance mapping against each risk, indicating assurances that are gained from internal sources (management reporting and quality assurance arrangements) and those that are gained from more external sources (e.g. internal/external audit, Education Scotland, Scottish Funding Council). This is to support the conclusion of an audit recommendation from 2023/24.

2. RISK ONE - FINANCIAL STABILITY

2.1 Post-mitigation risk remains at 20. The political landscape is not within the control of the College and as grant funding makes up over 70% of total income, financial sustainability for the College and the wider sector remains a challenge.

2.2 Funding for 2025/26 largely represents a flat cash scenario with only a minimal £45k increase in learning & teaching grant funding. The College has tried to mitigate the risk of financial stability through its restructure and voluntary severance scheme.

2.3 The College continues to diversify income streams through the provision of full cost recovery courses and benefited from the Scottish Government 60% funding for employer National Insurance increases in 25/26.

3. RISK TWO - FAILURE OF FINANCIAL CONTROLS

3.1. Post mitigation risk remains at 10. This is below the inherent risk rating of 15 inferring that the management of financial controls is being sufficiently monitored by the College.

3.2. The newly appointed Head of Finance is now in post, offering an enhancement to the financial control environment. There is also a Finance Improvement plan being implemented, which should further enhance the environment with the introduction of temporary resource and finance system consultancy support.

3.3. However, it is recognised that new systems such as Itrent (Payroll System) and Unit-E (Student record systems) which will have financial interactions are not fully operational yet and so the College has maintained risk scorings to reflect that the financial control environment will only be more fully supported when these systems are completely integrated with the finance system.

4. RISK THREE - CREDIT TARGET

4.1. The post mitigation risk increases from 5 to 10, with inherent risk remaining at 15.

4.2. Not all curriculum areas have recruited to targets in August, which is reflected in the increased score and is generally expected in the early months of the Academic Year prior to January intakes. Mitigations are actively being made by curriculum to maximise class sizes.

4.3. Modern Apprenticeship (MA) monitoring continues, following the changes in the performance indicator (PI) from the previous risk review. Monthly finance and resources meetings continue to assure that all external contracts (inlc. MA's) are closely monitored. If there are any risk emerging, there are changes made to support these contracts.

5. RISK FOUR – THERE IS A BREACH OF LEGISLATION AND ASSOCIATED REGULATIONS

5.1. The College continues to be confident that its arrangements for legislation compliance (including GDPR, HR. Quality and Finance) means that it can record a lower risk score. The latest review has not flagged any concerns or requirement to change the inherent risk score or the post mitigation score.

5.2. The description of this risk has been enhanced to include HR, Quality and Finance so as to ensure that it is broader in scope.

5.3. The ownership of data protection has been transferred from MIS to Governance. There will be shared ownership for a handover period, to ensure a successful transition.

6. RISK FIVE - CAPITAL FUNDING REQUIREMENTS

6.1. The inherent risk score has increased from 12 to 16. There has been no change to post-mitigation risk scoring of 12.

6.2. The College acknowledges that there is insufficient funding for capital and maintenance works and as the Campus continues to age, there is likely to be a higher demand for capital funding to support renovations.

6.3. In the last quarter, ongoing concerns have been voiced regarding the robustness of the existing cladding and a further issue with one of the lifts in the College, for which the College has noted an expression of interest in securing Scottish Funding Council SFC Emergency capital funding, given an estimated cost of circa £320k,

6.4. Mitigations include quarterly CAPEX meetings to ensure progress is being made on capital projects that are priority. However, the College recognises that it needs to implement a capital investment plan and related policy to ensure that projects are planned and scheduled across the year and processes for the approval of large-scale works are being followed. This will be progressed in the coming months.

7. RISK SIX – THERE IS A BREACH OF LEGISLATION AND ASSOCIATED REGULATIONS IN RESPECT OF HEALTH AND SAFETY

7.1. The inherent risk score remains at 15, with post mitigation risk remaining as it was in the prior quarter, at a score of 10.

7.2. Staff resource continues to work to capacity to get through policies and procedures updates as required. Regular H&S Committee meetings take place internally to ensure

follow up and closure of key actions raised. Compliance with H&S related audits and inspections is standard practice at the College.

7.3. The new Health & Safety is now in post, reporting to People Services. There is continued support in this area from the Facilities department to allow for a smooth transition to the new area. The role has brought in a few enhanced measures already, with a view to further improvements. The score reflects the continued focus during transition but will be monitored for improvement in the coming quarters.

8. RISK SEVEN – BUSINESS INTERRUPTION

8.1. Inherent risk score remains at 15 and post mitigation risk score stays constant at 12.

8.2. The restructure in the College has delayed the ability to train the Senior Leadership Team (SLT) while changes to staffing are occurring. Once all postholders are appointed and the restructure is in place, the College will go through BCP testing with the SLT with AJ Gallaghers, the insurance provider. The initial training for SLT, given internally, took place in November, with the external training scheduled for March 2026.

8.3. While the College recognises that it can react well to storms and unexpected Campus closures and staff can perform their duties remotely, it cannot evidence that it has robust procedures in place for longer term business continuity without the completion of training for a broader range and severity of incidents (e.g. fire, flood damage, cyber attack).

9. RISK EIGHT - DAMAGE TO THE INTEGRITY OF MANAGEMENT INFORMATION SYSTEMS

9.1. The risk scoring has been maintained at 6 (inherent risk) and 3 (post-mitigation risk) respectively.

9.2. As per last quarter, the College is aware that to keep this as an area green, completion of the audit recommendation for incident response for SLT and continual staff training will need to be maintained. The first step has taken in place in November, with internal training, with externally led training to follow in March 2026.

10. RISK NINE – FAILURE TO ACHIEVE ACCEPTABLY HIGH LEVELS OF LEARNING AND TEACHING AND ASSESSMENT

10.1.   The inherent risk score is 12, whilst the post-mitigation risk has remained at 4.

10.2.   The restructure within the Quality department, coupled with 'quality' now being formally embedded within the Curriculum Manager role, helps to mitigate against this risk going forward.

11. RISK TEN - THERE IS A FAILURE TO PROVIDE AN ENGAGING AND EFFECTIVE EMPLOYEE JOURNEY

11.1.   There has been an increase to the inherent risk scoring, moving from 8 to 16; alternatively post-mitigation risk has decreased from 16 to 8.

11.2.   There has been an engaging Consultation process to support the restructure of the College and its voluntary severance programme. People Services roles will now include enhanced engagement with employees and managers across the College. Furthermore, the College continues to engage with College Employers Scotland and trade unions during this period of change for support staff representation.

11.3.   The People Service Advisor role has been changed. Now each department will have their own dedicated Advisor in a business partnering model, which should also enhance the employee journey. Internal training and development are ongoing to support the new post holders.

12. RISK ELEVEN - THERE IS A FAILURE TO SAFEGUARD THE HEALTH AND WELLBEING OF STAFF AND STUDENTS

12.1.   There has been no change to risk scorings, with inherent risk at 9 and post-mitigation risk remaining at 3.

12.2.   As advised previously, this is a positive area for the College and Student and Staff wellbeing and safety continues to be of upmost importance. Policies and procedures are well embedded, and the College is currently undertaking the welfare student internal audit with Henderson Loggie.

12.3.   The College remains up to date with new legislation, such as Martyn's law, and is viewing the future investment in security guards on Campus as a further mitigation against this risk.

13. RISK TWELVE - THERE IS A FAILURE TO PROVIDE A ROBUST LEARNER EXPERIENCE TO SUPPORT ONWARD PROGRESSION

13.1.   There has been no change to the inherent risk scoring (staying at 8) but the post-mitigation risk has dropped from 12 to 4.

13.2.   Students failing to engage with the bursary assessment process as early as possible continues to cause delays in students receiving funding which can adversely affect attendance and attainment. However, it is noted that the Bursary team have worked conscientiously to support bursary applications, and much progress has been made across the last year.

13.3.   There are also students who are still waiting for needs assessments and while these cases are outstanding, there is a risk to those students in being able to complete their studies with appropriate support and ultimately progressing to positive destinations post-College.

13.4.   However, as advised previously, mitigations include the restructure of Extended Learning Support (ELS) at the College which will further support the student experience when postholders are appointed.

13.5.   Curriculum planning meetings have also taken place across all areas. These have been supported by stakeholder engagement and a focus on future skills requirements. These should prepare students for a more progressive pathway.

14. RISK THIRTEEN - FAILURE OF CORPORATE GOVERNANCE

14.1.   There are reductions to the scoring of this risk in November 2025. Inherent risk has reduced from 25 to 12, and the post mitigation score has reduced from 20 to 6.

14.2.   The scores had previously taken a sharp increase primarily due to the delay by the Scottish Government of the appointment of the Regional Chair. This has since been remedied, and the Board are actively recruiting dynamic members to enhance Board membership.

14.3.   The External Effectiveness Review also demonstrated the robust governance in place at the College.

14.4.   Training and Induction of new Board members regularly occurs, with the support of the Governance Professional and College Development Network.

14.5.   The Board were invited to attend the Board Development Day at the college in November. This session was well attended, and initial feedback from the session was positive.

15. RISK FOURTEEN – ADVERSE REPUTATIONAL RISK

15.1.   There is a change to the inherent risk scoring, dropping from 16 to 12. Post mitigation risk has also decreased, from 12 to 9.

15.2.   The employment tribunal concluded in December 2024 with the result going in favour of the College. However, the College remains vigilant to a 3(10) ruling lodged by the appellant and so makes no change to its risk scorings in this intervening period.

15.3.   New Board member inductions are ongoing and follow a robust programme. The recruitment of new members also follows a rigorous process.

15.4.   The College's Principal and Governance Professional are both members of the Good Governance Steering Group.

16. RISK FIFTEEN – THE MEETING OF NET ZERO SUSTAINABILITY PRIORITIES

16.1.   The inherent risk scoring has been maintained at 9, with post-mitigation risk remaining at 6. It will be increasingly difficult for the College to drive forward with larger capital investments to support net zero if funding is not available.

16.2.   The Scottish Government is currently consulting with stakeholders to inform the new statutory guidance for reporting on climate change duties under the Climate Change (Scotland) Action 2009. The Climate Change Leads are working with the Environmental Association of Universities and Colleges to compile the College's response.

16.3.   The College, through its Climate Change Action Team, continues to demonstrate a healthy engagement with all internal and external requirements in respect of environmental sustainability. The College recently attended a Teams call in November 2025 with South Lanarkshire Council to discuss potential for District Heating Networks in East Kilbride.

16.4.   As set out in the planned restructure for the College, a 1 FTE Sustainability Officer post will be created. This position should mitigate risk further by enabling the College to have a dedicated resource to establish more sustainable practices and to identify available funding streams.

17. CYBER RISK REGISTER

17.1.   The Committee is asked to note that actions outstanding have now been completed, mainly supporting risks that were already green.

17.2.   There are no changes to the scoring in this risk register.

18. DATA PROTECTION ICO ACCOUNTABILITY TRACKER

18.1.   The Committee is asked to note that the following:

18.1.1 Data protection monitoring and compliance has moved to the Governance
        Professional and will be reviewed in academic session 2025-26.
18.1.2 There is no change to the work undertaken to date.

19. EQUALITIES

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

20. RISK AND ASSURANCE

20.1.   That College strategic risks are not identified, and mitigating actions are not taken.

21. RECOMMENDATIONS

21.1.   Members are recommended to:
         21.1.1 review and approve the strategic risk analysis contained in the College's
                 Strategic Risk Register and the commentary therein; and
         21.1.2 note 9 amendments to risk scorings since July 2025 in respect of credits,
                 capital spend, corporate governance, learning, employee journey and
                 reputation.

APPENDICES

Document 08.2   The College's Strategic Risk Register

Document 08.3   SLC Cyber Risk Register

Document 08.4   SLC Data Protection ICO Accountability Tracker

DATE	12 November 2025
TITLE OF REPORT	Cyber Risk Register Update – Nov 2025
REFERENCE	17.3A
AUTHOR AND CONTACT DETAILS	Chris Sumner, Head of Digital chris.sumner@slc.ac.uk
PURPOSE:	Informational update on the cyber risk register and any major changes to the scores.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: • Note the contents of the risk register • Note the updates in Column V (Comments) from our Depute head and the work on-going to maintain or improve our scores.
RISK	• Cyber security risk leading to potential consequences, such as financial loss, reputational damage, or operational disruption.
RELEVANT STRATEGIC AIM:	• The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	This is a standard review and update of any risks within the College's cyber risk register. The scores have been reviewed, and the College is pleased to say that nothing has been increased. There are several new systems/software changes coming in the next few months which will make a positive change to some of the risks that are still progressing to green. Please use the "comments" column to view the comments of the Depute Head of Digital for each risk. As a summary the College is currently: • Using new software from Microsoft and improving our defences at computer level • Increasing the training for staff • Turning on new functions for our current software such as backup systems and vulnerability scanners • Looking to purchase additional log monitoring software through a shared service with Jisc (Acumen) To note the College have also had the bi-annual cyber board report which will form part of the ARC committee papers

BOARD OF MANAGEMENT

DATE:	9 December 2025
AGENDA REF:	18
TITLE OF REPORT:	Governance Rolling Review
AUTHOR AND CONTACT DETAILS	Vari Anderson vari.anderson@slc.ac.uk
PURPOSE:	To update the Board on the most up-to-date Rolling Review document and the updates made thereto.
KEY RECOMMENDATIONS/ DECISIONS:	The Board is recommended to: • Note that the Rolling Review is a dynamic document and is therefore always a work in progress and comment as appropriate on the latest version, as attached. • Note the updates provided on the latest document
RISK	• Governance is recognised as a potential strategic management risk and appropriate mitigating actions such as maintaining a dynamic Rolling Review is fully consistent with best practice.
RELEVANT STRATEGIC AIM:	• The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY	• This report sets out the latest version of the Rolling Governance Review for information and comment. • It focuses on the principles of good governance with subheadings of importance relating to each principle. • It also includes key policies and governance documents which the College is required to keep under review.

1. INTRODUCTION

1.1 This paper sets out the latest version of the Rolling Governance Review.

2. BACKGROUND

2.1 The Governance Improvement Plan was established to address any identified or emerging issues identified in the ongoing review of Governance at South Lanarkshire College. This plan was completed, and the Board of Management agreed that there should now be a "Governance Rolling Review".

3. GOVERNANCE ROLLING REVIEW

3.1 The principles of good governance are:
- Leadership and Strategy
- Quality of the Student Experience
- Accountability
- Effectiveness
- Relationships and Collaboration

3.2 The Governance Rolling Review focuses on these areas, with relevant subheadings of importance.

3.3 The Rolling Review now provides visible audit evidence of the role of the Board in monitoring key Policies and key Governance documents such as the Scheme of Delegation, the Committee Terms of Reference and Standing Orders – all of which the College is obligated to keep under review. The review dates of key policies and procedures has been updated following the discovery that several policies had surpassed the recommended review date. Any policies in this category are in the process of being updated.

3.4 Robust operational systems are already in place, but it is consistent with best practice that the Board has visible oversight of all key matters affecting both governance and management.

3.5 Since the previous rolling review document was presented in September 2025, one green item has been amended to amber due to recent work in this area (3.2 of the rolling review).

4 RISK

4.1 Governance is recognised as a potential strategic management risk and the Audit & Risk Committee has already requested that the Governance Rolling Review should be a standing item on its agenda.

5 EQUALITIES

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

6 RECOMMENDATIONS

6.1 The Board is recommended to:
6.1.1 Note that the Rolling Review is a dynamic document and is therefore always a work in progress and comment as appropriate on the latest

version, as attached.

6.1.2   Note the updates provided on the latest document.

ROLLING GOVERNANCE REVIEW DRAFT

The actions to deliver improvement contained in this plan will be developed and implemented to address any previously identified or emerging issues as noted by way of the "Ongoing Review of Governance" at South Lanarkshire College (SLC). This is proceeding following consultation with Board Members and Senior Staff. A RAG system has been used to enable tracking of progress against actions and timescales.

