

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

NOTICE

There will be a meeting of the Learning, Teaching and Student Experience committee on 21st August at 1730 hours on Teams and in the Boardroom at South Lanarkshire College

AGENDA

Agenda Item		Paper	Lead
01	Apologies for Absence	No	VA
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items	No	All
03	Minutes of Previous Meeting	Yes	JG
04	Matters Arising from the Previous Meeting	No	JG
	Matters for Discussion		
05	Student Association Report	Yes	CB
06	Curriculum Report	Yes	SP
07	Quality and Learning and Teaching Innovation Report	Yes	LD
08	Student Engagement and Partnership Report	Yes	RH
09	Student Welfare: Duty of Care Audit 2024-25	Yes	RH
	Matters for Approval		
10	Reviewed and updated Safeguarding Policy and Procedure	Yes	RH
	Matters for Information		
11	Marketing and Communications Update	Yes	RH
12	Complaints Quarterly Report	Yes	WMacL
13	Review of LTSE Work Plan 25-26	Yes	SP
14	Summation of Actions and Date of Next Meeting (20Nov2025)	No	VA
15	Any Other Business	No	JG

Key:

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

Unconfirmed LTSE Minutes

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

MINUTES

LTSE Committee on 28 April 2025 at 1730 hours in the Boardroom at South Lanarkshire College and via Teams

Present

Jo Gill, Chair
Stella McManus, Principal
Heather Meighan
Scott Gray
Catriona Blacker (online)

In Attendance

Ann Baxter, NCL
Wilma MacLeod
Rose Harkness
Lisa Doonan
Elise Bonini (part)
Anne Doherty
Vari Anderson / Christine Clark

AGENDA ITEM

01

Apologies for Absence

Douglas Morrison, Scott Coutts, Tarryn Robertson

02

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

None made.

03

Minutes of Previous Meeting – 3 February 2025

Approved.

04

Matters Arising from the Previous Meeting

None in addition of Agenda items.

Matters for Discussion

05

Student Association Report

The Committee noted the number and variety of events and activities held by the Student's Association including Refreshers, Love Your Planet, LGBT History Month, Time to Talk, Easter Egg Hunt, Student Poverty and Men's Mental Health.

Student engagement with the Student Association remains high, feedback forms were handed out to students during the Refreshers event and the Committee were delighted to hear that 100% positive feedback was received.

The Committee were advised of the L6 Cabin Crew event and the Manchester residential visit which raised funds for the Beatson Charity. Money matters advice sheet and funding information are keep updated, available, and a good uptake was noted.

	<p>No questions were raised and the Committee thanked the SA members and colleagues for their imaginative and marvellous events for all students.</p>
06	<p>Learning Teaching and Student Experience Update</p> <p>The Committee considered and noted the report, highlighting the College has achieved the credit target of 43,600, currenting sitting at 43,810 credits, 210 credits over target, this being subject to the year-end audit.</p> <p>The Committee were advised of the first SFC Outcome Framework & Assurance Model (OF&AM) Engagement meeting taking place on Thursday 1st May 2025.</p> <p>The Committee noted the new curriculum management structure document following two Associate Principal retirements and the new focussed management tier consisting of one Head of Curriculum, one Deputy Head of Curriculum and eight Curriculum Quality Managers.</p> <p>One to one meetings have taken place as and when requested.</p> <p>The new Vice Principal (Student Experience and Innovation) has been appointed, with an announcement scheduled for the end of this week.</p> <p>The Committee were advised of retention rates dropping slightly to 90%, mainly due to withdrawals in FT FE programmes. Data continues to be monitored and managed by the Head of Quality.</p> <p>The Committee acknowledged the particularly busy period of change, and thanks were extended to all colleagues involved around retaining good momentum.</p>
07	<p>Modern Apprenticeships Deep Dive</p> <p>EB provided an overview of the circulated PowerPoint (Alternative Funding: Apprenticeships), highlighting the strict guidelines around achievement rates involving SQA, and SDS, highlighting a reason for timescales of achievement messages varying daily.</p> <p>The Committee noted the College Achievement Rate for 2024/25 P6 (42.9%) equating to 15 early leavers. An Action plan in place with monthly, quarterly and ongoing actions to assist with interventions as required. There is a high level of guidance and involvement with employers and positive feedback is being received. Strong relationships with local employers continue to build, including expanded Social Services with NHS and current interest by two construction companies.</p> <p>The Committee were advised of the 2025/26 key challenges including recruitment within construction, affordability including the National Minimum Wage, complexities with SDS, and income impacts.</p> <p>Discussion points included the SFC funding change. Management fees (Plumbing & Gas) issues, and achievement rate calculations (reference to Q3 slide).</p> <p>The Committee were advised of best practice sharing with another College, suitability checks, core skills assessments, sign offs by team leaders, Management Agent potential issues, key lessons learned. Also other areas being considered such as air conditioning (lack of space to deliver), electrical</p>

	<p>(niche areas), track record and preferences to work with key employers and partnerships.</p> <p>The Committee extended thanks to EB for the presentation and an offer of assistance with connected larger employers was proposed by HM.</p>
08	<p>Quality Update LD highlighted the statistics (as of 8th April) under paragraph 3.4 and noted the deadline date for the final outcome being 2nd May 2025.</p> <p>External verification activity required significant resourcing and is now concluded but with impact on this academic session. An extension to the deadline, set by SQA, has been requested. No questions were raised.</p>
09	<p>Scotland's Tertiary Quality Enhancement (Tertiary Quality Enhancement Review (TQER)) LD provided an overview of presentation 'Outcome framework and Planning' and will update the Board when further information is received.</p> <p>The Committee recognised the current process of self-analysis and gave thanks for the helpful graphics. No questions were raised.</p>
10	<p>Meeting the Support Needs of Learners in Scotland's Colleges The Committee considered the paper, noting that demographics have massively changed. The link to the Education Scotland report confirms that Students do not always disclose their requirements for additional support.</p> <p>SMcM noted the Safeguarding Audit of last week, noting that the Auditor expressed concern around colleges being able to support particular and specific needs of some students.</p> <p>Discussion included data sharing, potential differences to the University sector, the Fitness to Student process introduced last year, Duty of Care, Counselling Services, including the impact on resourcing, and working in partnership with the Students Association.</p>
	Matters for Approval
11	<p>SLC Digital Strategy 2025-2030 The Committee were advised of the significance in viewing the document following approval by the Board of Management.</p> <p>Additionally, SG presented an overview of One Note, a system to assist students, those with additional learning needs and lecturers. This system is already used within the Plumbing department and has been introduced recently to the Joinery department.</p> <p>Discussion included process for feedback, recordings, digital passport for practical assessments. Also podcasts, video checklist, downloading and exporting into following year(s) and onto the student's own OneDrive account for future reference. Students are embracing the system, which lecturers can use to monitor the student's progress and follow up where necessary.</p>