Development Categories	Issue	Action	By Whom and When	Status and Progress Update as at Nov 2025
Leadership & Strategy	1.1 Conduct in Public Life	Training in New Code of Governance to be provided	Governance Professional January 2023 already completed but Governance Professional to ensure that CDN online training completed	All Board Members should engage with the online training pack now available via CDN as part of ongoing training. All Board Members receive a comprehensive induction advising on the Code. Gordon Hunt (CDN) attending the Board Training Day on 18 November for refresher training. **July 2025** Governance Professional encourages all board members to complete the CDN online training course and promotes other governance courses. (Amber)
	1.2 Vision & Strategy	Involve Trade Unions (TUs) on Board	Governance Professional	**September 2025** There has been an indication from Unison that they may nominate a trade union representative in the coming months, as one of their members is currently undergoing training. **November 2025** No update however it has been confirmed that not having a TU representative is not considered a breach of legislation. (Amber)
	1.3 Performance	Refresh paperwork for self-assessment and evaluation and plan for externally	Governance Professional	**July 2025** GP refreshed all self-assessment paperwork and has introduced induction/leavers surveys to ensure the Board is fully evaluated.

		facilitated self-assessment review		**November 2025** The externally facilitated review report was published on 30 September 2025. (Green)
	1.4 Corporate Social Responsibility	Improve dialogue & communication with all stakeholders	Principal / Chair March 2024	The stakeholder letter has now recommenced. (Green)
		Board member involvement in the understanding of learning, teaching and assessment and work of the College. Subject to agreement with teaching staff.	Principal / Vice Principal for Learning and Teaching and the Student Experience.	This is to provide an opportunity for Board members to engage with staff and students. They may do this by: - Speaking with curriculum managers or support managers; - Informally (and with agreement and notification) pop into classrooms to speak to lecturers and students where appropriate. - Attending (with prior agreement) team meetings. In Committee it was recommended that the Board be represented at staff events, where appropriate. GP sends out campus events to board members. (Green)
2 **Quality of Student Experience**	2.1 Relevant High-Quality Learning which meets local, regional and national skills needs.	Board members through strategic planning days to undertake a curriculum review.	Principal and Vice Principal for Learning, Teaching and the Student Experience Ongoing	At the April Planning Day members participated in a skills planning workshop, with external input. The Board have been kept updated on the restructure. Curriculum Planning has started with an update planned for Members at the next round of committees. (Green)
	2.2 Student and Engagement and Quality Monitoring & Oversight	Work with the Student Association (SA) and Class Reps to	Vice Principal Learning, Teaching and	Reinstate the Student Parliament with Board members attending where appropriate.

		improve Quality Monitoring feedback. Identify mechanisms for recognising and rewarding input of student body to support quality	the Student Experience Ongoing	Also, through the Board Member Conversations as outlined in 1.4 give members an opportunity to engage with students. (Amber) The Learning and Teaching Committee oversees progress of the Quality Enhancement Plan presented. Where possible the College would welcome more Board member involvement, and there has been a "Dragons Den" initiative which has been successful. **July 2025** New VP is now in place and can take forward. **November 2025** Newly revamped SLC Way launched incorporating student engagement. (Amber)
3 Accountability	3.1 Accountability & Delegation	Involve staff in discussions on facing challenge	Principal and VP for Finance, Resources and Sustainability	All staff receive a key message update after every Board meeting. **July 2025** Staff were involved in the restructure process and a consultation was held to help shape the new roles. **November 2025** SLT and middle managers attended a session with Professor Joe Little which discussed challenges faced by the college sector. College Newsletter contains the Audit Scotland, SFC College sustainability reports as (Green)
	3.2 Risk Management	Connect risk appetite to risk register	Vice Principal Finance, Resources and Sustainability	**November 2025** Chair of Board, ARC, Exec Team met with Emma Tilley in early November to discuss how Henderson

				Loggie can support the Board on risk management. Work in this area will be ongoing. (Amber)
	3.3 Audit Committee	Membership to be adjusted in line with New Code	Governance Professional	**October 2025** Membership was refreshed for the first committee cycle of the academic year. Gordon Hunt from CDN attended the meeting to deliver a presentation outlining the responsibilities of Audit and Risk Committee members. (Green)
	3.4 Remuneration Committee	Terms of reference to be revisited.	Governance Professional & Chair	Implemented and updated October 2025. (Green)
	3.5 Financial & Institutional Sustainability	Identify opportunities and address challenges in context of "flat cash" settlement. Explore options for best use of resources to generate income. Explore options for 3rd sector partnerships.	Principal and Vice Principals Ongoing	**October 2025** Work is ongoing in this area. The VP for Student Experience and Innovation has been conducting various partnership meetings over the past few weeks. (Amber) **November 2025** Note that a new SLC pipeline report has been introduced to the Finance and Resources Committee to monitor progress.
	3.6 Staff Governance	Facilitate regular opportunities for Board members to engage with staff and staff representatives	Principal & Governance Professional [Ongoing]	Governance Professional advises Board Members of campus events which they can attend to engage with staff. Such as 'Pastries with a Purpose' and CLIC events. **October 2025** The Staff Newsletter is running a 'Spotlight on..' session to introduce the Board to staff and welcomes introductions. (Green)

		Improve information flow to appointed staff representatives	Principal & Governance Professional	Minutes are published in a timely manner on the website and 'key messages' are communicated to all staff through the staffing teams channel. (Green)
		Involve appropriately skilled staff by way of attendance at Committee Meetings and also participation in Strategy and Training days	Principal & Governance Professional	Members of SLT attend to present papers at meetings. More support staff to be encouraged to attend meetings, for example, HR Committee to be attended by HR staff, Facilities staff etc. **October 2025** Staff across curriculum/professional services have been encouraged to attend meetings to do deep dives into certain areas and contribute to conversations. (Green)
4.1 Effectiveness	4.2 Board Chair	Plan for appointment of new Chair in 2024	Principal & Governance Professional June 2024	Implemented (Green)
	4.3 Senior Independent Member	Refresh Training & Support	Governance Professional	A new SIM has been appointed. CDN guidance and online training course has been sent to SIM and will be fully supported by the Governance Professional. (Green)
	4.5 Board Members	Identify Training needs	Governance Professional November 2025	**November 2025** Board Member training is ongoing with new Board Members joining the Board. Skills matrix has been completed and GP continues to advise Board Members of training opportunities. Gordon Hunt from CDN attended the first ARC of the academic session and will be presenting at the Board Training Day. Work is ongoing for Emma Tilley to host a session on risk management for the ARC.

				(Amber)
	4.6 Principal & Chief Executive	Set objectives and identify any training needs.	Chair June 2025	**October 2025** The Chair and Vice Chair have an action from the remuneration committee to set objectives for year 2025/26. (Amber)
	4.7 Governance Professional	Recruit new postholder	Board	Implemented. (Green)
		Agree overarching policy on resolving issues around grievance, breach of contract and conflict of interest	Governance Professional / Human Resources Director	The new Chairs Committee remit now provides a suitable mechanism. (Green)
	4.8 Appointment Induction & Training	New processes in anticipation of TU membership	Governance Professional	SLC has had TU observers at Committees and Board for several months. Formal induction has now taken place. (Green)
	4.9 Board Evaluation	Revisit and refresh process and procedure	Governance Professional [Ongoing]	External Effectiveness Review was positive in respect of our process and procedure. The GP will continue to revisit and refresh processes, as appropriate. (Amber)
5 Relationships & Collaboration	5.1 Partnership Working	Build Collaborative initiatives with Regional Partner	Governance Professional and Principal	**July 2025** Principal is now the Chair of the College Partnership West group and attends Skills Led Regional Planning sessions. Quarterly meetings are held with South Lanarkshire Council relating to collaboration. SLC attended the Board Training Day in November to discuss opportunities. (Amber)

		Community Development	Principal and Vice Principal for Learning Teaching and the Student Experience. [Ongoing]	Ongoing. (Amber)
6 Other	6.1 Equalities	Equalities Awareness Training	Governance Professional Ongoing Training	A dedicated training session has already been provided by the former Governance Professional and is available on the Board Portal, but a refresher might usefully be considered at some future point. The Board manual now includes a briefing on this topic. (Green)
	6.2 Student Association Support & Recognition	Student Awards Funding	Management Ongoing Support	Senior staff are already supporting the SA in seeking funding from the Educational Foundation but further mechanisms for rewarding student effort are being considered. (Amber)

Schedule of Key Policies & Procedures		
Policy	Date	Due for review
Anti Bribery Policy	September 2024	September 2027
Dignity at work	July 2023	No Date – in process of being updated
Disciplinary Policy & Procedure	July 2023	June 2024 – in process of being updated
E Signature Policy	June 2024	May 2026
Equality Policy	Nov 2023	No Date – in process of being updated
Fee Waiver Policy	July 2023	July 2026
Fees Policy	June 2024	May 2025
Finance Regulations	June 2024	June 2026
Fraud & Anti Corruption Policy	June 2024	May 2027
Grievance Policy & Procedure	July 2023	November 2027
Lettings Policy	September 2024	September 2027
Procurement Policy	June 2024	April 2026
Safeguarding Policy	June 2024	August 2027
Staff Code of Conduct	Oct 2023	March 2026
Student Discipline Policy & Procedure	April 2023	August 2026
Whistleblowing Policy	July 2023	November 2030
Note that this element of the Rolling Review is under ongoing review and further policies may be added at request of Committees		

Schedule of Governance Documentation for Ongoing Review		
Code of Conduct	Reviewed as required by Standards Commission	Up to date
Committee Remits	For review four yearly or as required	Last review 2025
Scheme of Delegation	Ditto	Last review 2025
Standing Orders	Ditto	Last review 2024
Code of Good Governance	Current edition 2024	Adopted

BOARD OF MANAGEMENT

DATE:	9 December 2025
TITLE OF REPORT:	Approvals September – December 2025
AGENDA ITEM:	20
AUTHOR AND CONTACT DETAILS	Vari Anderson, Governance Professional Vari.anderson@slc.ac.uk
PURPOSE:	To note the electronic approvals granted by the Board from September – December 2025.
KEY RECOMMENDATIONS/ DECISIONS:	The Board is asked to: • Note the Board's endorsement for the reappointment of Heather Anderson • Note the Board's support to approve the nomination committee's recommendation to appoint three new Board Members • Note the Board's approval for the Annual Complaints Report 2024-25 to be published on the College website.
RISK	That decisions made outside the formal Board and Committee cycle may not be perceived as transparent.
SUMMARY OF REPORT	• Notes the Board's endorsement for the reappointment of Heather Anderson • Notes the Board's support to approve the nomination committee's recommendation to appoint three new Board Members • Notes the Board's approval for the Annual Complaints Report 2024-25 to be published on the College website.

1. INTRODUCTION

1.1 This report provides a formal record of the approvals granted by the Board between September and December 2025.

1.2 During this period, the Board considered three matters via e-mail correspondence:

1.2.1 The reappointment of Heather Anderson to the Board of Management

1.2.2 The appointment of three new Board Members

1.2.3 The publication of the Annual Complaints Report 2024-25 on the South Lanarkshire College website.

2 BACKGROUND AND APPROVAL PROCESS
Reappointment of Heather Anderson

2.1 In accordance with the *College Sector Board Appointments: 2014 Ministerial Guidance*, Board Members are to hold office for a period of up to four years. Where an appointment has not already been extended, the Board Member can request an extension to their appointment which is to be considered by the relevant committee.

2.2 In June 2025, the Governance Professional engaged with Heather Anderson to ascertain her interest in being considered for reappointment.

2.3 The Nominations Committee met on 3 October 2025 to consider whether the needs of the Board would be most effectively met by extending the appointment or by making a new appointment. The Committee recommended that Heather Anderson's term be extended for a further four years.

2.4 On 6 October 2025, the Governance Professional sought Board approval via email correspondence to endorse the recommendation for Heather Anderson's reappointment.

Approval	Refusal	No Vote
Kirsty Pinnell		Jack Whyte
Stella McManus		
Chris Sumner		
Scott Gray		
Tarryn Robertson		
Laura Wright		
Odira Atueyi		
Jacqueline Morrison		
Jo Gill		
Catriona Blacker		
Heather Meighan		
Peter Sweeney		
Douglas Morrison		
Scott Coutts		

2.5 Following receipt of a two-thirds majority approval, the Chair formally wrote to the Scottish Ministers on 6 October 2025 to request Heather Anderson's reappointment to the Board of Management. Approval was subsequently granted by the Scottish Ministers on 14 October 2025.

Appointment of Non-Executive Board Members

2.6 In response to recent changes in Board composition, a recruitment process was initiated to appoint three new Board Members. A total of 4 applications were received.

2.7 In accordance with the *College Sector Board Appointments: 2014 Ministerial Guidance*, an interview panel, including an independent member, was convened, and interviews commenced in September 2025.

2.8 At the conclusion of the interview process, the interview panel recommended the appointment of John Brown, Doug Morwood and Anna Stoll.

2.9 The Governance Professional wrote to the Board on 20 October 2025, seeking endorsement of the recommendations.

Approval	Refusal	No Vote
Laura Wright		Jack Whyte
Scott Coutts		Odira Atueyi
Heather Anderson		
Jo Gill		
Peter Sweeney		
Jacqueline Morrison		
Chris Sumner		
Stella McManus		
Heather Meighan		
Scott Gray		
Kirsty Pinnell		
Tarryn Robertson		
Catriona Blacker		
Douglas Morrison		

2.10 Following receipt of a two-thirds majority approval, the Chair formally wrote to the Scottish Ministers on 28 October 2025 to request approval to appoint John Brown, Doug Morwood and Anna Stoll to the Board of Management. Approval was subsequently granted by the Scottish Ministers on 4 November 2025.

Annual Complaints Report 2024-25

2.11 The Annual Complaints Report 2024-25 was presented and approved at the Learning, Teaching and Student Experience (LTSE) Committee on 20 November 2025.

2.12 In terms of the Scottish Public Services Ombudsman (SPSO)'s guidance, Reports should be published on the organisation's website in November each year.

2.13 As the Board Meeting was not scheduled until 9 December 2025, the Governance Professional sought the LTSE Committee's approval to issue an email request for approval, ensuring the Report could be published in a timely manner.

Approval	Refusal	No Vote
Scott Coutts		Jack Whyte
Stella McManus		

Douglas Morrison		
Catriona Blacker		
Chris Sumner		
Kirsty Pinnell		
Odira Atueyi		
Heather Anderson		
Jacqueline Morrison		
Jo Gill		
Tarryn Robertson		
John Brown		
Heather Meighan		
Peter Sweeney		

3   EQUALITIES

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

4   RISK

4.1 That decisions made outside the formal Board and Committee cycle may not be perceived as transparent..

5   RECOMMENDATIONS

5.1 The Board is asked to:

5.1.1   Note the Board's endorsement for the reappointment of Heather Anderson

5.1.2   Note the Board's support to approve the nomination committee's recommendation to appoint three new Board Members

5.1.3   Note the Board's approval for the Annual Complaints Report 2024-25 to be published on the College website.

BOARD OF MANAGEMENT

DATE	9 December 2025
TITLE OF REPORT	EIS-FELA Update Report
REFERENCE	21
AUTHOR AND CONTACT DETAILS	Cheryl Robertson (Branch Secretary) Scott Gray (Branch Convenor)
PURPOSE:	To provide an overview of EIS-FELA's South Lanarkshire College branch focuses, initiatives and concerns
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • Note the current work being discussed by the EIS-FELA sub-committees
EQUALITIES	There are no adverse implications for equalities identified within the attached report.
RISK	EIS FELA and South Lanarkshire College are committed to promoting positive employee relations and ensuring effective partnership between EIS FELA and management. Failure to do so could result in: • Increased Industrial Relation Issues • Recruitment and Retention Challenges • Non-Compliance with National Bargaining and Equality Duties
RELEVANT STRATEGIC AIM:	• The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	• The South Lanarkshire College EIS-FELA branch represents and acts as the collective voice for lecturing staff and is comprised of circa 150 members. • The branch committee currently consists of 20 members and is broken down into 4 sub-committees: Equalities, Health and Safety, Learning and Teaching and Wellbeing and Social • The current considerations of each committee is noted in the report.

1. INTRODUCTION

1.1 The purpose of this paper is to provide an overview of the most recent round of EIS FELA branch meetings, Committee meetings and sub-Committee meetings.

2. BACKGROUND

2.1 The South Lanarkshire College EIS FELA branch represents and acts as the collective voice for lecturing staff. It is made up of approx. 150 members who elect representatives annually at a January AGM.

2.2 The branch committee is represented by the branch and currently consists of 20 members.

2.3 Given that the branch committee is large, in comparison to others in the sector, the decision was recently taken to establish Sub-Committees. The sub-committees meet between branch committee sessions and maintain focus on key areas. The current sub-committees are: Equalities, Health and Safety, Learning and Teaching, Well-being, and Social.

2.4 The South Lanarkshire College branch are keen to engage with the Board, recognising that many issues are shared both locally and across the sector, particularly noting the issues around funding settlements for the FE sector and the changing learner needs.

3. COMMITTEE AND SUB-COMMITTEE UPDATES

3.1 The Branch Committee met and discussed the following:

3.1.1 It was noted that the pension contributions resolution is underway however not yet concluded. The Committee advised that this is a key issue for its members and will remain a standing agenda item at the Joint Negotiating Committee (JNC) until resolved. It being noted that the representatives will provide members with an update at the next full branch meeting.