	Matters for Noting / Information
12	<p>Developing the Young Workforce Update The Committee considered and noted the paper. WMacL advised promotion is ongoing including discussions with partners around courses on offer for next year.</p> <p>The Committee noted the small horticulture portfolio and excellent community involvement with thanks.</p>
13	<p>Marketing and Communications Update The Committee noted the summary of activity over the last 3 months including the successful CLIC events, which will continue until March 2026 following extension of funding.</p> <p>The Committee noted social media usage including LinkedIn, consideration of a new Sky TV advert and the positive launch of the SLC and Go Radio Podstars competition.</p>
14	<p>Complaints Quarterly Report The Committee noted the terms of the report and WMacL confirmed Q3 complaints closed within the required timeframe, one being referred onto SPSO, which was not upheld.</p> <p>The Committee noted complaints can consist of anything, noting examples of related topics being covered under the Appeal Process or Engagement Policy.</p>
15	<p>Any Other Business The Committee gave thanks to Ann Baxter and the previous AP role holders (David Innes and Myra Sisi) who have now retired.</p>
16	<p>Summation of Actions and Date of Next Meeting – 21 August 2025 (TBC) No actions noted and the provisional date provided.</p>



South Lanarkshire College

Students' Association

Board Report

August 2025

YOUR COLLEGE
 **YOUR WAY**

Contents

Overview	3
Student Association Plans for 2025/2026.....	3
Student Voice	4
Emily Test Gender-Based Violence (GBV) Charter.....	5
Student Poverty/Cost of Living	5
Student Mental Health Agreement	6
2025/26 Planning and Evaluation.....	6
Hoodies	7
NUS Lead & Change.....	7
2025/26 Events	8



Overview

Student Association Plans for 2025/2026

Welcome to a new year from the Student Association (SA). As we approach the new academic year, we would like to reflect on the journey we have shared in 2024/25 and outline the vision for the year ahead. Serving as the SA President/Vice President has been a privilege, with the priority being remaining accessible, responsive, and focused on enhancing the student experience. From organising events to securing valuable resources, the goal has been to foster a supportive and engaged campus community.

A key initiative for the upcoming year is to secure a dedicated space for the Head Space Room—an inviting environment focused on student mental health and well-being. This past year has been a period of significant growth, deepening our understanding of the role of the SA and strengthening the commitment to effectively represent students' needs. Central to that commitment is making sure every student voice is heard, valued, and reflected in the decisions that shape the college experience.

We are passionate about supporting student success and contributing to a positive, inclusive college environment. We are committed to ensuring that all students have the best possible experience at South Lanarkshire College and feel heard.

Looking ahead, it is our aim to build on this progress with bold, inclusive initiatives that respond to the evolving needs of our student body

To plan for the academic year ahead, the SA host regular meetings to reflect on what has worked well, identify areas for improvement, and consider which successful initiatives from the previous year should be continued. Core events such as Freshers' Week, Men's Mental Health "Pizza and a Chat," and Love Your Planet remain key fixtures in our calendar, alongside many others. Both the President and Vice President are deeply passionate about supporting mental health. We are continuing to develop the *Head Space Room*—a safe, supportive space for student well-being. In addition to this, we are launching a new *Breakfast Club* to promote access to free breakfasts, whilst also raising awareness about the free lunch programme. To raise awareness of these wonderful initiatives to students, we have redesigned our promotional materials, including creating updated posters clearly outlining the days and times these meals are available. We are grateful to continue to work along Aramark to provide these valuable services to students.

Student feedback plays a vital role in shaping the Operational Plan (OP), as it provides the SA with a broad range of perspectives on what is working well and where improvements can be made. When students share suggestions, we ensure they are brought forward to either the next SA meeting or directly to the Head or Depute Head of Student Services, depending on the urgency. For example, last year a student proposed the What's in The Box? activity for Freshers' Week. Given the time-sensitive nature of the event, we discussed this with the wider team as a priority, and we were able to implement it successfully. The result was a well-received activity that both students and staff thoroughly enjoyed.

The SA Social Media Plan is reviewed regularly, with posts, videos, and stories shared across platforms such as Instagram, Facebook, and the Student Health and Wellbeing Teams page. Like the Operational Plan, this document outlines key events and information, while allowing flexibility for the SA to add new content throughout the year. This ensures that students are kept informed and engaged with up-to-date news, initiatives, and opportunities.

To ensure the student voice is accurately captured, the Student Association work closely with the college-wide quality enhancement process, led by the Head of Quality and Learning & Teaching Innovation. This collaboration helps gather and showcase feedback that reflects the views and experiences of the student body. Students can access this feedback system through the main page of the SLC portal, where they will find the *TellUs* tile. Through *TellUs*, students have the option to submit a form to request a response or simply share their feedback anonymously, depending on their preference.

The SA work closely with the Compliance and Assurance Officer to liaise with Class Representatives both in person and via the Class Rep Teams page. They organise Class Rep training sessions, and the SA look to attend as many of these sessions as possible. Our presence helps ensure that class representatives feel supported and confident as they begin their roles, reinforcing a strong partnership between students and the wider college community.