3.1.2 Given the recent introduction of sub-committees, the membership for each was confirmed.

3.1.3 The branch noted that the Branch Representatives attended the EIS FELA Annual Conference 2025.

3.2 The Learning and Teaching Sub-Committee met and discussed the following:

3.2.1 The Sub-Committee discussed the new timetabling system which is being set up and noted that representatives will join the working group considering this.

3.2.2 It was noted that General Teaching Council for Scotland registration will be mandatory from December 2025 for lecturing staff. The Sub-Committee are keen to support the branch and intend to ask EIS and the College regarding specific training on this.

3.2.3 The Sub-Committee noted its interest in supporting and involvement in the planning of staff development days alongside People Services.

3.3 The Health and Safety Sub-Committee met and discussed the following:

3.3.1 The Sub-Committee discussed the concerns across the sector regarding a rise in violence in classrooms. It was noted there is a schools-based policy

however the Committee were of the opinion that this may need to be extended to cover the FE sector.

3.3.2 The Sub-Committee noted the terms of the ventilation report.

3.3.3 It was noted that the Sub-Committee will offer to participate in the Health and Safety walkarounds with the Facilities team.

3.4 The Equalities Sub-Committee met and discussed the following:

3.4.1   The Sub-Committee discussed the recent Supreme Court ruling and noted that this has placed the College in a challenging position and has caused concern within the College's trans community. The College's response has been shared with members however the Committee notes that the College is awaiting further guidance.

3.4.2   It was noted that Fife College is piloting a Reasonable Adjustments Passport for staff who have a disability and require adjustments. The 'passport' allows these adjustments to be to be agreed by the College, rather than the direct manager, which allows management changes without the requirement to disclose personal information. The Sub-Committee would be supportive of this measure as a benefit to their members. It was suggested that this would be particularly beneficial given the recent College restructure and line management changes.

3.5 The Wellbeing and Social Sub-Committee met and discussed the following:

3.5.1   The Sub-Committee discussed the impact of the student food larder and are keen to support this initiative. It was noted that donation boxes will be placed in each of the staff workrooms and branch officials will contact members requesting donations of food items.

3.5.2   It was noted that Sub-Committee members will be delivering at the digital showcase.

3.5.3   The Sub-Committee noted that the Hybrid Working Policy has been approved by the Board of Management. The Sub-Committee will work with members to raise awareness and encourage its use, where possible.

3.5.4   The Sub-Committee discussed the Branch initiative to encourage members to make use of College facilities such as the Hair and Beauty salons along with Bistro. Participation in these activities not only benefits members but also enhances learner experience.

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 AND ASSURANCES

5.1 EIS FELA and South Lanarkshire College are committed to promoting positive employee relations and ensuring effective partnership between EIS FELA and management. Failure to do so could result in:

5.1.1 Increased Industrial Relations Issues.

5.1.2 Recruitment and Retention Challenges.

5.1.3 Non-Compliance with National Bargaining and Equality Duties

6. RECOMMENDATIONS

6.1 Members are recommended to:

6.1.1. Note the information contained within the report.

6.1.2 Where appropriate, contact branch officials to offer support and/or feedback in respect of any of the information provided within this report.

BOARD OF MANAGEMENT

DATE	9 December 2025
TITLE OF REPORT	External Effectiveness Review
REFERENCE	22
LINK	[External Effectiveness Review](#)
AUTHOR AND CONTACT DETAILS	Vari Anderson, Governance and Compliance Professional Vari.anderson@slc.ac.uk
PURPOSE:	To provide an overview and request members note the terms of the Externally Facilitated Effectiveness Review
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • Note the terms of externally facilitated effectiveness review.
EQUALITIES	There are no adverse implications for equalities identified within the attached report.
RISK	Not conducting an externally facilitated effectiveness review at least once every three to five years would constitute a breach of Section D24 of the Code.
RELEVANT STRATEGIC AIM:	• The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	• The external effectiveness review comprised several stages designed to provide a comprehensive assessment of the Board's effectiveness. • The review highlighted the Board's strong enthusiasm and commitment since the College became a Regional College • The report acknowledges the exceptional challenges and significant changes since the previous effectiveness review in 2021, noting that the work undertaken has strengthened governance. • It also recognised the launch of our new ambitious strategy and the robust strategic planning process that supported it. • The reviewer confirmed that the Board demonstrates a clear commitment to the principles of good governance, with a rigorous approach that ensures continued best practice.

	- The Rolling Review was commended for providing assurance that good governance principles are firmly embedded within our governance arrangements and Board operations.
	- The report made two recommendations:
	   1. Building the Board Team – given that over half of our members have joined in the last 18 months it is important we keep building the Board team. In order to ensure engagement with the strategic plan, the strategic planning process should be included as part of the induction. **College Response:** The Governance Professional's Board Induction includes a section on the strategy and the process carried out in launching this.
	   2. Board and Committee Papers – although the volume of papers has reduced, there is recognition that there is still scope for improvement. **College Response:** Work is already underway to reduce the amount of papers included in the Board pack, including the introduction of cover sheets and links for Matters for Information.

SOUTH LANARKSHIRE COLLEGE SEAP

Self-Evaluation & Action Plan 2024-2025

November 2025

ONE COLLEGE.
ONE COMMUNITY.
FOCUSED ON YOU.

Introduction

South Lanarkshire College (SLC) remains committed to delivering excellence and placing students at the heart of all activities. This Self-Evaluation and Action Plan provides an institutional-level review of outcomes from quality assurance processes, identifying key themes, strengths, and areas for enhancement. Informed by robust data, external feedback, and the QAA Tertiary Enhancement Framework (TQEF), the document evaluates how effectively the SLC approaches to learning, teaching, and assessment support student success and strategic priorities. It moves beyond process to focus on impact—highlighting where SLC excels and where targeted action is required to drive continuous improvement and innovation across the College.

The College Board has set clear expectations through the SLC Strategy 2030, with a vision "To inspire and transform lives through inclusive, innovative and sustainable education." It sets out four strategic aims: Student Experience, People and Culture Development, Growth and Innovation and Sustainability.

Each of the TQEF headline principles align directly with these priorities, ensuring excellence in delivery, strong student success, continuous enhancement, meaningful engagement, robust evidence and external collaboration.

Structured mechanisms with the Student Association, Senior Leadership Team and class representatives embed student participation across operations, ensuring engagement and partnership that drive success.

CONTEXTUAL STATEMENT

South Lanarkshire College (SLC) occupies a distinctive role within the Glasgow City Region as an ambitious and inclusive anchor institution, committed to delivering excellence in education, innovative skills development and meaningful economic and social impact. Guided by its mission to create the workforce of the future through first-class teaching, learning and support SLC provides transformative learning experiences that empower students to achieve meaningful qualifications, enhance confidence, and contribute actively to the economy and society.

The College's Strategy 2030 places inclusive education at its core, ensuring that every learner, regardless of background, has access to high quality teaching, holistic support services, and clear pathways into sustainable careers. By aligning curriculum design with labour market demand and priority sectors, including health and social care, construction and low carbon industries, business and financial services and tourism, SLC strengthens workforce resilience and supports regional economic growth.

As an anchor institution, SLC extends its influence beyond education. Deep engagement with local communities, employers and public partners ensures that provision is responsive to evolving needs and that regeneration projects are rooted in community priorities. The College's commitment to sustainability, including net zero targets integrated into curriculum and operations, positions it at the forefront of Scotland's green agenda.

Quality assurance and enhancement processes, reinforced by the establishment of the new Quality and Learning and Teaching Innovation unit, embed the principles of the Tertiary Quality Enhancement Framework (TQEF) across planning and evaluation. This ensures a culture of continuous improvement, staff development, and student partnership. Through this quality driven approach, South Lanarkshire College delivers lasting impact as a trusted, future focused institution at the heart of its region.

Table 1: SLC Student Age Demographic

	2024-2025	%	2023-2024	%
0-17	1,428	31	1,437	28
18-20	1,103	23	1,153	22
21-24	569	12	599	11
25-40	953	20	1,167	22
41+	694	14	864	17
Total	**4,748**	-	**5,520**	-

Between 2023–24 and 2024–25, overall SLC student enrolment fell by 14% (from 5,520 to 4,748), with the decline concentrated amongst adult learners, while younger students became a larger share of the population. The 0–17 group dropped slightly in number but rose from 28% to 31% of the total, and the 18–20 and 21–24 groups also saw small numerical declines but modest proportional increases, together making up 54% of students compared to 50% the previous year. In contrast, the 25–40 group fell sharply from 1,167 to 953 students, reducing its share from 22% to 20%, and the 41+ group dropped from 864 to 694, shrinking from 17% to 14%. This shift indicates that while traditional college-age students remain relatively stable, adult learners are participating less in traditional SLC provision, suggesting a need for new strategies to support lifelong learning, upskilling and reskilling.

Table 2: SLC Student Gender Demographic

	2024-2025	%	2023-2024	%
Male	2,372	50	2,507	48
Female	2,323	49	2,652	51
Prefer Not To Say	50	1	62	1

Over the past two years, SLC has maintained a notably even gender balance, reflecting its specialisms in construction, care, and business, with males rising slightly from 48% to 50% and females shifting from 51% to 49%, while the "prefer not to say" category remained steady at 1%. Although overall numbers declined for both genders, the near parity highlights the College's success in attracting a diverse student body across traditionally gendered fields, ensuring inclusivity and balance in its enrolment profile.

Table 3: SLC Student Key Group Overview

	2024-2025	%	2023-2024	%
All Students	4,748	100	5,520	100
Care Experienced	205	4	172	3
Carer	250	5	271	5
Disability	555	12	505	9

Across the last two years, overall student numbers fell from 5,520 to 4,748, but the proportion of students in key support groups grew, highlighting a shift in the college's demographic profile. Care-experienced students rose from 3% to 4% despite the overall decline, carers remained steady at 5%, and students declaring a disability increased notably from 9% to 12%. This indicates that while enrolment contracted, the college is serving a relatively larger share of students with additional needs, reinforcing the importance of inclusive support strategies.

Principle 1: Excellence in Learning, Teaching and Assessment

TQEF principle 1: Excellence in Learning, Teaching and Assessment asks us to consider the following themes:

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

By integrating these considerations into curriculum design, teaching practice, and quality assurance processes, South Lanarkshire College fosters a culture of continuous improvement and innovation that prioritises learner success and meaningful engagement, as evidenced as follows:

Strategic Leadership of Learning and Teaching

Strategic leadership of learning and teaching at South Lanarkshire College is characterised by a clear vision, evidence-based decision making, and a sustained focus on student success. Educational priorities are fully aligned with the ambitions of the Strategy 2030 and the vision, supported by robust evidence and external validation, drives high-quality provision and embeds a culture of excellence, innovation and continuous improvement. Curriculum design is shaped by industry and responsive to regional economic needs, enabling students to progress confidently into employment while providing businesses with the skilled talent required.

The establishment of the Quality and Learning and Teaching Innovation unit ensures the principles of the QAA Tertiary Enhancement Framework (TQEF) are embedded across planning and evaluation, while staff development programmes equip colleagues to understand and apply the framework within their areas of responsibility. Student engagement is central to this approach, with structured mechanisms enabling active participation from the Student Association, Executive Team, and class representatives in shaping the life and work of the College. Decisions are informed by accurate and timely data, supported by Power BI dashboards that provide dynamic insights to strengthen evidence-based discussion and decision-making. Through this integrated approach, South Lanarkshire College fosters a culture of reflection, partnership, and enhancement that delivers excellence in learning and teaching, supports student success, and ensures provision remains future focused and resilient.

Curriculum Planning, Design, Recruitment and Retention:

Table 4: SLC Credit Activity Level and Outturn 24 - 25

2024-2025	Credit Allocation	Credit Out-turn	Over-activity (%)
SFC Core Target	43,600	43,906.5	306.5 (%)

In academic year 2024/25, South Lanarkshire College's curriculum activity was capped at 43,601 credits, despite clear evidence of further demand and market need. Overall, demand for curriculum activity continues to outstrip available provision, highlighting both the strength of regional need and the College's potential to contribute further to skills development and inclusive growth. This can be evidenced in application conversion rates:

Table 5: Summary of SLC Application Conversion Data over a 3-year trend

	Applications Received	Headcount	Conversion Rate (%)
24/25	7,005	4,393	62
23/24	6,343	4,729	74
22/23	5,645	5,524	98

Applications to SLC programmes have increased year-on-year, rising from 5,645 in 2022/23 to 7,005 in 2024/25, reflecting strong demand for college places. However, conversion rates have declined sharply from 98% to 62%, primarily due to sector-wide constraints on funded places. While interest in SLC provision is growing, capacity limitations mean fewer applicants can be accommodated, impacting enrolment and progression opportunities. This trend underscores the need for strategic management of recruitment and retention, alongside advocacy for increased funding to meet regional skills demand.

Operating in this context, effective curriculum planning is a cornerstone of quality assurance and enhancement at South Lanarkshire College. Due to restrictions on curriculum volume, and levels of demand, planning and delivery are rigorously prioritised to maximise impact for learners and communities. Alignment with Regional Skills Assessments, government priorities, and labour market intelligence drives focus on key sectors: Health and Social Care, Construction and Renewables, Business and Financial Services, and Tourism and Hospitality. Curriculum planning is underpinned by a rigorous review process combining internal quality data and external stakeholder input to ensure relevance and impact.

Outdated or underperforming provision is removed, and insights from employers and industry inform innovation and alignment with labour market needs. Dual-layer evaluation, biannual course-level reviews and annual curriculum-level analysis, drives continuous improvement supported by live Power-Bi dashboards for timely interventions. Throughout the academic session, iterative planning, responsive to the changing needs of the students and industry, enables a curriculum design appropriate to learning needs, bespoke learning approaches, and all within the context of a cost-of-living crisis. This structured approach ensures provision remains responsive, inclusive, and strategically aligned.

Demand for ESOL and English for Specific Purposes

Table 6: English Language Applications Received 2022 - 2024

	Applications Received	Headcount	Conversion Rate (%)
24/25	400	228	57
22/23	237	228	96

Analysis of ESOL application and conversion data in recent years clearly illustrates that demand for provision has grown significantly, reflecting strong recruitment potential and clear alignment with learner and employer needs. However, the College has been unable to expand delivery due to restrictions imposed by the credit funding model, limiting flexibility in curriculum planning and constraining the ability to respond fully to this demand. While retention and achievement remain positive, the challenge lies in balancing strong recruitment trends with capped growth, reinforcing the need for continued dialogue with funding bodies to secure greater capacity and ensure that curriculum design can evolve to meet regional skills priorities.

In addition to credit-funded ESOL provision, South Lanarkshire College has successfully secured funding from local authority partners to deliver community-based lower-level English language programmes in 2025–26, extending access to learners who may otherwise face barriers to participation. This expansion reflects a strong commitment to inclusivity and responsiveness to local need, ensuring that language learning opportunities are embedded within community settings. The ESOL team's regular engagement with third sector partners supporting migrant and refugee communities, such as the East Kilbride Integration Network (EKIN), further strengthens this approach by enhancing signposting and creating coherent learning pathways. Collectively, these arrangements demonstrate a strategically aligned model that not only broadens provision but also fosters collaboration across sectors to support integration, progression, and positive outcomes for diverse learner groups.

Key Performance Indicators:

South Lanarkshire College continues to demonstrate strong performance within the Scottish college sector. The Board of Management, Senior Leadership Team (SLT), and staff maintain a clear and consistent focus on sustaining the College's reputation for delivering a high-quality learning experience. This commitment is evidenced by positive findings in Education Scotland's Annual Engagement Visit Report (July 2024) and reinforced by the College's performance indicators, which reflect ongoing success in key areas of student achievement and institutional effectiveness.

Table 7: SLC 3- Year Attainment Rates: All Enrolments

Mode	Completed Successful SLC 2024/25	Completed Successful SLC 2023/24	Completed Successful SLC 2022/23	Completed Successful Sector 2023/24
FE FT	72%	78%	73%	67%
FE PT	80%	82%	82%	80%
HE FT	72%	72%	68%	67%
HE PT	81%	67%	74%	82%

SLC consistently outperforms the sector average across three delivery modes (FE FT, FE PT, HE FT), a trend sustained over recent years.