The SA operate an open-door policy to encourage students to feel comfortable coming in to discuss any issues they may be facing. Depending on the nature of the concern, we can signpost students to the appropriate support services—for example, directing them to Student Services or to *TellUs@SLC* for general feedback or concerns. If a student is experiencing difficulties with their course, we aim to facilitate open communication between all parties. Should this not lead to a resolution, we will escalate the issue to the relevant Curriculum and Quality Manager, who can help address and resolve the concern effectively in a timely manner. Students are also made aware of the complaints procedure should the above resolutions not prove effective.

Overall, it has been a year of reflection, learning, adapting, and engaging with students to improve their experience. Going forward we will be expanding our feedback-informed approach into all planning processes to support our strategic priorities, placing students at the heart of everything we do.

Student Voice

At the beginning of the 2024/25 academic year, one of the most significant concerns raised by students was the increase in canteen prices and the quality of the food being served.

To support students in raising such issues, the Student Association signposted them to the SLC homepage where they could access the '*TellUs@SLC*' tile. This platform allows students to submit feedback or complaints either anonymously or with contact information if they wish to receive a response. Alongside this signposting the Student President and Vice President personally visited the canteen at breakfast and lunch times to check the location of the free promotions and had further discussions with Aramark, who suggested they would move the breakfast to a more suitable location for greater accessibility. These visits allowed us to speak with more students about the quality and cost of food and drink. This pattern of checking in with students and regular meetings with Aramark resulted in more positive feedback. The pricing concerns were related mainly to the vending machines costs and once this was highlighted to Aramark and the College, action was taken to amend this.

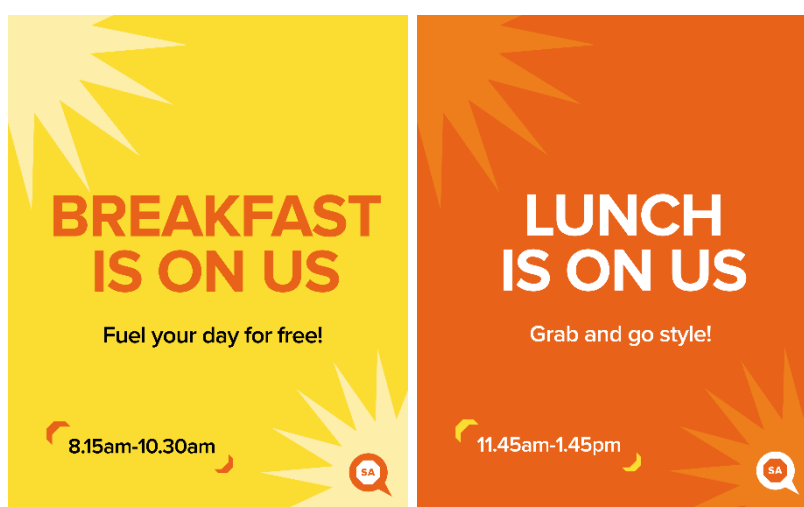
Emily Test Gender-Based Violence (GBV) Charter

The Student Association continues to work with the College in raising awareness of gender-based violence and providing support to students impacted by it. We are supporting the Student Services team in reviewing the work taking place as part of the Annual Review process to maintain our Charter Award status.



Student Poverty/Cost of Living

Students continue to be impacted by the ongoing cost-of-living increases, and we are committed to continuing to support them in whatever way we can. For academic year 2025/26 we will continue to work with Aramark to continue to provide free soup and sandwich to students one day per week, as well as free breakfast. As part of this work, we are keen to increase awareness of this fantastic initiative and as such have refreshed our promotional materials for this. We were keen for the messaging to remove any stigma about accessing free food and instead use a theme of 'have breakfast/lunch on us.' We would like to thank the College Marketing team for working with us to create the eye-catching new materials. These will be posted across social media channels, the fortnightly SA newsletter, the Student Health and Wellbeing Teams page and on posters located throughout the campus.



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

Student Mental Health Agreement

We have been working with Think Positive on the 2025-2027 Student Mental Health Agreement. At the end of the last academic year, we held an information stall as part of Mental Health Awareness Week where we spoke with students to ask them about the support services available in the College and whether we could improve any of them. We received 42 responses from students, and the feedback was overwhelmingly positive. We asked if we could do anything better and over 50% of the responses advised that 'everything was fine'. Suggestions we received were more counselling provision, more events and designated quiet spaces so we are hopeful that our Head Space initiative will help address some of this.

2025/26 Planning and Evaluation

The Student Association has completed the 2025/26 planning and evaluation process, and we are currently finalising activity for the upcoming year. Our focus for 2025/26 will be centred on three key priorities:

- **Empowering the student voice**
- **Making sure all our students feel welcome and included**
- **Organizing games and activities to ensure our students have fun**

To effectively plan and evaluate, we will continue to work closely with the Quality and Learning and Teaching Innovation team to integrate the student voice into the College's ongoing improvements. As part of this, we will continue our strong partnership with Class Reps, ensuring their feedback is collected and presented in class team reports that help shape the College's approach to teaching, learning, and student services.

This year, we will be prioritising engaging with Class Reps more directly. We are working with the Quality, Learning and Teaching Innovation team to introduce a designated room for meetings, which will foster stronger connections and improve communication. The Student President and Vice President, along with the rest of the SA, will attend Class Rep meetings regularly, add updates to the Class Rep Teams Page, and ensure all Class Reps are supported in their roles. This presence will help the Class Reps feel more confident as they engage with their peers and contribute to the College's continuous improvement.

To ensure the SA is visible and accessible to all new and returning students, we have prepared a Welcome Introductory Newsletter and a SA Induction PowerPoint, and we will be sending out invites to departments to book class visits. We will also share an induction video on our social media accounts, helping to make sure all students are aware of who we are and the support we offer. Additionally, we will be welcoming students in the Atrium as they arrive on campus for their first day of class.

Freshers' Week (9-11 September) will be packed with external organisations aimed at supporting students, fun activities, games, and opportunities to meet other students. We will also be selling hoodies for the current academic year during this week, ensuring students feel part of the community from day one.

In line with our commitment to empowering students and fostering a sense of belonging, we are continuing to develop new initiatives such as the **Head Space Room**, a safe, supportive space for mental well-being. We are also launching a new **Breakfast Club** called the **Toast Topper Club**, to raise awareness of the free breakfast and lunch programme. To capture the

student voice, we will be providing short feedback cards at the Toast Topper Club. Additional new promotional materials will be designed to ensure all students know when and where they can access these resources.

Finally, our open-door policy remains a core part of how we support students. Should any concerns arise, we are committed to signposting students to the appropriate channels, whether that is Class Reps, *TellUs@SLC*, appropriate Curriculum and Quality Managers, the complaints process or to Student Services. If necessary, we will escalate issues to the Head of Curriculum or appropriate Heads of Department to ensure concerns are resolved effectively.

Hoodies

The SA President and Vice President believe that the SLCSA embroidered hoodies will help to keep students warm and they will remain accessible to all students as we are maintaining the very low price of £5 per hoodie. These will be available from Freshers' Week to all students. This is important to help our commitment in trying to tackle the ongoing issue of student poverty.



NUS Lead & Change

This year's National Union of Students (NUS) Lead and Change event was held in Dundee and Angus College on 15 July. The SA Vice President attended the event and was eager to be networking with other Student Associations. The morning session began with a detailed overview of the history of NUS and their longstanding support for SAs across the country.



After an initial presentation, we moved upstairs to participate in a series of interactive activities. The first of these being an icebreaker, where we introduced ourselves to fellow participants and shared our goals for the year ahead. Following this, we engaged in a discussion on stress management, particularly in the context of our roles within the SA and explored how crucial it is to build a reliable support network for various tasks.

We then took a 20-minute networking break, which gave us the chance to connect informally with other attendees. Upon returning, we participated in a group exercise that focused on advocacy for students. Each group was tasked with preparing a short presentation on how to effectively argue for student needs. Although a nerve-wracking experience, it significantly boosted our confidence in advocating for our student body.

After lunch, which provided an opportunity to interact with other SAs and share our experiences, we returned to discuss strategies for negotiating the best outcomes for students. We learned valuable skills on communicating effectively with senior management and how to balance the interests of different stakeholders. One important takeaway was that, as SAs, we may not always be able to please everyone, but we must focus on achieving the best possible outcomes for students.

The final session of the day emphasised the importance of teamwork in our roles, underscoring how collaboration is essential to the success of an SA. Overall, the event was incredibly insightful and introduced new tools and strategies that will be invaluable in the year ahead. It was a valuable event for building a network of contacts with other Student Associations, offering a supportive resource for collaboration and advice in the future.

2025/26 Events

Welcoming students
Monday 25 August

Freshers' Week
Tuesday 9 – Thursday 11 September

World Mental Health Day
10 October

Volunteering Event
22 October

Halloween Event
29 October

Men's Mental Health Event (Pizza and Chat)
5 November

HE Event
19 November 24

GBV 16 Days of Activism
25-November – 10 December

Sexual Health Awareness Stall
13 December (Cuppa and a chat, free condoms, etc)

Refreshers'
27-29 January

Purple Friday
27 February

Love Your Planet
1 April

We are very much looking forward to the events listed above and have lots of great ideas for the year ahead including lunch club activities and much more.

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

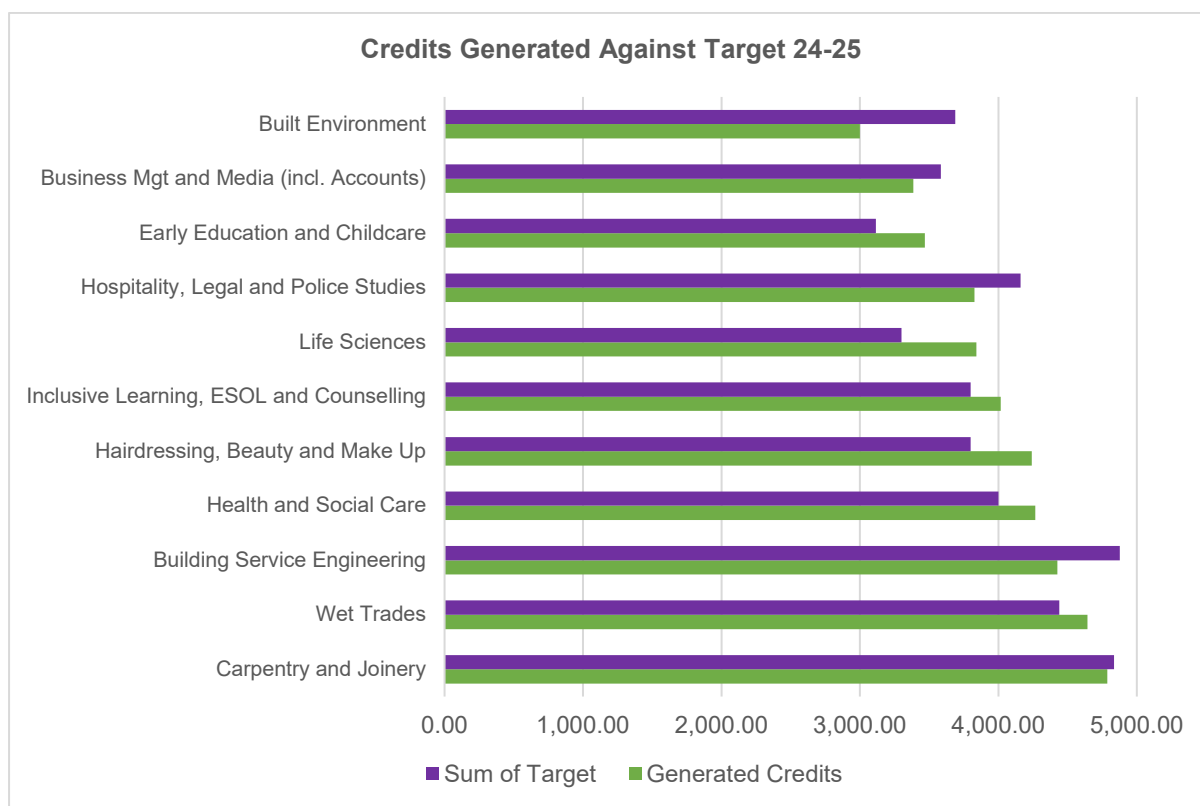
DATE	21/08/2025
TITLE OF REPORT	Curriculum Report
REFERENCE	Agenda item 06
AUTHOR AND CONTACT DETAILS	Shona Pettigrew shona.pettigrew@slc.ac.uk
PURPOSE:	To provide members with an update on matters relating to curriculum planning and delivery, credits generated and curriculum developments.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • Note the credit target session 2025-26; • Note the curriculum restructure update; • Consider and note the work of the curriculum and Business Innovation teams; • Note curriculum highlights.
RISK	<ul style="list-style-type: none"> • That credits generated in session 2025-26 are negatively impacted due to the internal restructure. • That the quality of learning, teaching and assessment declines, negatively impacting the student experience.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience; • Culture and People Development; • Growth and Innovation and • Sustainability.
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The College has met the 24-25 credit target, subject to final audit. The target of 43,600 was exceeded by 306.5 credits; • Total applications received for programmes starting in August 25 is 5,158. This represents a positive uplift from the August 24 figure of 5,069; • Total enrolments in August 25 start programmes are 2,369, which is 53.94% to target. This compares favourably to August 24 enrolments, which were recorded as 1,878 or 32% to target;. • The curriculum restructure exercise has successfully completed; • Some residual activities are being undertaken in the restructuring of student support services. This will complete in Q1 25-26; • Business Innovation team colleagues are in negotiation with local authority partners with regards extending the Employability Academy programme.