Life Science (HE PT) impacts the 23-24 SLC figures and the 3-year average: This area will be subject to Quality Review processes in 25-26

Table 8: SLC 3- Year Attainment Rates: All Enrolments

College	FE FT %	No. FE FT	FE PT %	No. FE PT	HE FT %	No. HE FT	HE PT %	No. HE PT
UHI Shetland	82.8	72	95.5	0	0	0	0	0
UHI Orkney	79.7	98	94	0	0	0	0	0
South Lanarkshire College	77.5	1202	81.6	1010	72.2	446	66.9	121
UHI Inverness	75.4	780	84.8	1659	0	0	0	0
UHI Perth	72.8	720	80	895	0	0	35.3	6
West Lothian	72.7	883	93.3	2972	72.4	446	88.7	448
North East Scotland College	71.6	2635	85.3	3399	72.7	1428	80.6	270
Dumfries and Galloway	71.3	562	90.5	2665	72.3	225	89.1	171
Dundee and Angus	70.8	2052	78.1	2989	74.4	1017	84.6	351
Edinburgh College	70.5	2299	78.3	6130	74.1	1812	85.3	1256
SRUC Land College	70.4	454	85.5	1753	0	0	0	0
Borders	70	557	81.9	1207	67.6	144	82.3	79
Forth Valley	69.2	1250	89.4	3446	68.8	680	85.3	594
Newbattle	68.8	33	0	0	0	0	0	0
Ayrshire	67.9	1560	81	5282	63.3	904	89.5	451
Glasgow Kelvin	67.8	1283	74.8	2914	59.1	573	74.6	306
West College Scotland	67.3	2299	65.7	6578	61.6	1030	76	609
UHI Moray College	66.8	533	79.7	1016	0	0	0	0
UHI North, West and Hebrides	65.3	441	81	2295	0	0	0	0
Fife College	62.6	2051	85	3817	62.3	1021	84	1117
Glasgow Clyde	60.7	1725	77.8	4656	66.6	1461	75.4	1117
City of Glasgow	59	1643	79.8	2960	65.2	3944	76.7	427
UHI Argyll	56.8	46	77.4	982	0	0	0	0
New College Lanarkshire	56.3	1996	79.6	5618	62.2	1218	77.9	391
Scotland	67.1	27,174	80.4	67,284	66.9	16,379	81.7	7,235
Sabhal Mor Ostaig	0	0	0	0	0	0	0	0

Table 9: South Lanarkshire College Ranking 2024-2025: By Mode of Delivery

Mode of Delivery	%	Rank
FE FT	77.5	1
FE PT	81.6	9
HE FT	72.2	6
HE PT	66.9	14

As can be seen from above, the SLC ranking varies significantly across modes of attendance, but this pattern aligns with the proportion of students enrolled in each mode.

Academic Standards and Awarding

Education Scotland

The most recent Education Scotland Annual Engagement Visit (May 2024) recognised significant progress across key themes of learner outcomes, quality assurance, professional practice, and learner engagement, with no main points for action identified. Positive progress was highlighted across multiple performance indicators, reinforcing the College's strong sector standing. However, the report identified two priority areas for development: the need for a strategic and consistent approach to tracking and monitoring meta skills within programmes, and the requirement for improved training and support for learner representatives. Both recommendations were incorporated into the College's 2024–2025 action planning, and in 2024-25 South Lanarkshire College demonstrated a structured and collaborative approach to student representation through its engagement with sparqs.

Five Class Representative training sessions were offered to all 263 Class Reps, with 68 attending and an additional 11 already trained. Further targeted delivery reached specific cohorts, including Skills for Independence and ESOL students, ensuring inclusivity. The two-part training model, self-paced learning via Moodle followed by interactive Zoom sessions led by sparqs trainers, provided flexibility and formal recognition through certification. Supporting materials were made accessible on the Class Rep Teams page, reinforcing continuity and reference. While these arrangements reflect strong alignment with sector best practice and sparqs principles of partnership, attendance data indicates scope for improvement in uptake. Future actions should focus on increasing participation rates and embedding training earlier in the academic cycle to maximise impact on student voice and engagement.

External Verification Activity 2024 – 2025

Table 10: South Lanarkshire College Verification Activity Summary 24-25

Total selections/visits	34
Good practices	56
Recommendations	31

In the last 12 months, SQA made 22 selections across the regulated portfolio, which included 31 groups awards/ qualifications. In addition, 12 SQA Higher National and Vocational Qualifications (HNVQ) group awards were selected which spanned 22 verification groups, each with individual verification reviews and outcomes.

External verification activity confirms strong quality practice, with 56 examples of good practice identified against 31 recommendations. Key strengths include robust internal verification, tailored and ongoing staff CPD, effective use of digital tools, and high staff and student engagement. While these findings demonstrate a well-embedded quality culture, recommendations indicate scope for further consistency and enhancement in assessment practice and feedback mechanisms, which will feed directly into 2025-26 action planning.

SQA Verification

The most recent SQA Systems Verification audit was conducted in December 2023 and concluded with an overall level of assurance of "Good: system meets control objectives." The audit highlighted several strengths, including a strong culture of continuous improvement, effective internal verification processes, close collaboration between curriculum and quality departments, and the development of action plans to address identified quality concerns. Importantly, no significant weaknesses were identified.

This remains the latest SQA verification visit, and the College continues to build on the strengths recognised within the report while maintaining robust systems to ensure ongoing compliance and quality assurance.

Learning Environment, Resources and Technologies

In 2024-25 the College implemented a revised digital strategy that strengthens digital culture in learning and teaching, promoting a technology-enabled, inclusive curriculum designed to enhance student engagement and deepen understanding.

Previous evaluation evidenced need to focus on an enabled curriculum, and during 2024-25 almost one third of SLC staff (104) have engaged in the Jisc Digital Capabilities survey and training, with further activities planned for 2025-26. In addition, the dedicated SLC Learning and Teaching Innovation Unit will engage with JISC in early 2026 to initiate a review of the SLC digital learning platforms to create a richer student experience that meets changing expectations and enhances curriculum design and delivery through effective communication collaboration.

In addition, a review of laptop usage in both classroom and library facilities took place in 2024-25. The review found inefficiencies in use of resource, and subsequent impact on accessibility. Key actions are embedded in the 2025-26 plan to address this, involving the first phase roll-out of a device utilisation improvement programme which will see lap safe lockers installed at key points across the SLC campus.

Professional Development and Peer Review

In 2024–25, the College established a dedicated Learning and Teaching Innovation Team, creating strategic capacity to advance professional practice and strengthen compliance, collaboration, and innovation. This initiative demonstrates a clear institutional commitment to excellence in learning and teaching and lays the groundwork for 2025–26 actions that will embed a structured, quality-driven approach to professional development:

- Development and piloting of a reflective enhancement processes, driven by advanced practitioners and peer reviewed- focusing on learning and teaching enhancement, sharing of good practice, and improving student success;
- Creation of a professional development pathway, 'Teach: The SLC Way'
- Include establishment of a centralised hub for pedagogical and andragogical advancement, innovation, digital enhancement, and workshops, for both self-directed and group study.

Ongoing engagement in external initiatives such as the TQFE programme and College Development Network Elevate LT Pilot ensures exposure to current research and innovative methodologies, encourages staff to maintain professional development to stay current, fostering adaptability and relevance across all curriculum areas. Through these actions, the College demonstrates a proactive approach to maintaining the freshness and applicability of its teaching strategies, ensuring that learners benefit from up-to-date, high-quality provision aligned with industry, technological and educational advancements.

Teaching Qualification in Further Education (TQFE)

- 2024-25 Enrolments: 8 staff members from 5 curriculum areas with 100% pass rate
- Capacity Building: The Learning and Teaching Innovation Manager has been appointed as a TQFE co-tutor with Aberdeen University, strengthening delivery resilience
- Future Planning: At least one additional lecturing staff member will be trained as a co-tutor in the future to further enhance capacity

All-Staff Development days and Continuing Professional Development (CPD) days, occurring formally at three points in the academic session, continue to form cornerstones of the South Lanarkshire College planning cycle. The most recent Education Scotland Report highlighted that "college provides good opportunities for teaching teams to engage in professional development and updating. Workshops on neurodiversity and digital upskilling are well attended. Staff feel motivated to enhance their pedagogical practice and feel confident in professional dialogue on these themes." In 2024 –25 the following events were successfully delivered:

Table 11: Staff Development Schedule 2024 - 25

Date	Activity	Overall Theme	Breakout Session Themes
13.08.2024	All Staff Conference	Time to Reset, Engage and Elevate	Digital Learning and Learning & Teaching
18.12.2024	Staff Development Day	Digital & Sustainability	Digital Learning
25.06.2025	Staff Development Day	Learning, Collaboration and Connection	Personal Development

Participation in these activities was strong, with over 220 staff members (73%) engaging across the three scheduled events. This level of involvement demonstrates a healthy culture of professional learning, though there is scope to increase participation further to ensure consistency across the workforce. The events themselves were well-structured, each with a clear overarching theme—ranging from digital learning and sustainability to collaboration and personal development—providing both strategic alignment and practical relevance.

The balance between high-level messaging and breakout sessions allowed staff to contextualise external challenges while engaging in peer-to-peer learning, reinforcing the positive findings of the Education Scotland Report. Overall, the programme shows clear impact in motivating staff and supporting pedagogical enhancement, with future focus best placed on sustaining high attendance and diversifying breakout themes to maximise engagement across all teams.

Currency of Learning and Teaching and Innovation of Learning, Teaching and Assessment

The creation of the Learning and Teaching Innovation Team in 2024-25, and 2025-26 planned activities, evidence that SLC is committed to supporting the currency of learning and teaching by ensuring that professional practice is regularly reviewed and refreshed, and remains responsive to sector developments, regulatory requirements, and emerging pedagogical trends.

Key 2025-26 actions include achieving GTCS Centre Validation and securing SQA Learning and Development Awards approval which will embed nationally recognised standards, while the launch of a Learning and Teaching Innovation portal will provide staff with timely access to contemporary resources and best practice.

PRINCIPLE 2: SUPPORTING STUDENT SUCCESS

Enabling Student Success

South Lanarkshire College places the student voice at the heart of its policies, procedures, and systems, ensuring student representation at every level of governance, including Committees and the Board. These measures sit alongside a suite of policies designed to protect and promote student welfare, including Gender-Based Violence Prevention, Corporate Parenting (We Promise to Care), Fitness to Study, Caring for Carers, Student Code of Conduct, Mental Health and Wellbeing pathways, and Counselling Service information. Together, these frameworks underpin a culture of safety, inclusion, and holistic support, ensuring students can thrive academically and personally. Student Support Services play a pivotal role in enabling students to achieve their full potential. Some of the most impactful aspects of this support positively impacting the student experience include:

Safeguarding and Student Welfare

An internal audit conducted in 2024–25 reviewed the College's compliance with statutory duties relating to student care. The audit assessed six key objectives, including the existence and communication of Duty of Care policies, appointment of responsible staff, risk identification processes, staff training programmes, engagement with Prevent partners and Corporate Parents, and regular reporting to senior management and the Board. Each objective was rated Good, the highest assurance level, with no agreed actions required.

This outcome confirms that the College has robust, well-embedded systems and practices in place to safeguard student welfare and meet all statutory obligations, reflecting a strong culture of accountability and continuous improvement. 13 examples of good practice were identified, confirming robust systems and a culture of continuous improvement. Strengths noted by auditors included a strong safeguarding and corporate parenting framework, supported by updated policies, a dedicated internal Safeguarding Network, and the Report Now referral system. Highlights include achieving the Emily Test Charter for gender-based violence prevention and support, mandatory staff training, active engagement with partners, and comprehensive student induction.

One area of enhancement was identified - no formal annual report on Safeguarding, Corporate Parenting and Prevent matters provided to LTSE or the Board of Management, which provides explicit confirmation of compliance with the collective duties placed on the College. This has been taken forward into the 2025-26 action plan, and a formal report was added to the November 2025 Learning, Teaching and Student Experience committee agenda. In addition, a standing item of a Student Partnership and Engagement report will be added to the agenda for all future meetings.

Equality and Diversity

Leaders and managers at South Lanarkshire College demonstrate a clear and embedded commitment to equality and diversity, ensuring that the promotion of inclusivity and the celebration of difference remain a priority for both staff and students. High expectations of behaviour are consistently promoted, resulting in a culture of tolerance and respect that underpins the wider learning environment. This inclusive ethos is reinforced by the College's dedicated Equality and Engagement Officer and a comprehensive Equalities Policy, which provide strategic leadership and operational guidance to embed equality principles across all areas of activity. The Scottish Funding Council and the Equality and Human Rights Commission (EHRC) jointly published the National Equality Outcomes (NEOs) as part of their report, "Tackling Persistent Inequalities Together" and it seeks to address the persistent inequalities within the Tertiary education system and calls upon institutions to contribute to these outcomes as part of their Public Sector Equality Duty. (PSED). SLC published its NEO report in 2025. Together, these arrangements ensure that equality and diversity are not only promoted but actively lived within the College community, supporting positive relationships, fairness, and respect while driving continuous improvement in practice.

Student Support Audit

The report from the most recent internal audit of Student Services was published in August 2024, focusing on obtaining reasonable assurance that there is appropriate provision of adequate advice and support to new students, students experiencing financial or other hardship and students with disabilities or special needs. The audit confirmed that the College's student support arrangements are robust, achieving an overall assurance rating of Good, the highest level. All five objectives—covering induction, financial and academic support, disability provision, and fostering a sense of belonging—met control requirements with no agreed actions. This demonstrates strong systems and effective processes across student support functions.

Strengths identified include:

- Comprehensive induction processes, including welcome packs, campus tours, and open days.
- Financial support through discretionary funds and crisis assistance.
- Academic support via ELS team, study skills classes, and personal learning plans.
- Inclusive provision for students with disabilities, including BSL interpreter and assistive technologies.
- Wellbeing initiatives such as counselling services, safeguarding team, and LGBTQ+ inclusion.

Recommendations / Actions in Progress:

- Launch of the "You Got In" campaign to strengthen engagement from application to enrolment. This was successfully launched and continues to be adapted to improve engagement with offer holders.
- Development of a tiered support structure within the ELS team to tailor interventions.

Educational Learning Support (ELS)

The College is progressing towards a fully integrated, learner-centred support model combining ELS with guidance, counselling, and wellbeing services. Key developments in 2024-25 include scheduling the appointing of new ELS Advisors, launching the ELS Learning Hub on SharePoint, and expanding assistive technologies. Demand remains high and increasingly complex, with 585 students registered in 2024-25, an increase of 249 from 23-24. Following internal review professional discussions are underway to address underlying factors for high referral to the service, including admissions processes, core skills levels, and the need for staff upskilling. Further planned enhancements to the service in 25-26 include Power BI reporting and database improvements to strengthen planning and delivery.

SLC Counselling Service 2024 – 2025

Annual review illustrates that the college counselling service delivered 613 sessions to 106 students, a slight increase on the previous year, alongside a 6.2% rise in hours delivered due to fewer missed appointments. Anxiety remained the dominant presenting issue (47.7%), followed by bereavement (12.6%) and stress (8.4%), with other concerns including trauma, substance misuse, and suicidal ideation. Service usage was predominantly female (≈75%), highlighting a gender imbalance that may warrant targeted engagement strategies in 25/26.

Impact was significant: over two-thirds of surveyed students indicated they would have withdrawn without counselling support, evidencing the service's critical role in retention. Workshops such as Coping with College reached 30+ class groups, and refreshed offerings on self-care and boundaries extended support to both students and staff.

Key strengths of the service include high student satisfaction, measurable contribution to retention, and expanded workshop provision, whilst areas for development include broadening engagement among underrepresented groups and enhance visibility of emotional support options.

Priorities for 2025/26:

- Scale up self-care and boundaries workshops during staff development days
- Strengthen promotion in partnership with the Student Association and Marketing
- Increase emotional support capacity
- Upgrade quiet room facilities
- Schedule workshops earlier in teaching blocks

Student Mental Health Agreement (SMHA) – Foundations for 2025–26

In 2024–25, Student Support leads prioritised strengthening student mental health support by deepening collaboration with the Students' Association and NUS Think Positive. This involved a series of partnership meetings and an in-house Student Survey - the results of which helped shape the refreshed SMHA including the 3 priority areas, joint workshops with NUS Think Positive, collaboration with other Student Associations and ongoing planning meetings with college staff. This work was essential to embed integrated, equitable services and remove barriers to success. Efforts focused on shaping the refreshed SMHA, to be launched in early 2025 - 2026, by aligning key priorities such as financial wellbeing, social engagement, and targeted support for men's mental health. These foundations will ensure a sustainable, student-centred approach for the years ahead.

Support for Care Experienced (CE) and Priority Groups

South Lanarkshire College places students at the heart of its work and is committed to ensuring care-experienced learners achieve equitable outcomes. With regards care experienced students, ambition is clear: no gap in attainment compared to peers, recognition of lived experience to shape a culture of compassion, and success throughout the learner journey. This commitment is embedded in the refreshed Corporate Parenting Plan (2024–28) which aligns with Scotland's #KeepThePromise agenda. Through a holistic, trauma-informed approach and strong collaboration with corporate parents and agencies, the College demonstrates its role in improving life chances for care-experienced students.