1. INTRODUCTION

- 1.1 This paper provides an update on the credit activity for the 2024-25 academic year; outlines progress on the curriculum and student experience restructure and provides an overview of non-core activities and notable curriculum highlights since the May 2025 Committee meeting.

2 CREDIT ACTIVITY 2024-25

- 2.1 For the 2024-25 academic year, South Lanarkshire College had a core credit allocation of 43,600.
- 2.2 The college recorded an outturn of 43,906.5 credits. This exceeds the target by 306.5 credits, which is permissible within the 2% upper threshold.
- 2.3 The college has, therefore, met the credit target for 24-25 subject to final audit in Autumn 2025.
- 2.4 These figures reflect sustained commitment to high-quality curriculum delivery, robust student engagement, and responsive planning across academic teams and professional services.
- 2.5 The chart below indicates the credit activity generated against target for each curriculum area.
- 2.6 *Chart 1: Credit Activity Per Curriculum Area*



3 RECRUITMENT ACTIVITY 2025 – 2026

- 3.1 The College overall recruitment target for year 2025-26 is 4,392.
- 3.2 The College has received a total of 5,158 applications for courses commencing in August 2025. This represents a positive increase compared to the 5,069 applications received for August 2024 entry—an uplift of 89 applications.
- 3.3 The table below provides a summary of the current position in relation to August 25 enrolments, for each curriculum area.

Table 1: Recruitment and Enrolment Summary

Section	Target	Enrolled	Pre-Enrolled	Total	% to target
Business, Hospitality, Tourism and Legal Services	781	214	151	365	46.73
Inclusive Education, Languages and Counselling	589	166	158	324	55.01
Construction Crafts	477	163	107	270	56.60
Carpentry, Joinery and Construction Management	586	239	184	423	72.18
Building Services	421	217	30	247	58.67
Hairdressing, Beauty and Creative Industries	721	193	92	285	39.53
Early Education, Childcare and Social Science	511	144	82	226	44.23
Quality	40	0	0	0	0.00
Health, Social Care and Science	266	125	104	229	86.09
Total	4392	1461	908	2369	53.94

- 3.4 The current number of enrolments is 2,369, which is 53.94% to target. This is expected to rise over the coming weeks and compares favourably to the 1,878 enrolments recorded in August 2024, which was 32% to target.
- 3.5 Recruitment continues to be a top priority for the Marketing team to mitigate any potential shortfall in meeting recruitment targets in the coming months.

4 Curriculum Restructure and Key Projects 2025-26

- 4.1 Further to the curriculum restructure plan outlined at the previous LTSE committee, interview and appointment processes took place over a five-week period during the Spring, concluding in June 2025. As a result, the College enters the new academic year with a refreshed and energised curriculum leadership team.
- 4.2 While not all newly appointed Curriculum and Quality Managers (CQMs) and Curriculum and Quality Leaders (CQLs) originate from the subject areas they now oversee, each brings proven leadership and a strong commitment to learning and teaching, paired with a genuine passion for innovation and for shaping learning that reflects the character and needs of our communities. The team will drive a consistent and innovative approach to curriculum planning, review, self-evaluation and stakeholder engagement.

4.3 Revised Curriculum Team Structure

Head of Curriculum (1FTE)

Deputy Head of Curriculum (1FTE)

CQM Built Environment and Renewable Technologies (1FTE) CQL (1FTE)	CQM Business, Events and Public Services (1FTE) CQL (1FTE)	CQM Hair, Beauty and Creative Industries (1FTE) CQL (1FTE)	CQM Health, Social Care and Science (1FTE) CQL (1FTE)
CQM Early Education and Social Science (1FTE)	CQM Carpentry and Joinery (1FTE)	CQM Construction Crafts (1FTE)	CQM Inclusive Learning and Languages (1FTE)

N.B. moving forwards, all tables, charts and reports will align with this revised curriculum structure.

- 4.4 Under the leadership of the Depute Head of Curriculum, the refreshed curriculum team will spearhead two strategic projects aimed at strengthening curriculum management systems and driving a consistent, quality-led approach across the College. The first is a comprehensive room utilisation assessment, which will explore how learning spaces are currently being used and identify opportunities for optimising resource allocation. The second is a targeted evaluation of timetabling efficiency, designed to improve scheduling practices, minimise overlaps, and ensure staff and student needs are better aligned. Together, these initiatives will support more effective planning and enhance the overall delivery of teaching and learning.
- 4.5 The Depute Head of Curriculum, CQM's and CQL's will become part of a unified CLT that meets fortnightly, aligned with the College's SLT schedule. These meetings will be chaired by the Head of Curriculum and focus on whole college strategies, policies, and cross curricular initiatives.
- 4.6 To enhance communication and support the ongoing development of their roles. CQMs will have dedicated, protected time of approximately 3.5 hours per week. This time will be used for collaboration, strategic planning professional development, and participation in cross curricular initiatives, enabling them to contribute effectively to the College's objectives.
- 4.7 In parallel to the above, key student experience functions, including admissions and extended learning support, have undergone strategic restructure. These changes are designed to enhance service provision and foster deeper engagement with curriculum

colleagues, ensuring that these vital areas are aligned with evolving academic priorities and more responsive to the needs of learners.

Key Changes include:

- **Extended Learning Support Integration:** Extended Learning Support will now operate within Student Experience, alongside Guidance and Counselling teams. This alignment reflects a commitment to offering holistic, person-centred support. By bringing together academic assistance and wellbeing services, students will benefit from a more seamless and coordinated experience, particularly those facing complex or interrelated challenges. It encourages closer collaboration among staff, shared expertise, and better continuity of care;
- **Admissions processes** have now transitioned to the Management Information Systems (MIS) team. This move was designed to ensure tighter synergy between admissions workflows and the systems used to produce critical reporting outputs, including those delivered via Power BI. With admissions embedded in the MIS environment, improved data accuracy, faster responsiveness to reporting needs, and greater capacity for evidence-based decision-making can be expected.

- 4.8 These changes reflect our ongoing commitment to putting students at the heart of our operations, while enhancing the efficiency and strategic alignment of our internal functions.

5 NON-CORE PORTFOLIO

CLIC (College Local Innovation Centres)

- 5.1 Now in its second year, the College Local Innovation Centres (CLIC) initiative continues to drive digital transformation and productivity across the Glasgow City Region, with South Lanarkshire College playing a pivotal role through its focus on Sustainable Development. Building on the success of its pilot phase, the programme has expanded its reach, engaging over 200 businesses and offering tailored support in areas such as innovation audits, technical mentoring, and access to funding.
- 5.2 Moving into the new academic year, the programme will focus on three key tranches of activity:
- Continued engagement of innovation audits and business assessment;
 - Mini competition for internal innovation projects;
 - Development of a CLIC accelerator programme, offered to stakeholders as a unique CLIC training offer.
- 5.3 An internal working group has been established to ensure that year two funding is maximised and outcomes realised as anticipated by funders.

Employability Academy

- 5.4 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.

- 5.5 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.
- 5.6 The current programme commenced on 1 October 2024 and is scheduled to conclude on 30 September 2025. It is supported by £210,000 of No One Left Behind funding. The Business Innovation team is currently awaiting confirmation regarding potential continuation funding through to 31 March 2026.
- 5.7 Between January and June 2025, 46 individuals participated in six distinct courses: Introduction to Cookery & REHIS, Social Media & Mental Health, Introduction to Classroom Assistant, Pre-NHS Course, Introduction to Barista, and Introduction to IT Skills. These courses were delivered across multiple community venues including Lanark, Burnbank, Rutherglen, Rigside, Hamilton Town House, and South Lanarkshire College. Notably, the Introduction to Classroom Assistant course achieved an 80% progression rate, with completers moving into employment or further education.

Modern Apprenticeship (MA) Activity

- 5.8 The College's Modern Apprenticeship programme continues to demonstrate strong performance. For the 2025–2026 contract year, the total contract value stands at £471,533, with £157,630 expended as of the end of Period 4. Currently, 219 apprentices are actively engaged across three key frameworks: Construction (Building), Plumbing and Heating, and Hairdressing. Recruitment is progressing well; however, HMRC evidence requirements are presenting challenges for Hairdressing enrolments. The Business Innovation team is closely monitoring the situation and may reallocate Hairdressing starts to alternative frameworks if necessary.

Ten NHS Lanarkshire employees are scheduled to commence the Social Services and Healthcare SCQF Level 6 programme in September 2025. Additionally, NHS representatives have requested up to 40 further places at SCQF Level 7 to support staff upskilling. This request is under active review, with meetings planned for the new academic year to progress discussions

6. 2024–25 Curriculum Highlights

- 6.1 The inaugural SLC Civil Engineering Contractors Association (CECA) Academy concluded successfully in June 2025. Delivered in partnership with CECA, Mackenzie Construction, and George Leslie, the 18-week intensive programme culminated in a graduation ceremony and recruitment fayre, connecting students directly with industry employers. The initiative delivered career-focused training, guaranteed interviews, and a clear pathway into Scotland's infrastructure sector.
- 6.2 Hospitality students, supported by their lecturers and Curriculum Manager, provided catering services at an event hosted by Graeme Dey MSP, Minister for Higher and Further Education, at the Scottish Parliament in May 25. The students showcased

exceptional culinary skills and professionalism and were given a guided tour of the parliamentary chamber by the Minister.

- 6.3 Foundation Apprenticeships continue to thrive through strong collaboration with South Lanarkshire Council. At the annual celebration event, five graduating pupils delivered inspiring presentations, highlighting the programme's impact on their personal and professional aspirations.
- 6.4 Horticulture students from NC Level 5, Life Options, and schools' programmes collaborated to win a Gold Award in the Horticultural Craft Challenge, presented by the Incorporation of Gardeners, Glasgow, at the Trades Hall. Their garden was prominently featured at the Scottish Garden Festival in Hamilton Town Hall.
- 6.5 Final project work by HND Photography students was exhibited at the EK Collective in Strathmore House, showcasing a diverse range of styles and themes developed throughout the academic year.
- 6.6 Life Options students staged their annual end-of-year performance, presenting a vibrant production of *Matilda*. The event provided a platform for students to demonstrate creativity, teamwork, and communication skills, while building confidence through rehearsal and performance.
- 6.7 At the regional Skill Build competition hosted by Dundee and Angus College, South Lanarkshire College students achieved outstanding results: 1st place in Carpentry, 1st place in Roofing, and 2nd place in Plastering.
- 6.8 South Lanarkshire College proudly hosted the Scottish Plumbing Apprentice of the Year competition in partnership with SNIPEF, marking the 50th anniversary of the event. Students excelled, securing 1st place in Copper Pipework, 1st and 2nd place in Renewables, and 2nd place in Lead Sheetting Bossing.