The College was delighted to publish the refreshed We Promise to Care – Corporate Parenting Plan and We Promise to Care Infographic in January 2025 following Board approval. This plan sets out the vision and direction to support care experienced students and outlines new commitments for the period 2024-28. It describes what it hopes to deliver over the next four years to ensure care experienced students can achieve their full potential and have the opportunities they need to thrive and succeed in life. Improving retention and attainment for care experienced students is a key focus of the plan. As can be seen in the table below, the College was delighted to see an increase in attainment from the period 2022-23 to 2023-24. This increase in attainment indicates that the supportive measures the College has introduced is making a positive difference, with unconfirmed figures for 24-25 indicating a continuation of the positive trend.

Table 12: Summary of SLC attainment rates over a 3-year period: Care Experienced Learners

Academic Year	Students enrolled who indicated they were (CE students)	Attainment/ Completed successfully (CE students)	Attainment/ Partial success (CE students)	Attainment/ Completed successfully (All students)	Scottish Average (CE students)
2021-22	173	51.4%	23.7%	67.6%	52.5%
2022-23	145	51.7%	28.3%	73.4%	55.4%
2023-24	140	68.6%	12.1%	75.9%	60.5%
2024-25	189	55.0%	16.4%	76.7%	-

During 2024–25, Student Experience teams strengthened corporate parenting and priority group support to ensure equity and inclusion through the 'We Promise to Care' initiative. Named staff provided tailored guidance, fast-tracked funding, and facilitated access to learning and wellbeing services. Summer transition activities, budgeting workshops, and targeted outreach for unaccompanied minors laid essential groundwork for continuity and trust. Collaboration with both the student association and corporate parents and agencies, including social work, housing, and health partnerships, supports a holistic, trauma-informed approach and smooth educational transitions, reinforcing a commitment to equity and improved outcomes. External validation of the effectiveness of this work was evidenced in the college being shortlisted for the CDN Inclusive College Award for 'We Promise to Care.'

Data and Reporting

During 2024–25, the College undertook preparatory activities, including data cleansing, process mapping, and staff training, to enable a smooth transition to the Unit-e system in 2025–26. These steps strengthen the learner-centred support model by improving data accuracy and integration. The adoption of Power BI dashboards will enhance real-time monitoring of care-experienced and other priority students engaging with support services, enabling timely interventions and evidence-based decision-making.

The College's Report and Support tool provides students with a confidential mechanism to report issues such as gender-based violence, harassment, safeguarding, and mental health concerns via the Student Portal, either named or anonymously. It is used for reporting, case management, and analytics, with integrated support articles and automated follow-up emails to guide students to relevant resources. This system has strengthened a culture of proactive prevention and trust, ensuring timely responses by Support Services.

In academic year (AY) 2024–25, 89 Report and Support incidents were reported (79 named, 10 anonymous), compared to 104 reports in 2023–24 (101 named, 3 anonymous), indicating sustained engagement with the system. Common concerns include mental health issues, substance misuse and general concerns about a student's welfare.

Table 13: Summary of SLC attainment rates over a 3-year period: Care Experienced Learners

Year	General Concern	Mental Health and Wellbeing	Safeguarding or Prevent Concern	Other	Sexual Misconduct or Gender-based Violence	Homelessness (unstable housing)
23-24	21	37	21	34	4	-
24-25	27	23	15	19	8	3
Year	**Harassment**	**Bullying**	**An Assault**	**Financial Crisis**	**Hate Crime**	**Estrangement (Family Breakdown)**
23-24	3	1	3	-	1-	-
24-25	3	2	2	2	1	1

Gender Based Violence

In 2021, South Lanarkshire College was one of only two UK colleges selected to pilot the Emily Test Gender-Based Violence (GBV) Charter, reflecting sector-leading commitment to prevention and support. This strategic initiative, underpinned by two priorities—Prevention and a Support & Wellbeing Framework—demonstrates a zero-tolerance approach to GBV and embeds safeguarding within institutional culture.

Partner engagement continued throughout 2024–25, with a full review scheduled for early 2025–26 to assess impact and strengthen practice. The dedicated GBV webpage provides transparent access to policies, resources, and collaborative actions, reinforcing accountability and visibility for students, staff, and stakeholders.

More information can be found here: https://www.slc.ac.uk/students/student-support/gender-based-violence/

Achieving Positive Outcomes for Every Learner

Achieving positive outcomes for every learner is central to South Lanarkshire College's mission. External validation from Education Scotland—through the Care Thematic Review (Feb 2024) and Annual Engagement Visit (May 2024)—confirmed significant progress in learner outcomes and engagement, with no main points for action identified. Enhancement activity is embedded across curriculum and support teams, creating a responsive and well-supported learner journey. Consistently high attainment rates above sector benchmarks evidence the impact of these strategies, while highlighting opportunities to further strengthen student voice and ensure consistency of practice.

Table 14: Student measures

Measure	2024-25 Performance	2023-24 Performance
Student Successful Completion Rate	86.2%	87.9%
Early withdrawal rate	3.9%	3.9%
Further withdrawal rate	9.9%	8.8%
Student Recruitment figures, Full Time (FT) and Part Time (PT)	FT: 1,826 PT: 2,255	FT: 1,901 PT: 2,188

The recently published National Performance Indicators for academic session 2023/24 demonstrate that the extensive additional support provided by curriculum and support teams for groups of students facing the greatest barriers to learning has had positive impact:

- Students from SIMD5 (1163) achieving 86.33% which is consistent with 2022/23 levels of 86.38%
- Students from SIMD10 (627) achieving 85.49% which is consistent with 2022/23 levels of 85.92%
- Students from SIMD20 (291) achieving 84.54% which is 1.35% above 2022/23 level of 83.19%;
- 451 students who declared that they had a disability completed successfully at 85.59% which is 1.16% above 2022/23 level of 84.43%;
- 679 students from ethnic minority backgrounds completed successfully at 87.95% which is consistent with the 2022/23 level of 88.58%

Further analysis, and action planning, continues around the experience of those students in the key groups of disability, care experienced and ethnic minority to improve success.

Effective and Successful Transitions

The College's Senior Phase offer, delivered in partnership with South Lanarkshire Council and DYW, aligns with labour market trends and provides clear progression pathways. Expanding employer collaborations—such as NHS Lanarkshire, CITB, and Police Scotland—continues to strengthen work-ready skills and support effective transitions into employment. The College offer is divided into four pathway options to Senior Phase pupils from across the Local Authority, delivered in college:

- A Senior Phase GradU8 Pathways Programme
- Senior Phase Independent Options
- Senior Phase Winter and Summer leaver Programmes
- Foundation Apprenticeships

In 24/25 these programmes enjoyed the highest levels of enrolment since programme initiation, with trends evidencing positive trends:

Table 15: School Transition Programme Key Statistics 2023 - 2025

GradU8	2024-25	2023-24
Enrolled	273	277
Withdrawal rate	21.61%	12.6%
Achievement	65.93%	61%
Overall retention	78.39%	87.36%

Winter and Summer Programmes	2024-25	2023-24
Enrolled	29	24
Withdrawal rate	24.14%	0%
Achievement	51.72%	25%
Overall retention	75.86%	100%

Foundation Apprenticeships	2024-25	2023-24
Enrolled	192	170
Withdrawal rate	6.78%	11.18%
Achievement	67.71%	81.76%
Overall retention	93.23%	88.92%

N.B. There was no uptake of Senior Phase Independent Options in session 2024-2025 or 2023-2024.

Across both GradU8 and the Winter and Summer Programmes, a clear trend emerges of rising achievement but falling retention. GradU8 saw achievement improve from 61% to 65.93%, while the Winter and Summer Programmes more than doubled their achievement rate from 25% to 51.72%. However, these gains were offset by notable drops in attainment GradU8's withdrawal rate rose from 12.6% to 21.61%, reducing retention from 87.36% to 78.39%, and the Winter and Summer Programmes shifted from perfect retention in 2023–24 to 75.86% in 2024–25 due to a new withdrawal rate of 24.14%. Together, the data suggests that while learners who remain are achieving at higher levels, increasing withdrawals are undermining overall retention across both programmes. This indicates a need to strengthen retention strategies to complement the positive gains in achievement.

Foundation Apprenticeships show growth in enrolment, rising from 170 in 2023–24 to 192 in 2024–25, alongside an improvement in retention, with withdrawals falling from 11.18% to 6.78% and overall retention increasing from 88.82% to 93.23%. However, achievement declined from 81.76% to 67.71%, indicating that while more learners are staying in the programme, fewer are reaching successful outcomes. This suggests strong progress in keeping students engaged but highlights the need to focus on sustaining achievement levels to match the gains in retention. Given the importance of the Foundation Apprenticeship relationship with the local authority, and the significant income generated through this partnership, it is essential to develop a clear improvement plan to raise achievement rates in the coming year.

Careers Education, Information, Advice & Guidance (CEIAG)

The College's partnership with Skills Development Scotland (SDS) CEIAG partners provides a highly effective extension to its transition and employability activity, ensuring that learners receive comprehensive careers education, information, advice and guidance. With SDS staff based in the College two days per week, students benefit from accessible and tailored support through a wide range of activities, including 1:1 interviews, drop-in sessions, group workshops, and guest lectures from employers. This embedded provision strengthens progression pathways by equipping learners with the confidence, knowledge, and practical tools to make informed decisions about their next steps. The breadth of activity demonstrates a proactive and responsive approach to meeting diverse learner needs, while the integration of employer input ensures that guidance is closely aligned to labour market opportunities. Collectively, this partnership reflects sector best practice in supporting effective transitions and maximising positive outcomes for learners.

Retention

Robust analysis of retention is vital to ensure opportunities for effective transitions. The College curriculum Progress Reviews tracks in-year retention rates to implement intervention strategies enabling students to continue their course of study and transition effectively:

- Early Withdrawals (EW) in Further Education Full Time (FEFT) decreased from 6.6% in 2023/24 to 4.5% in 2024/25;
- Early Withdrawal (EW) in Higher Education Full Time (HEFT) increased from 2.8% in 2023/24 to 3.7% in 2024/25;
- Further Withdrawals (FW) in FE FT have decreased from 16.4% to 14.6% in 24/25;
- Further Withdrawals in Higher Education Full Time (HEFT) have decreased from 15.4% to 14.9% in 24/25.

Analysis of in-year retention highlights positive progress in reducing both early and further withdrawals in Further Education full-time programmes, with early withdrawals falling from 6.6% to 4.5% and further withdrawals from 16.4% to 14.6% in 2024/25. Similarly, further withdrawals in Higher Education full-time programmes decreased from 15.4% to 14.9%, evidencing the impact of targeted intervention strategies. However, early withdrawals in Higher Education full-time increased from 2.8% to 3.7%, signalling a need for closer monitoring and tailored support at the start of the academic journey.

Overall, the data demonstrates that retention-focused interventions are yielding improvements, but continued emphasis on early engagement in HE is required to ensure effective transitions and sustained learner success. Students who have behavioural challenges, or specific support needs, are encouraged and supported to stay on their programme through the SLC Fitness to Study policy. The cost-of-living crisis and mental health issues remain prominent in overall analysis. However, overall retention remains high at 86.1 % in 2024-25 consistent with 86.3% achieve in 2023 – 2024.

Effective Teaching and Strong Progression Opportunities

Students and apprentices at South Lanarkshire College benefit from consistently very good teaching and support. They acquire new knowledge, skills, and behaviours that prepare them effectively for both further study and employment. Strong and continually improving partnerships with local employers and higher education institutions, including the University of the West of Scotland, the University of Glasgow, and the University of Strathclyde, provide students with valuable workplace exposure and clear progression pathways into degree-level study.

These links enable direct articulation routes that enhance student outcomes and aspirations. For example:

- HNC Applied Science students can progress to Year 2 of Life Science programmes at the University of Glasgow (e.g., Biomedical Science, Human Nutrition, Microbiology), subject to completion of additional credits.
- The Bachelor of Accounting (BAcc), delivered in partnership with the University of the West of Scotland on the SLC campus, allows students to progress seamlessly from National Certification through HNC to Year 3 of the BAcc, and subsequently to the Honours year at UWS.

Bulletpoints followed on next page

- Students completing the Health and Social Care HN can articulate directly onto the BA Education and Social Services degree at the University of Strathclyde.
- The Scottish Widening Access Programme (SWAP) in Nursing provides opportunities for students with limited qualifications to progress onto nursing degrees, thereby supporting national widening access priorities.
- Overall, these strong progression opportunities, combined with high-quality teaching and support, ensure that students are well prepared for both employment and advanced study. The college's collaborative approach with employers and universities demonstrates a clear commitment to enhancing student success and widening participation

Going Further for Student Carers

The College continues resources, sector-leading support for student carers, building on its achievement of the Carers Trust Going Further for Student Carers: Recognition Award in 2020. This commitment is embedded through proactive identification from enrolment, tailored wellbeing and academic support, and clear progression pathways. Named contacts and self-identification via the Student Portal ensure accessibility, while dedicated resources—including a Carers Support webpage and comprehensive policy documents—provide transparency and guidance. Ongoing collaboration between the Students' Association, Student Services, and curriculum teams ensures continuous improvement and celebrates success, reinforcing the College's pledge to give carers an equitable chance to thrive.

Employability and Community Activities

The South Lanarkshire Employability Academy is a collaborative initiative co-developed by South Lanarkshire College and Local Employability Partnership (LEP) stakeholders. It offers a range of accredited and non-accredited learning opportunities tailored to support economically inactive and unemployed individuals engaging with keyworker-led services. Programme delivery is primarily focused on residents within the Clydesdale area, utilising various community-based premises on a flexible basis. Subject to partner agreement, delivery may also extend beyond Clydesdale, including provision for South Lanarkshire College students.

The Employability Academy illustrates the strength of South Lanarkshire College's collaboration with the local authority and Local Economic Partnership (LEP) partners in building a coherent employability pipeline that links directly to job outcomes and further training. Between January and June 2025, six distinct programmes were delivered, including Introduction to Cookery & Royal Environmental Health Institute of Scotland (REHIS), Social Media & Mental Health, Introduction to Classroom Assistant, Pre-NHS Course, Introduction to Barista, and Introduction to IT Skills, across multiple community venues. These varied themes reflect a responsive approach to local labour market needs, offering both accredited and non-accredited pathways that support economically inactive and unemployed residents.

The standout success of the Classroom Assistant course, with an 80% progression rate, highlights the tangible impact of aligning provision with clear employment opportunities. Together, these programmes demonstrate how the College–local authority partnership not only secures vital funding but also ensures employability activity is embedded within regional strategies, creating meaningful progression routes into work or further education.

Principle 3: Enhancement and Quality Culture

Institution-Wide Culture of Assurance, Improvement and Enhancement

South Lanarkshire College Strategy 2030 sets an ambitious roadmap to inspire and transform lives through inclusive, innovative, and sustainable education. The South Lanarkshire College Way (SLC Way), introduced in 2024–25, has provided a coherent framework for aligning quality assurance and enhancement activities with strategic priorities. This approach has strengthened organisational coherence and improved the consistency of self-evaluation processes. Evidence from internal audits and external reviews confirms that these mechanisms have enhanced decision-making and driven improvements in retention and attainment. However, feedback indicates variability in implementation across departments, highlighting the need for targeted support and monitoring in 2025–26.

The six pillars of the SLC Way, (Culture and People Development, Student Engagement and Partnership, Curriculum Plans, Operational & Enhancement Plans, Curriculum and Course Evaluation, and Strategic Evaluation), have created a structured foundation for quality enhancement. These pillars have generated robust data and analysis to inform planning, but further work is required to embed innovation consistently at course level and ensure that student voice influences curriculum design beyond formal representation structures.

Institution-led Review/Activity and Action Planning

Institution-led review activity in 2024–25, including Block evaluations, curriculum progress reviews, and internal audits, provided valuable insights into programme delivery. These reviews resulted in measurable improvements in retention and attainment, particularly where Course Tutor and Guidance Lecturer roles were fully utilised. While these roles have strengthened personalised support and feedback, the impact has been uneven across curriculum areas, suggesting a need for clearer accountability and resource allocation.

Professional development initiatives, including Career Reviews and departmental training plans, have been well received, with staff reporting increased confidence in applying TQEF principles. However, engagement data shows that while 100% of Curriculum Managers participated, uptake among lecturing staff varied, indicating that future plans should prioritise inclusivity and accessibility of CPD opportunities. The creation of the Learning and Teaching Innovation Team has been a significant step forward, but its potential to drive sector-leading practice will depend on sustained investment and cross-college collaboration.