7. EQUALITIES

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

8 RISK AND ASSURANCE

- That credits generated in session 2025-26 are negatively impacted due to the internal restructure;
- That the quality of learning, teaching and assessment declines, negatively impacting the student experience.

9 RECOMMENDATIONS

Members are recommended to:

- Note the credit target session 2025-26;
- Note the curriculum restructure update;
- Consider and note the work of the curriculum and alternative funding teams and
- Note curriculum highlights.

LEARNING, TEACHING & STUDENT EXPERIENCE COMMITTEE

DATE:	August 2025
TITLE OF REPORT:	Quality and Learning & Teaching Innovation Report
REFERENCE	Agenda Item 07
AUTHOR AND CONTACT DETAILS	Lisa Doonan lisa.doonan@slc.ac.uk
PURPOSE:	To update members on matters relating to quality assurance and enhancement, including learning and teaching innovation activities.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none"> • note student engagement in the College's student voice and self-evaluation processes; • note the summary of external quality assurance activity; • note the work undertaken to support external examinations; • note the quality team's continued engagement with external and internal partners; and • note the quality assurance and quality enhancement development activity.
RISK	<ul style="list-style-type: none"> • That the College does not meet the quality assurance requirements of awarding and/or scrutiny bodies. • Self-evaluation processes do not demonstrate satisfactory progress against college, SFC/Education Scotland/QAA actions.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Student Experience • Culture and People Development • Growth and Innovation • Sustainability

**SUMMARY OF
REPORT:**

- Student voice remains central to the College's self-evaluation process, and work is underway to enhance engagement.
- Evaluation processes are continuously improved in response to SFC & QAA requirements, and stakeholder feedback.
- The Quality Audit Group concluded the planned annual programme.
- Qualification approval activity for 2023-24, supported curriculum enhancement.
- External qualification verification and quality assurance activity for 2024-25 was fully concluded.
- External examination activity concluded successfully.
- Quality continues to engage with external partners to promote enhancement, develop practice and knowledge share with internal and external partners.

1 INTRODUCTION

- 1.1 This paper seeks to provide members with an update on self-evaluation, quality enhancement and quality assurance activity for the 2024-25 session, and reflects on the 2023-24 attainment rates.

2 SUMMARY OF THE SFC 2023-24 PERFORMANCE INDICATORS

- 2.1 *Table 1: Completed Successfully 2-Year Trend per Mode of Delivery for 2022-23 and 2023-24.*

	FEFT (%)	FEFT (No.)	FEPT (%)	FEPT (No.)	HEFT (%)	HEFT (No.)	HEPT (%)	HEPT (No.)
SLC (2022-23)	72.8	1105	82	1086	68	537	74	208
Scotland (2022-23)	63.6	27,156	77.3	76,225	65.5	16887	78.6	9119
SLC (2023-24)	77.5	1202	81.6	1010	72.2	466	66.9	181
Scotland (2023-24)	67.1	27,174	80.4	67,284	66.9	16379	81.7	7,235

- 2.2 The most recent SFC published Performance Indicator data, 2023-24, shows continued high levels of attainment for FE FT, FE PT and HE FT; with particular success in FE FT where SLC had the highest success rate nationally at 77.5%, which is 10.4% above the national average.
- 2.3 HE FT attainment was 72.2%, 5.3% above the national average.
- 2.4 FT PT attainment was 81.6% which was 1.2% above the national average.
- 2.5 HE PT attainment rate of 66.9%, which is 14.8% below the national average. Note that the HE PT 160-320 Hour attainment was 76.6% (which is typical).
- 2.6 A detailed HE PT performance review has been carried forward to 2024-25, and will inform the conclusion of the 2024-25 cycle, in September 2025.

3 2024-25 PRE-CLEANSED KEY PERFORMANCE INDICATORS

- 3.1 New Retention and Achievement reports have been generated transitioning the Power Bi data source from SITS to Unit-e. The college-level Performance Indicator (PI) analysis was conducted prior to the transition.

3.1 *Table 2: 2024-25 High Level Performance Indicators for all Modes of Delivery/Funding Sources*

Mode	WD Enrol (No.)	Overall Retention % (No.)	Achieved % (No.)	Partial Success % (No.)	Into Employment % (No.)
FE FT	1,126	78.06% (879)	69.89% (787)	8.08% (91)	1.78% (20)
FE PT	2,104	93.25% (1962)	84.79% (1784)	7.79% (164)	0.48% (10)
HE FT	734	82.56% (606)	73.98% (543)	8.45% (62)	0.68% (5)
HE PT	387	92.76% (359)	84.24% (326)	8.53% (33)	0.52% (2)

3.2 Table 2 includes all modes of delivery and funding sources to support the conclusion of the Institution-Led Review process for 2024-25; promoting effective internal self-evaluation across all provision.

3.3 Further analysis will be conducted in advance of the Self-evaluation and Enhancement Plan submission, 1st December 2025; in alignment with the [SFC Guidance on Quality for Colleges and Universities 2024-25 to 2030-31](#).

3.4 Programme level PIs have been analysed to inform the Annual Curriculum Progress Reviews, planned for September 2025.

3.5 Early indicators are that 10-15 programmes will be referred to the Quality Audit Group for Deep Dive Review.

3.6 The pre-cleansed data indicates a recovery in the HE PT performance from 66.9% in 2023-24, to 84.24% in 2024-25. The Quality Audit Group will conduct a Deep Dive Review of HE PT provision; with the aim of promoting sustainable outcomes.

4 STUDENT VOICE AND COURSE EVALUATION

4.1 The *Student Experience Survey: How is it going?* – SFC SSES survey was open for 6 weeks between 11th March 2025 and 2nd May 2025, as per the SFC's [College Student Satisfaction and Engagement Survey 2024-25](#) guidance.

4.2 The SFC state that colleges should aim to achieve a target response rate of at least 50% for full-time and part-time provision.