Enhancing Learner Skills and Progression

Learners at South Lanarkshire College consistently develop new skills, knowledge, and behaviours that prepare them well for progression into further study or employment. A strong focus on skills development, alongside building confidence and resilience, enables the vast majority of learners to achieve their qualifications while also gaining essential employability skills. For example, achievement rates in programmes such as GradU8 (65.93%) and the Winter and Summer Programmes (51.72%) demonstrate that learners who remain engaged are increasingly successful in completing their studies. Work experience placements (WEX) further strengthen employability outcomes, with initiatives such as the Employability Academy's Classroom Assistant course achieving an 80% progression rate into employment or further education.

In addition, guest speakers and organised visits across curriculum areas extend learners' skills by exposing them to industry insights and diverse career pathways, complementing the College's broader employability pipeline. Collectively, these approaches demonstrate a holistic model of learning that not only supports qualification achievement but also equips learners with the resilience, confidence, and employability attributes needed to succeed in their next steps. of their Public Sector Equality Duty. (PSED). SLC published its NEO report in 2025. Together, these arrangements ensure that equality and diversity are not only promoted but actively lived within the College community, supporting positive relationships, fairness, and respect while driving continuous improvement in practice.

Key Engagements with Internal and External Partners

External engagement has positioned SLC as an active contributor to national quality enhancement. Participation in QAA STEP, College Development Network strategic networks, and SQA forums has strengthened the SLC sector profile, and the appointment of the Head of Quality as a QAA Reviewer demonstrates external recognition of expertise. These engagements have informed internal processes, yet the challenge remains to translate sector insights into tangible classroom-level innovation. Planned peer-to-peer communities of practice with other colleges represent a promising development, but their success will require clear objectives and evaluation of impact.

Finally, while employer and university partnerships continue to facilitate positive progression pathways for students, feedback suggests opportunities to deepen collaboration in curriculum co-design to ensure alignment with emerging industry needs. This will be a priority for 2025–26, alongside embedding student partnership more fully in enhancement activities.

PRINCIPLE 4: STUDENT ENGAGEMENT AND PARTNERSHIP

Students as Partners in Their Learning Experience - Governance

South Lanarkshire College demonstrates a strong and embedded commitment to student partnership, ensuring that learners influence decision-making at every level. The Student Association (SA) plays a pivotal role in governance, with representation on the Board of Management and key committees, including the Learning, Teaching and Student Experience Committee as well as cross college groups such as , Quality Forum, Equalities Group, Safeguarding Network, and Sustainability Group. This approach ensures that student perspectives are not only heard but prioritised, as evidenced by SA papers being placed prominently on-board agendas and representatives actively contributing to discussions.

Monthly meetings between the SA and the Executive Team have proven highly effective in shaping strategic and operational priorities, reinforcing the SA's position as a critical partner in enhancing the student experience. At a local level, the class representative system captures diverse learner views, enabling students to influence curriculum delivery and the wider college environment. Feedback gathered through these mechanisms—both formal and informal—has directly informed policy and practice, leading to demonstrable improvements in areas such as timetabling, support services, and learning resources.

Effective and Robust Student Representation

In 2024 – 25 South Lanarkshire College continued to demonstrate a robust and strategically aligned approach to student representation, reflecting the priorities outlined in the sparqs Student Partnership Ambition Statement, including strategic planning, diversity of voices, genuine dialogue, and recognition of contribution. The governance model is comprehensive, comprising one full-time Student President, one part-time Vice President/Officer, three volunteer officers with thematic responsibilities, and a network of over 350 Class Representatives across curriculum areas. This structure ensures that student perspectives are embedded at every level of decision-making and enhancement activity.

The effectiveness of this model lies in its capacity to translate representation into meaningful influence. Class Representatives, recruited and trained in partnership with sparqs, provide critical feedback that informs curriculum planning, review processes, and quality improvement initiatives. The presence of thematic officers strengthens focus on priority areas, while the Student Association's formal role in governance ensures strategic alignment with institutional priorities. These arrangements reflect sector-leading practice and demonstrate a mature culture of partnership. However, opportunities remain to enhance consistency of engagement at course level and to maximise participation in feedback mechanisms, ensuring that the breadth of student voice is fully realised in shaping the College's enhancement agenda.

Student Voice, and Role in Review and Enhancement Activity

Student engagement is a cornerstone of South Lanarkshire College's quality culture, ensuring that learners actively shape the educational experience and contribute to continuous improvement. The College adopts a multi-layered approach to embedding student voice, encompassing participation in course team meetings, input into curriculum planning and review sessions, and engagement through college-wide feedback mechanisms such as the Tell Us system. These channels provide structured opportunities for students to influence decision-making at both operational and strategic levels.

A key driver of this partnership model is the collaboration between the Quality Unit and the Student Association in the recruitment and training of Class Representatives. Delivered in partnership with sparqs, this training equips representatives to fulfil their primary function—providing feedback and commentary that informs enhancement activity across curriculum and support services. Through these mechanisms, student perspectives are systematically integrated into planning, evaluation, and governance processes, reinforcing the College's commitment to co-creation and sector best practice. While these arrangements demonstrate strong alignment with national partnership principles, future priorities include strengthening consistency of engagement at course level and maximising participation in feedback initiatives to ensure that every learner voice contributes to shaping the College's enhancement agenda.

Tell Us

The College's Tell Us initiative provides a structured and transparent channel for students to raise concerns and suggest improvements, reinforcing a culture of openness and accountability. By directing submissions to the Quality Team—independent from day-to-day service delivery—the process ensures objectivity and impartiality in addressing issues. This mechanism strengthens trust and empowers students to influence enhancements within their curriculum and wider college environment.

Responsiveness is embedded in the model: all submissions require formal action or a reasoned response, ensuring that feedback is acknowledged and outcomes are communicated. The subsequent poster campaign, which publicises actions taken, exemplifies good practice in closing the feedback loop and promoting visibility of change. While this approach reflects sector best practice and demonstrates strong alignment with partnership principles, opportunities remain to increase engagement and awareness of the system to maximise its impact. Future priorities should include targeted promotion and integration with other feedback channels to ensure comprehensive student voice representation.

In 2024–25, the College received 75 Tell Us submissions spanning issues as diverse as bursary funding, estates issues, communication, exam diets, food, and learning resources. Both compliments and concerns were received, and this balance of positive and critical feedback demonstrates that students view the system as a trusted channel for recognition and challenge, reinforcing its effectiveness in capturing student voice, while highlighting opportunities to analyse trends and strengthen responsiveness."

Student Satisfaction and Engagement Survey (SSES)

Despite the existence of a robust governance infrastructure and targeted actions to improve engagement with the SFC's Student Satisfaction and Engagement Survey (SSES), including setting a 50% response target across all modes since March 2023, engagement and performance remain areas for development. The October 2025 SSES Report Executive Summary confirms that, while SLC has made incremental progress, both return rates and overall satisfaction levels continue to fall below national benchmarks, indicating that current strategies have not yet achieved the desired impact. A key action for 2025–26 will be to raise return rate targets above the national average, supported by the new Curriculum Leadership Team who will lead focused engagement activity across all modes of delivery. Only with a more complete and robust dataset can the College undertake meaningful analysis of feedback and identify where targeted action is required to enhance the student experience.

Table 16: SLC's SFC SSES 2024-25 Summary with National Comparison

Mode	SLC Returns	% Yield National 2024-25	% Yield SLC 2024-25	% Satisfaction National 2024-25	% Satisfaction National 2024-25
FE FT	535/1010	59.6	53.0	95.2	88.1
FE PT	312/1037	30.3	30.1	96.7	91.9
HE FT	243/541	54.2	44.9	93.0	80.2
HE PT	68/210	30.6	32.4	92.3	89.2

Student Experience and Value-Added Activities

South Lanarkshire College's curriculum is enriched by a wide range of value-added activities that extend learning beyond the classroom and enable students to make meaningful contributions to the wider community. Accessible services such as free breakfast and lunch provision, the food larder, and baking events directly support those experiencing food poverty, while initiatives like the clothes swap programme address broader issues of inequality and sustainability.

Bespoke projects, including the innovative Chromebook initiative which repurposes used hardware for care-experienced students, exemplify how the College combines practical skill development with social impact. These activities not only build learners' confidence, resilience, and employability skills, but also foster a strong sense of civic responsibility and community engagement. Collectively, they demonstrate the College's commitment to embedding inclusivity and social value within the curriculum, ensuring that students benefit from holistic experiences that prepare them for both life and work.

SLC Action Plan 2025 - 2026

No.	SLC Strategic Aim	SFC SEAP Principle and Area for enhancement or development	Identified Enhancement Area/ TQEF Principle	2025 - 2026 Actions (Agreed)	Responsible	Deadline	Evidence	Performance Indicator	Status
1	Growth and Innovation	Excellence in Learning, Teaching and Assessment	ELT 8 Professional Development	Complete roll-out of Jisc Digital Capabilities survey and training	Head of Digital Vice Principal Finance, Resources and Sustainability	Apr-25	Survey completion report; Training attendance logs	% of staff completing training; Improvement in digital capability scores	In progress
2	People and Cultural Development	Excellence in Learning, Teaching and Assessment	ELT 8 Professional Development	Develop Teach: The SLC Way - professional development pipeline model for 2026-2027 rollout, creating a professional pathway to TQFE	Head of Quality and Learning and Teaching Innovation Learning and Teaching Innovation Manager	Jul-26	Approved pipeline document; Meeting minutes	Number of staff enrolled; % achieving TQFE	In progress
3	People and Cultural Development	Excellence in Learning, Teaching and Assessment	ELT 3 - Currency of learning and teaching	To develop and implement a refreshed model of curriculum and learning and teaching practice which takes into account current methodologies such as universal design for learning.	Head of Curriculum Learning and Teaching Innovation Manager Vice Principal Student Experience and Innovation	Jul-26	Published curriculum framework; Staff development session records	% of courses adopting UDL principles; Student satisfaction scores	Not started
4	People and Cultural Development	Excellence in Learning, Teaching and Assessment	ELT 8 Professional Development	To develop and agree an approach to staff skills development across the college through focussed training sessions for academic staff, May 2026.	Head of Quality and Learning and Teaching Innovation Head of People Services Learning and Teaching Innovation Manager	May-25	Training schedule; Attendance records	% of academic staff trained; Feedback rating on training effectiveness	In progress

No.	SLC Strategic Aim	SFC SEAP Principle and Area for enhancement or development	Identified Enhancement Area/ TQEF Principle	2025 - 2026 Actions (Agreed)	Responsible	Deadline	Evidence	Performance Indicator	Status
5	People and Cultural Development	Excellence in Learning, Teaching and Assessment	ELT 8 Professional Development	Development of a peer reviewed reflective enhancement process, driven advanced practitioners	Head of Quality and Learning and Teaching Innovation; Head of People Services; Learning and Teaching Innovation Manager	Jul-26	Peer review reports; Reflective enhancement templates; Practitioner feedback summaries	Number of peer reviews completed; % of staff engaging in reflective enhancement; Quality improvement actions identified and implemented	In progress
6	People and Cultural Development	Excellence in Learning, Teaching and Assessment	ELT 8 Professional Development	Establish a central hub for pedagogical and andragogical advancement, innovation and digital enhancement	Head of Quality and Learning & Teaching Innovation; Head of Curriculum; Learning and Teaching Innovation Manager	Jul-26	Hub launch documentation; Resource repository analytics; Staff engagement logs	Hub operational by target date; Number of resources uploaded; % of staff accessing hub; Feedback rating on usefulness and impact	In progress
7	People and Cultural Development	Excellence in Learning, Teaching and Assessment	ELT 4 - Curriculum Planning, design and delivery - meeting the needs of diverse students, currency, relevancy and demand	To develop and implement a streamlined and consistent approach to curriculum planning for 26-27, based on up-to-date LMI, stakeholder engagement and national and regional policy drivers.	Head of Curriculum; Deputy Head of Curriculum; Vice Principal Student Experience and Innovation	Nov-25	New planning templates; Stakeholder consultation notes	% of curriculum plans aligned with LMI; Reduction in planning cycle time	In progress
8	Sustainability	Excellence in Learning, Teaching and Assessment	ELT 4 - Curriculum Planning, design and delivery - meeting the needs of diverse students, currency, relevancy and demand	Further development of the PSLP programme to include HE courses, where possible, to enhance engagement with, and development of, the appropriate certificated meta and core skills.	Head of Curriculum; Head of Quality and Learning & Teaching Innovation; Vice Principal Student Principal Student Experience	Feb-26	Updated PSLP documentation; Programme validation reports	Number of HE courses integrated; % of students achieving meta/core skills certification	Not started

No.	SLC Strategic Aim	SFC SEAP Principle and Area for enhancement or development	Identified Enhancement Area/ TQEF Principle	2025 - 2026 Actions (Agreed)	Responsible	Deadline	Evidence	Performance Indicator	Status
9	Sustainability	Excellence in Learning, Teaching and Assessment	ELT 4 - Curriculum Planning, design and delivery - meeting the needs of diverse students, currency, relevancy and demand	Evaluation of HE curriculum design to identify/share good practice in the explicit development of IT skills for learning and work, academic writing and meta-skills, and provide appropriate certification.	Head of Quality and Learning & Teaching Innovation Head of Curriculum Learning and Teaching Innovation Manager	Mar-26	Evaluation report; Shared best practice documents	% of HE courses embedding IT/ meta-skills; Student performance improvement	Not started
10	Growth and Innovation	Supporting Student Success	SSS 1 - Enabling Student Success - Wellbeing, Inclusion, Equality, Student Support	Roll-out phase one of the device utilisation improvement programme	Head of Digital Head of People Services	Jul-26	Deployment logs; Usage analytics	Increase in device utilisation rate; Reduction in device downtime	In progress
11	Student Experience	Excellence in Learning, Teaching and Assessment	SSS 1 - Enabling Student Success - Wellbeing, Inclusion, Equality, Student Support	To develop and implement a refreshed model of universal, integrated student support services which takes into account current methodologies such as universal design for learning.	Head of Student Services Vice Principal Student Experience and Innovation	Nov-25	New planning templates; Stakeholder consultation notes	% of curriculum plans aligned with LMI; Reduction in planning cycle time	In progress
12	Student Experience	Excellence in Learning, Teaching and Assessment	SSS 1 - Enabling Student Success - Wellbeing, Inclusion, Equality, Student Support	Emily Test Charter Full Review	Head of Student Services Vice Principal Student Experience and Innovation	Dec-26	Review report and recommendations Updated GBV strategy and action plan Minutes from stakeholder engagement meetings Student Association collaboration record	Completion of full review by target date Number of recommendations implemented Improved awareness and engagement (measured via staff/ student survey) Reduction in GBV-related incidents	Not started

No.	SLC Strategic Aim	SFC SEAP Principle and Area for enhancement or development	Identified Enhancement Area/ TQEF Principle	2025 - 2026 Actions (Agreed)	Responsible	Deadline	Evidence	Performance Indicator	Status
13	Student Experience	Supporting Student Success	SSS 3 - Effective and Successful Transitions	Evaluation of HE curriculum design to identify/share good practice in the explicit development of IT skills for learning and work, academic writing and meta-skills, and provide appropriate certification.	Head of Digital Head of Marketing and Communications Head of Curriculum	Mar-26	Self-evaluation/ deep dive report; Updated curriculum planning pro formas	% improvement in recruitment-to-target alignment; Reduction in application processing time	In progress
14	Student Experience	Supporting Student Success	SSS 3 - Effective and Successful Transitions	Develop a college-wide standardised induction programme, which includes screening and levelling of applicants, signposting to appropriate SCQF level ESOL, communication and/or numeracy skills development.	Head of Curriculum Head of Quality and Learning & Teaching Innovation Learning and Teaching Innovation Manager	Mar-26	Induction materials; Screening results	% of students completing induction; Improvement in early retention rates	In progress
15	Sustainability	Enhancement and Quality Culture	EQC 6 - External outlook - innovation and enhancement	Launch the 2025-2030 SLC Strategy	Head of Quality and Learning and Teaching Innovation Vice Principal, Student Experience and Innovation	Oct-25	Published strategy; Launch communication plan	% of staff aware of strategy; Engagement score from staff survey	Complete
16	Sustainability	Enhancement and Quality Culture	EQC - 1 Institution wide culture of assurance, improvement and enhancement	To develop and implement an SLC AI policy and risk register.	Head of Digital Head of Finance	Mar-26	Approved AI policy; Risk register document	% of staff trained on AI policy; Number of AI-related incidents mitigated	In progress

No.	SLC Strategic Aim	SFC SEAP Principle and Area for enhancement or development	Identified Enhancement Area/ TQEF Principle	2025 - 2026 Actions (Agreed)	Responsible	Deadline	Evidence	Performance Indicator	Status
17	Sustainability	Enhancement and Quality Culture	EQC 2 - Institution Led Review/ Activity and Action Planning	To review internal audit reports to inform future curriculum planning enhancements for 26-27.	Head of Curriculum Head of Quality and Learning & Teaching Innovation	May-26	Audit review summary; Action plan	Number of enhancements implemented; % compliance improvement	In progress
18	Sustainability	Enhancement and Quality Culture	EQC - 1 Institution wide culture of assurance, improvement and enhancement	Develop the college's approach to operational planning and enhancement, via an integrated model of review, analysis, evaluation and enhancement.	Head of Quality and Learning & Teaching Innovation	Nov-25	Approved planning framework; Evaluation reports	Reduction in duplication of processes; % of departments using integrated model	In progress
19	Sustainability	Enhancement and Quality Culture	ELT 3 - Strategic leadership of learning and teaching	Launch the refreshed SLC Way	Head of Quality and Learning and Teaching Innovation Vice Principal, Student Experience and Innovation	Nov-25	Published SLC Way document; Launch event records	% of staff aware of refreshed model; Positive	Complete
20	Sustainability	Enhancement and Quality Culture	ELT 3 - Strategic leadership of learning and teaching	Roll-out and implement the SLC Way	Head of Quality and Learning and Teaching Innovation Learning and Teaching Innovation Manager	Nov-25	Implementation plan; Training records	% of staff adopting SLC Way practices; Improvement in teaching quality metrics	Not started
21	Student Experience	Enhancement and Quality Culture	EQC 2 - Institution Led Review/Activity and Action Planning	To reinstate Quality and Learning & Teaching Innovation deep dive reviews, based on risk and performance. To include Foundation Apprenticeship provision in 2025 - 26.	Head of Quality and Learning & Teaching Innovation Vice Principal Student Experience and Innovation	Dec-25	Review schedule; Completed review reports	Number of reviews completed; % of actions closed from reviews	Not started

No.	SLC Strategic Aim	SFC SEAP Principle and Area for enhancement or development	Identified Enhancement Area/ TQEF Principle	2025 - 2026 Actions (Agreed)	Responsible	Deadline	Evidence	Performance Indicator	Status
22	Student Experience	Student Engagement and Partnership	SEP 2 - Students at the core of review and enhancement activity	Enhance the SLC Student Association capacity to engage directly with class representatives, via teams and in person.	Head of Student Services; Head of Quality and Learning & Teaching Innovation; Student President	Jan-26	Meeting logs; Teams engagement analytics	Increase in class rep engagement rate; % of reps attending meetings	In progress
23	Student Experience	Student Engagement and Partnership	SEP 2 - Students at the core of review and enhancement activity	Increase participation in Class Rep training and embedding training earlier in the academic cycle to maximise impact on student voice and engagement.	Head of Student Services; Head of Quality and Learning & Teaching Innovation; Student President	Jan-26	Training attendance records; Training materials	% increase in participation; Feedback score on training	In progress
24	Student Experience	Student Engagement and Partnership	SSS 1 - Enabling Student Success - Wellbeing, Inclusion, Equality, Student Support	Launch the refreshed SLC Way	Head of Student Services	Mar-26	Updated assessment forms; Categorisation reports	% of students assessed within timeframe; Reduction in unmet needs	Not started
25	Student Experience	Student Engagement and Partnership	EQC 5 - Impact of Collaboration	Co-design and deliver Knife Crime and Drug Harm Awareness Workshops with external stakeholders.	Head of Student Services	Dec-25	Workshop attendance logs; Co-design documentation	Number of workshops delivered; % of students reporting increased awareness	Complete
26	Sustainability	Student Engagement and Partnership	SEP 3 - Every Student, Every Voice, Every level	Raise return SSES rate targets above the national average to provide enhanced data	Head of Curriculum; Head of Quality and Learning & Teaching Innovation	May-26	SSES response data; Communication campaign records	% response rate above national average; Quality of feedback data	In progress

No.	SLC Strategic Aim	SFC SEAP Principle and Area for enhancement or development	Identified Enhancement Area/ TQEF Principle	2025 - 2026 Actions (Agreed)	Responsible	Deadline	Evidence	Performance Indicator	Status
27	Sustainability	Student Engagement and Partnership	SSS 5 - Achieving Positive Outcomes for Every Learner	Annual Safeguarding, Corporate Parenting and Prevent report to be prepared for the SLC Learning, Teaching and Student Experience Committee	Head of Student Services Vice Principal Student Experience and Innovation	Nov-25	Published report; Committee meeting minutes	Report delivered on time; % of safeguarding actions completed	Complete

SLC SEAP 2025-26: Statement of Assurance

As the Accountable Officer for [name of institution], I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY [year just elapsed], including the scope and impact of these. I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision. I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.
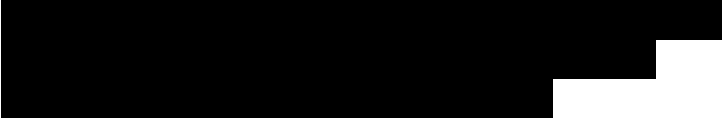
Accountable Officer
Stella McManus
Principal & Chief Executive

Date: 02/12/2025

BOARD MEETING

DATE	9th December 2025
TITLE OF REPORT	Learning Teaching and Student Experience Committee Chair's Report for the South Lanarkshire College Board
REFERENCE	24.1
AUTHOR AND CONTACT DETAILS	Scott Coutts. Interim Chair of the Learning Teaching and Student Experience (LTSE) Committee scott.coutts@slc/.ac.uk
PURPOSE	To provide the Board with a report from the LTSE Chair, including matters discussed during the CQD (LTSE) meeting on 20th November 2025.
BOARD ACTIONS / POINTS TO NOTE	Members are asked to: • Note current credits generated; • Note the need to develop curriculum reporting to align with agreed targets and objectives; • Note revision to the Student Association Report and enhanced headline information on activities; • Note the outcome of 'Student Experience Survey: Start of Your Learner Journey? And subsequent need to provide detailed analysis of feedback; • Note progress made in integration of student support services and the safeguarding and student welfare update • Note the current and planned activities of the Learning and Teaching Innovation Team.
KEY POINTS	**Student Association Report** • The Student Association presented their report in a new format which incorporated key infographics and a short video summarising the previous quarters' activities. The content and layout of the report were commended; • Headline Information focused on student welfare initiatives, student representation and recent events and engagement; • The launch of the refreshed Student Mental Health agreement and the Toast Toppers Club were discussed; • Support provided to Horticulture students raising concerns was detailed, including the Student Association contribution to bringing the discussion to a successful conclusion; and • The 2025 – 2026 calendar of Student Association events was provided. **Curriculum Report** • Members were informed that 37,326 credits have been generated, representing 85% of the 2025-2026 credit target;

- Revisions have been made to curriculum delivery plans for programmes commencing in November, January and April to ensure compliance with SFC requirements;
- Data indicates that early withdrawal rates have improved across all modes of delivery in 2025 – 2026, a significant achievement given recent changes to both curriculum leadership and systems;
- Additional funding has been secured in support of European staff mobility activities which will take place in Spring 2026;
- Additional funding has been secured in support of the college's first Entrepreneur in Residence programme, which will focus on upskilling staff engaging with construction apprentices;
- Curriculum planning processes have been revised and are now subject to enhanced monitoring and documentation;
- Employer engagement activities are broadening in scope in line with curriculum and income generating ambition;
- ██████████████████████████████
- The South Lanarkshire Council funded Employability Academy programme has been granted a one-year extension, funded through the Scottish Government's No One Left Behind programme;
- Discussion focused on future papers providing a more evaluative position; providing detail on specific objectives and targets versus current performance whilst balancing with qualitative data.

Quality and Learning & Teaching Innovation Report

- Student voice remains central to the College's self-evaluation process, and further work is underway to enhance engagement;
- Members noted an improved response to the block one student survey ' Student Experience Survey: Start of Your Learner Journey?, with return rates of 73% demonstrating marked improvement from previous years.
- The Quality Audit Group schedule remains in the planning phase;
- External qualification verification and quality assurance activity for 2025-26 is underway.
- Quality continues to engage with external partners to promote enhancement, develop practice and knowledge share with internal and external partners.
- Members highlighted the need to provide the detail and evaluation of student survey feedback, as well as associated action plans and it was agreed that this would come to a future committee.

- There was some discussion around the need to investigate and understand the HE PT data which performed poorly in 2023/24 compared to other modes of delivery.

Student Engagement and Partnership Report

- The report provided an update the transition of Educational Learning Support (ELS) to Support Services, current levels of demand and increasing complexity of need presented by students;
- An update on the 2024 – 25 SLC Counselling and wellbeing service was presented with particular focus on the demand for services, nature of needs being presented by students and the impact of service provision on retention and attainment;
- Support services and SLC infrastructure for the support of care experienced and other priority groups was detailed;
- Launch of the updated Students' Association Student Mental Health Agreement (SMHA) in partnership with NUS Think Positive was discussed;
- Members noted the development of student support services being a 2–3-year project which required a measured approach to maximise effectiveness and efficiencies
- Given the breadth of content provided in the report, members queried the emotional burden for staff and support available to them;
- Acknowledgement was given to the counsellors having open-ended contracts in place.

Learning and Teaching Innovation Report

- The Learning and Teaching Innovation Manager provided an overview of the current priorities of the team, as well as the longer-term vision for the service;
- An update was provided on the GTCS approval process and numbers of staff currently GTCS registered;
- TQFE registration and the creation of a professional development pipeline was noted;
- Work on a range of learning and teaching enhancement projects is underway including a digital platform for staff;
- Member acknowledged Trade Union representatives' apprehension with regards GTCS matters, but noted the strong partnership and open lines of communication between the trade union and Learning and Teaching Innovation colleagues.

Matters for Approval Included:
- LTSE terms of reference, revised to remove reference to the Lanarkshire Regional Strategic Body – remitted to the Board for approval;

	• Annual complaints report 2024 – 2025. This is to be approved via round robin to the Board of Management
	Matters for Information Included:
	Marketing and Communications Update

	• Members noted information provided on:
	    ○ SLC events calendar;
	    ○ Winter recruitment campaign;
	    ○ Social media activities September – November 2025;
	    ○ Staff recruitment update;
	    ○ Celebrations and Awards

	Complaints Quarterly Report, Q1 2025 - 26
	• Members were informed that 8 complaints were received and handled within SPSO stage one timescales. 7 complaints were not upheld and 1 was upheld. This represents a decrease from Q1 2024 – 25 when 10 complaints were received.
	Annual Safeguarding and Welfare Update 2024 -25
	• This paper was presented for information following recommendation by internal auditors Henderson Loggie; • Safeguarding and student welfare arrangements were detailed, including a summary of legislation and the college response • A summary of reports submitted via the Report and Support monitoring system was provided; • Members raised questions about current systems satisfactorily addressing issues of gender identify. Comfort was provided that no issues have been raised to date and that induction processes had been enhanced to centre issues around bullying and harassment.
	Developing the Young Workforce (DYW) Update:

	• This paper provided an evaluative update on the 4 school-college pathways currently offered by SLC:
	    ○ GradU8 Programme
	    ○ Winter and Summer Leavers Programmes
	    ○ Senior Phase Independent Options
	    ○ Foundation Apprenticeships
	• Members noted the data provided in the paper and the importance of continuous development of school – college relationships in order to position SLC as a preferred pathway of choice

	AOCB

	• Under AOCB Trade Union colleagues noted that it is a contractual requirement for lecturing staff to be GTCS registered within 5 years of undertaking their role.

BOARD OF MANAGEMENT MEETING

DATE	9 September 2025
TITLE OF REPORT	People and Culture Committee Chair's Report
REFERENCE	24.2
AUTHOR AND CONTACT DETAILS	Heather Anderson, Chair of PAC Heather.Anderson@slc.ac.uk
PURPOSE	To provide the Board with a report from the PAC Chair, including matters discussed during the PAC meeting on 27 November 2025.
BOARD ACTIONS / POINTS TO NOTE	The Board is asked to note Key Points, especially: • The Committee Terms of Reference and Employee Learning and Development Policy have been remitted to the Board • The Committee approved the terms Staff and Recruitment Policy and the Employee Transition and Departure Policy with amendments, the Policies will be sent to the Board via e-mail for formal approval once the amendments have been made. • The Public Interest Disclosure 'Whistleblowing' Policy was discussed and following amendments the Policy will be considered by the College legal team. • The Committee were provided an update on Sector Employment Updates • Lianne McMullen from the People Services Team provided a presentation on the new iTrent HR and Payroll system • Omatsola Oke, Health and Safety Advisor presented the H&S report • The Committee heard from Scott Gray on the first EIS-FELA Trade Union paper which was welcomed.
KEY POINTS	***People and Culture Committee Terms of Reference and Work Plan*** The Committee approved the People and Culture Committee Terms of Reference with two amendments. It was proposed that the following sentence be added to the Duties section of all Committee Terms of Reference: '*To engage with other Committees and escalate matters for their review and consideration, as appropriate.*' It was proposed that the remit in relation to Health & Safety be extended to '*Enable and support an active college Health & Safety Culture, including receiving reports from the Health and Safety Committee*'. GMcI provided a verbal update on the work plan and advised that once members agree data and reporting requirements, a rework of the plan will take place. Time will be allocated at the next Committee meeting for further exploration.

Public Interest Disclosure 'Whistleblowing' Policy

The Committee discussed the terms of the Policy and approved the procedure. The Committee suggested some amendments to provide further assurance along with a request for the inclusion of a process flow chart. Once the amendments have been made, it was suggested that the Policy is reviewed by the College's solicitors.

Staff Recruitment Policy

The Committee considered the first formal Staff Recruitment Policy which incorporates fair, transparent and inclusive recruitment processes, structured selection methods and anonymised shortlisting and monitoring and review for equality compliance. The Committee made some recommendations for amendment of the Policy and remitted to the Board. Due to the tight timescale for papers, this Policy will be sent via e-mail for formal approval in due course.

Employee Learning and Development Policy

The Committee considered and approved the first Employee Learning and Development Policy. The Policy covers the College's commitment to continuous professional development with a minimum entitlement of six days and covers all learning and development. The request to consider mechanisms for enabling '*knowledge cascading*' was put forward by the committee. The Policy was remitted to the Board.

Employee Transition and Departure Policy

The Transition and Departure Policy applies to all staff exits (resignations, retirements, redundancy, dismissals) and emphasises fairness and legal compliance. The Policy covers handovers, exit interviews, confidentiality and support mechanisms. The Committee fully discussed the Policy and suggested amendments and further considerations/scenarios where the policy may apply. Due to the tight timescale for papers, this Policy will be sent via e-mail for formal approval in due course.

Sector Employment Updates
- National Recognition and Procedure Agreement (NRPA) update: draft document has been shared with UNISON, Unite and GMB. UNISON and Unite have confirmed their agreement. The GMB has still to respond.
- Support staff job evaluation project ongoing. Pending funding decision from Scottish Government. Job Evaluation Project Board is being established.
- Pay negotiations: multi-year deal proposed, government approval granted since paper was produced, pending decision from staff representatives.

It was noted that there was no material change which needed reporting to FRC at this stage.

Update and Presentation of iTrent

	Lianne McMullen attended the meeting and provided an update and presentation on the iTrent HR and Payroll system. The Committee were provided with a demonstration of the system capabilities and a brief update on the project progression. Thanked Lianne and the wider team for their work implementing delivering the system. The committee welcomed savings iTrent is already delivering and discussed opportunities for further benefits.

Quarterly Health and Safety Report
- Update provided on H&S matters, including data for July – Sept 2025
- The H&S Committee has amended its membership to include all managers of key risk areas, as well as including the Student Association.
- The College is now leveraging Microsoft Planner to expedite actions from the Health & Safety Committee.
- Of incidents reported it was noted that there is a significant, non-work-related impact on the College's first aid provision. It has also been identified that many first aid responses include mental health support requirements. The College is working on appropriate interventions to support first aid responders. It was discussed that it's important to understand underlying issues then explore options for partnering with NHS services. A College-wide Health Surveillance Risk Assessment is underway.
- The College has commenced its procurement activities for NEBOSH training for senior colleagues, and also IOSH Managing Safely courses for all people managers and People Services Advisors.
- The College is implementing enhanced Site Walks. The Site Walk is going to be one of several opportunities to capture both "good practice" and "undesirable" items, a previous request by the Committee.
- The out of service lift will need to be replaced. Emergency funding was requested from the Scottish Funding Council, however they have responded that there are no remaining funds in the current financial year. The SLC team are exploring options.

Quarterly People Services Report
- Used to be called the quarterly HR Update
- Headcount reduced in line with voluntary redundancy activities. A lot of recruitment ongoing (a lot of which is internal)
- Information on annual flu vaccinations has been issued to staff

Annual Health and Safety Report
- Accidents increased steadily across the year, with cuts and fainting being the most common injuries, and Hospitality and Construction departments highest risk. The potential for annual cycles was noted and a year-on-year comparison per quarter was requested.

EIS-FELA Trade Union Update

	- The South Lanarkshire College EIS-FELA branch represents and acts as the collective voice for lecturing staff and is comprised of circa 150 members. - The branch committee currently consists of 20 members and is broken down into 4 sub-committees: Equalities, Health and Safety, Learning and Teaching and Wellbeing and Social - The report was viewed as a great example of good governance and practice, with partnership working between College management and the Trade Union.

BOARD OF MANAGEMENT

Date	2 December 2025
TITLE OF REPORT	Audit & Risk Committee Chair's Report for the South Lanarkshire College Board
REFERENCE	24.3
AUTHOR AND CONTACT DETAILS	Peter Sweeney MBE, Chair of the Audit & Risk Committee peter.sweeney@slc.ac.uk
PURPOSE	To provide the Board with a Report from the ARC Chair including matters discussed during the ARC Meeting on 2 December 2025
BOARD ACTIONS / POINTS TO NOTE	The Board is asked to note key points, especially: • The Committee noted and approved the Draft Financial Statements and Annual Audit Report for remittance to the Board for final approval on 9 December 2025; • the outcome from 6 Internal Audit reports, including the annual review of 2024/25 and internal audit plan for 2025/26 • Progress made with the SLC Audit Recommendations monitor. • The work carried out in respect of the Strategic Risk Register and cyber risk register • The Cyber Risk Register and Bi-Annual Report of Cyber Security • The Public Interest Disclosure (Whistleblowing) Policy, and • Revisions to Committee Terms of Reference to exclude references to Lanarkshire Regional Board. • All other matters for information were noted and questions and comments were welcomed from the Committee.

KEY POINTS	**DRAFT FINANCIAL STATEMENTS 2024-25 AND PROPOSED ANNUAL AUDIT REPORT** *Reserved: Commercially sensitive*
	▪ ██████████████████████████████████████ ▪ Audit Scotland presented their draft Annual Audit Report through which it was noted that the accounts are free from material misstatement and noted full compliance from the College in processing any required audit adjustments. ▪ However, Audit Scotland did highlight limited progress by the College in implementing agreed prior year audit recommendations. The College commits to their resolution across 2025-26, including substantial work to improve fixed asset accounting and records and a review of system access rights. ▪ The Committee approved the draft financial statements for remittance to the Board for final approval on 9 December 2025. ▪ The Committee noted in the commentary to the financial statements the removal of the greater interest-bearing facility in year, following discussions with the Scottish Funding Council (SFC) that these investments were prohibited. The Committee, in conjunction with the Finance & Resources Committee, took an action to petition the Scottish Funding Council on this point and other inflexibilities within the current funding landscape. **INTERNAL AUDIT** **INTERNAL AUDIT REVIEW 2024/25 (including Internal Audit Plan 2025/26)** ▪ Henderson Loggie noted their audit opinion from 2024-25. The College has adequate and effective arrangements for risk management, control and governance. Proper arrangements are in place to promote and secure Value for Money. ▪ From the internal audit work conducted during 2024/25, Henderson Loggie did not identify any downward trends in relation to risk management, control or governance. ▪ The College has seven planned audits in view across 2025/26. The Student Association audit is currently underway with a clear timeline in place for the conclusion of all other 2025/26 audits across January – October 2026. **FOLLOW UP REVIEWS 2024/25 (Report No. 2025/10)** ▪ The College has made some progress in implementing the recommendations followed-up as part of this review with eight of 26 (31%) recommendations that were past their agreed completion date being categorised as 'fully

implemented'. 15 (58%) recommendations have been assessed as 'partially implemented' and three (11%) recommendation assessed as showing 'Little or No Progress Made'.
- One recommendation was not past its agreed completion date. These recommendations will be subject to follow-up review in 2025/26.

AUDIT REPORT 2025/07 – STUDENT ACTIVITY DATA
- Henderson Loggie concluded that the student data returns have been compiled in accordance with all relevant guidance and adequate procedures are in place to ensure the accurate collection and recording of the data. The Committee noted that Henderson Loggie can provide reasonable assurance that the FES return is free from material misstatements.
- Henderson Loggie was pleased to see overall gradual progress in reducing risks across the college

AUDIT REPORT 2025/09: STUDENT SUPPORT FUNDS
•   Henderson Loggie was able to certify all three fund statements and submit these to the appropriate bodies without reservation.
•   Henderson Loggie did acknowledge that the prior year recommendations had only been partially implemented and are hopeful to note their completion by 30 September 2026.

AUDIT REPORT 2025/06:
ENVIRONMENTAL SUSTAINABILITY
•   Henderson Loggie found that the system and management of environmental sustainability meets control objectives with some weaknesses present.
•   Recommendations include updating the Climate Change Action Team (CCAT) remit and defining key stakeholder groups; recruit, ensure sufficient capacity within the Sustainability Officer Role and develop a 'zero-to-landfill' strategy with clearly defined targets.

AUDIT REPORT 2025/08:
BUILDING MAINTENANCE
•   Henderson Loggie found that the system and management of environmental sustainability meets control objectives with some weaknesses present.
•   Recommendations include updating the College's Estates Strategy, scheduling of more routine condition surveys of the buildings, ensuring sufficient contract monitoring to keep track of Planned Preventative Maintenance (PPM) checks; as well as building out a more robust PPM with budget/financial data to better inform future spend.

ROLLING AUDIT RECOMMENDATION MONITOR
- The Committee noted 3 new recommendations were added and 8 recommendations were marked as complete, with

residual progress noted on the other outstanding recommendations.
- There are now 23 outstanding recommendations on the monitor covering 4 Staff Recruitment & Retention, 4 Budgetary Control, 5 Student Support Funds, 4 Student Activity (Credits), 1 Publications and Communications, 1 Procurement and Purchasing/Creditors, 3 Business Process Review Space Management/Room Utilisation and 1 Payroll & Pension Management.
- Resources have been constrained throughout the quarter, with unexpected staff absences alongside unfilled vacancies. There are also ongoing system implementations across the departments that have required significant time investment.
- The Committee was also advised that the audit reports for Building Maintenance, Student Funding and Environmental Sustainability which were presented at the Audit & Risk Committee on 2nd December will be reflected in the next update in February 2026.

RISK MANAGEMENT
- Of the fifteen risks identified, 9 amendments to risk scorings have been made since July 2025 in respect of credits, capital spend, corporate governance, learning, employee journey and reputation.
- The highest risk to the College during November 2025 was in respect of financial stability and, to an extent, remains outside of the control of the College, owing to Government funding restrictions. However, the College continues to encourage full cost recovery and commercial delivery of programmes to bolster income streams.

CYBER RISK UPDATE
- The Committee learned that the College is currently using software from Microsoft to improve its defences at computer level, increasing training for staff, turning on new functions for current software (e.g. back-up systems and vulnerability scanners) and looking to purchase additional log monitoring software through a shared service with JISC.

BI-ANNUAL CYBER REPORT
- The Committee noted that this is the first time the College has had a cyber report of this kind. The template is from the information security shared service, HEFESTIS.
- The report showed general overview of the College's cyber position, framework descriptions and progress made on cyber tasks. The sections of particular interest and areas for improvement. This report was viewed positively, and thanks were given to Chris Sumner, Head of Digital, for providing such a comprehensive overview.
- Future reports will be configured with meaningful KPI's following input from ARC members.

WHISTLEBLOWING POLICY AND PROCEDURE

- The Governance Professional provided an overview of the Public Interest Disclosure (Whistleblowing) Policy and Procedure, noting earlier review by the People and Culture Committee that amendments should be made to include reference to the Nolan Principles, the characteristics of the Designated Person and inclusion of a procedural flowchart. The Committee also agreed these edits.

AUDIT & RISK COMMITTEE REMIT

- The Committee noted that the remit of the Audit and Risk Committee had been revised to remove references to the Lanarkshire Regional Strategic Body.

MATTERS FOR INFORMATION

- The Committee noted that the following matters for information would not be discussed in detail during the meeting and welcomed any questions or comments thereon.
  – **PENSIONS CONTRIBUTION PROJECT UPDATE**
    Reserved Item Commercially Sensitive.
  – **GOVERNANCE ROLLING REVIEW**
  – **AUDIT SCOTLAND TECHNICAL BULLETIN**
  – **ANNUAL PUBLIC SECTOR CYBER RESILIENCE ASSESSMENT**
  – **SFC's EXPECTATIONS OF GOOD GOVERNANCE**
  – **EXTERNAL EFFECTIVENESS REVIEW**

CONCLUSION

The College has continued to closely monitor all aspects of risk management, control and governance. The Committee remains of the opinion that the College's internal financial and management systems are adequate and effective. Further, the Committee is of the view that there is an ongoing process for identifying, evaluating and managing the College's significant risks.

BOARD OF MANAGEMENT

Date	2 December 2025
TITLE OF REPORT	Finance and Resources Committee Chair's Report for the South Lanarkshire College Board
REFERENCE	24.4
AUTHOR AND CONTACT DETAILS	Laura Wright, Chair of Finance and Resources Committee Laura.Wright@slc.ac.uk
PURPOSE	To provide the Board with a Report from the FRC Chair including matters discussed during the FRC Meeting on 2 December 2025.
BOARD ACTIONS / POINTS TO NOTE	The Board is asked to note key points, especially: • The Committee noted and approved the Draft Financial Statements and Annual Audit Report for remittance to the Board for final approval on 9 December 2025; *(Reserved: Commercially sensitive)* • Cashflow and Accounts to 31 October 2025, noting a draft full year deficit of £518k and expected cashflow at 31 July 2026 of £2m. • The Quarterly update from Procurement. • The Procurement Annual Report for 2024/25 • The Procurement Strategy for 2025/26 • Modern Slavery Statement • Updated Committee Terms of Reference to remove references to Lanarkshire Regional Strategic Body following dissolution • Capital Expenditure Plans for 2025/26 • The Quarterly update from Facilities • The Quarterly update from the Climate Change Action Team (CCAT) • Student Fees Policy 2025-26 • Fee Waiver Policy 2025-26 • CLIC Innovate UK: Progress update • Business innovation: Pipeline of Activity 2025-26; and • SFC Financial Sustainability Reports

KEY POINTS	
	DRAFT FINANCIAL STATEMENTS 2024-25 AND PROPOSED ANNUAL AUDIT REPORT *Reserved: Commercially sensitive* • ████████████████████████████ ████████████████████████████ ████████████████████████████ • Audit Scotland presented their draft Annual Audit Report through which it was noted that the accounts are free from material misstatement and noted full compliance from the College in processing any required audit adjustments. • However, Audit Scotland did highlight limited progress by the College in implementing agreed prior year audit recommendations. The College commits to their resolution across 2025-26, including substantial work to improve fixed asset accounting and records and a review of system access rights. • The Committee approved the draft financial statements for remittance to the Board for final approval on 9 December 2025. • The Committee noted the quality of the annual accounts document and passed on thanks to the Marketing department for its work on the aesthetics. • The Committee was disappointed in the Scottish Funding Council's interpretation that treasury deposits are disallowed, and an action was taken, in conjunction with the Audit & Risk Committee, to petition the Scottish Funding Council on this point and other inflexibilities within the current funding landscape. **CASHFLOW AND ACCOUNTS TO 31 OCTOBER 2025** • The Committee was asked to note a full year projected forecast deficit for 2025/26 of £518k. • The improvement on the forecasted full year deficit of £518k from £788k budget is in respect of circa £300k temporary savings in payroll from vacant roles and roles that have not yet recruited through the restructure, a further £100k in respect of employability funding through SL Council and a partial offset of circa £200k in respect of anticipated depreciation charges for 2025-26 following change in approach in 2024-25 accounts. • The cash flow report presented suggested that the College cash balance will land around £1.6M by July 2027. This is however contingent on the College growing and diversifying revenue streams and recognising continued cost efficiencies and procurement savings. **QUARTERLY UPDATE – PROCUREMENT**

- The Committee noted that the Annual Procurement Strategy, Procurement Action Plan and the Annual Report are attached for review.
- 5 tenders were awarded in the quarter of which 4 were via Framework Agreement and 1 via Quick Quote.
- The Committee noted the estimated cost of emergency lift replacements of £320k for which no SFC Emergency capital funding is available.
- The College had undergone an extensive exercise across last quarter to ensure continuity of Skillzminer pilot through extension of contract.

THE PROCUREMENT ANNUAL REPORT 2024/25
- The Committee noted the requirement for colleges to publish an Annual Procurement Report (APR).
- 88.26% of total procurement expenditure was done through compliant procurement processes (2023/24 92%). 34.24% is contract based (2023/24: 40.51%) while 54.03% was undertaken through Collaborative Framework Agreements (2023/24: 51.49%)
- The report highlighted sustainability initiatives within its catering services and waste management services, noting strong partnership working through alignment of college and catering sustainability goals, including the introduction of recyclable cups and reduced reliance on single-serve plastics.

THE PROCUREMENT STRATEGY 2025/26
- The Strategy is an example of best practice across the Scottish College sector. The Strategy aligns with College Strategy 2025-2030 and the Scottish Funding Council's Outcomes Framework. It is subject to annual review to ensure compliance with the Procurement Reform (Scotland) Act 2014.
- The Committee welcomed the report and its alignment to the College's strategy 2030.

MODERN SLAVERY STATEMENT
- The Committee noted that the Modern Slavery Statement 2024-25 confirms the College's commitment to adherence to Modern Slavery Act 2015.
- The statement provides assurances that there is a robust list of policies in place to mitigate against the risk of slavery and human trafficking. Training on Modern Slavery and Human Trafficking is undertaken by both the Procurement Manager and Heads of Departments

FINANCE & RESOURCES COMMITTEE REMIT
- The Committee noted that the remit of the Finance & Resources Committee had been revised to remove references to the Lanarkshire Regional Strategic Body.

CAPITAL EXPENDITURE

	• The Committee learned that the College has committed spend of £218,854 year to date on capital projects in line with the high-level plan presented to the Board on finalisation of Budget 2025-26.
	• The College has also engaged with a consultancy firm to support with the production of a brief to reconfigure college spaces in support of its Estates strategy which is currently being devised.
	• Separately, the College had submitted an expression of interest for emergency funding to support with the replacement of its two main lifts. It is anticipated that this will cost approximately £320k however it was communicated at the meeting that the funding bid had been unsuccessful. The College is investigating other options to fund the expenditure which is expected to occur in June/July 2026.

QUARTERLY UPDATE – FACILITIES

- The Committee noted that planned preventative maintenance has taken place particularly with the HVAC and Water systems this reporting period as well as Planned general works.
- An update on the College's service providers and their Red Amber Green (RAG) status and noting that some providers are being scrutinised on performance issues.
- The new contractor is now in place for college systems, including access control, CCTV, fire and security alarms. They are interacting with both Facilities and IT departments.
- An update on the lift issue has been provided and trhe Committee thanked the operational leads from the Climate Change Action Team for coming to present the facilities paper.

QUARTERLY UPDATE: ENVIRONMENTAL & SUSTAINABILITY

- The CCEAP for 2025-2026 has been updated and promotes the college commitment to achieving net zero by 2040 or earlier.
- Year on year the college has reduced its carbon emissions. Two elements from the roadmap have moved from established to leading (leadership and governance and partnership and engagement).
- An action plan for 2025-2026 has been developed.
- The Committee also learned that the internal sustainability and environmental audit took place in September 2025 by Henderson Loggie, rendering a satisfactory outcome with two or three recommendations to be actioned in 2025-26.

OTHER MATTERS FOR INFORMATION

- The Committee noted that the following matters for information would not be discussed in detail during the meeting and welcomed any questions or comments thereon.
  - **STUDENT FEES POLICY 2025/26**

	− **FEE WAIVER POLICY 2025/26** − **CLIC INNOVATE UK UPDATE** − **BUSINESS INNOVATION: PIPELINE OF ACTIVITY** − **SFC FINANCIAL SUSTAINABILITY REPORTS** **CONCLUSION** • The Finance & Resources Committee has reviewed the college's financial performance for the prior year and is satisfied with external audit conclusions. • Additionally, the Committee has reviewed the first quarter's cashflow and management accounts and while the need to enhance quarterly reporting through further automation, the Committee has taken assurances from the Executive team that plans are in place to improve monthly reporting processes. • The Committee noted the positive impact of recent efficiency measures to reduce the workforce through Voluntary Severance and the continued growth in external funding opportunities. However, it also recognises the need to remain vigilant considering potential sector-wide funding pressures and inflationary cost increases.