4.3 Overall, the survey returned 1148/2798 (41%) respondents.

4.4 Student engagement with the survey was an area of development noted by Education Scotland in the Annual Engagement Visit, March 2023, *“The participation rate for the SFC Student Satisfaction and Engagement Survey (SSES) is lower than the sector norm. Satisfaction rates from learners who responded are below the sector norm”*. This was in response to the published data from 2021-22.

4.5 Returns improved in 2022-23, as noted in the most recent Education Scotland Progress Visit, however, the improvement has not been fully sustained.

4.6 For 2024-25 the response rates were 51.9% FE FT, and 44.9% for HEFT, which is lower than the 2022-23 returns of 59.0% and 45.3% respectively.

4.7 The college-wide action to achieve a minimum of 50% response remains in the Quality Enhancement Plan.

4.8 *Table 3: SFC SSES 2024-25 Returns with 2023-24 Comparison*

Mode	Returns	%Yield National 2023-24	%Yield SLC 2023-24	%Yield SLC 2024-25	%Yield SLC Comparison
FE FT	525/1010	57.1	49.2	51.9	-5.2
FE PT	312/1037	34.0	35.1	30.1	-3.9
HE FT	243/541	52.3	42.9	44.9	-7.4
HE PT	68/210	33.6	27.3	32.4	-1.2

4.9 The % satisfaction levels have remained relatively consistent over the last 3 academic years. With early indicators that satisfaction level across FE PT, FE PT & HE FT may be below the national averages, with HE PT comparable to the national average.

4.10 *Table 4: SFC SSES 2024-25 Satisfaction with 2023-24 Comparison*

Mode	Returns	%Satisfaction National 2023-24	%Satisfaction SLC 2023-24	%Satisfaction SLC 2024-25	%Satisfaction SLC Comparison
FE FT	525/1010	94	89	88	-6
FE PT	312/1037	96	89	92	-4
HE FT	243/541	88	82	80	-8
HE PT	68/210	89	98	89	=

4.11 Early indicators show a relatively consistent level of overall student satisfaction for FE FT and HE FT. FE PT indicates an increase in satisfaction of 3%, while HE PT indicates a decrease in satisfaction of 9%.

4.12 On the 4th July, the Quality Team met with the incumbent Student Association President to discuss the Quality – Student Voice in Partnership. Plans to enhance and promote student voice mechanisms and the processes for 2025-26 were outlined, and a programme of co-development/information sharing sessions were agreed, subject to timetabling.

5 COURSE TEAM AND CURRICULUM SELF-EVALUATION

5.1 The 2024-25 Annual Progress Reviews for curriculum areas are scheduled for September 2025. The activity plan will be reviewed and further developed for 2025-26, in response to SFC and QAA requirements.

6 QUALITY AUDIT GROUP

6.1 The Quality Audit Group concluded the Audit Programme 2024-25.

6.2 *Table 5: Internal QAG Audits Completed in 2024-25.*

Internal Audit	Date	SLC Report Number	Actions/ Recommendation
EMA (1 st Audit)	18/12/2024	01-2024/2025	0
EMA (2 nd Audit)	25/04/2025	04-2024/2025	0
BPEC - pre-audit for ACS and Foundation programmes	08/05/2025	N/A	1/16
BPEC Level 5 Gas Installation & Maintenance SCQF 5	01/05/2025	N/A	0

6.3 The SLC reports have been presented to the Audit Committee.

7 QUALIFICATION APPROVAL ACTIVITY

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

7.2 A non-devolved approval for SQA's Scottish Vocational Qualification (SVQ) Healthcare Support (non-clinical support) was successful.

7.3 The SQA Learning and Development Awards remain subject to post approval External Verification, the outcome of which will be report in due course.

8 EXTERNAL VERIFICATION AND QUALITY ASSURANCE ACTIVITY

8.1 The College anticipated a total of 59 external quality assurance visits across 4 awarding bodies. One SQA activity was cancelled down in response to an update in the curriculum plan.

8.2 *Table 6: Summary of 2024-25 Activity, as on 4th August 2025.*

Awarding Body	No. of Planned Visits	No. of Completed Visits	Outcome Compliant or High Confidence	Outcome Noncompliant or Reasonable Confidence	Outcome Remediation Actions Completed	Success at 1 st Visit Rate
Association of Accounting Technicians (AAT)	1	1	1	0	0	1
British Plumbing Employers Council (BPEC)	1	1	1	0	0	1
City & Guilds (C&G)	2	2	2	0	0	2

Scottish Qualifications Authority (SQA)	53 (31, +22, +2)	53 (31, +22, +2)	53 (31, +22, +2)	2	2	51
Overall	59	59	59	2	2	57

- 8.3 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.
- 8.4 NQ Accounting and NQ National 5 ESOL (internally assessed components) both returned accepted outcomes for National Qualification (NQ) Central Verification.
- 8.5 The SQA activity returned a total of 31 Recommendations.
- 8.6 The SQA activity returned 56 Good Practices. A college-wide review of which has identified the following thematics:
- Robust, consistent and standardised Internal Verification practice and procedure
 - Tailored, current, consistent and on-going staff Continuous Professional Development
 - Motivated staff and engaged students
 - Frequent and effective feedback mechanisms
- 8.7 The Good Practice and Recommendations database will be shared via the Quality Forum sub-groups, to promote wider consideration and adoption.

9 EXTERNAL EXAMINATIONS

- 9.1 The SQA National Qualification examinations diet for 2025 concluded successfully.
- 9.2 The College's Examination Officer and the SQA Chief Invigilator co-ordinated the activities, with no incidents to report.
- 9.3 The Examinations Officer submitted all assessment arrangement requirements, and all provision for support was in place prior to the examinations.
- 9.4 As on 7th August 2025, 3 Priority Appeals have been logged on SQA Navigator, and 1 Non-Priority Appeal by SQA, at the request of candidates. The Priority Appeals submission deadline is 12th August. The deadline for the submission of Non-Priority Appeals is 26th August 2025.
- 9.5 *Table 7: Pre-appeals High-level SQA NQ Examination Outcomes.*

Subject	Level	A	B	C	D	No Award	Passed SLC	National Pass Rate
English	Higher	10.5% (2/19)	15.8% (3/19)	52.6% (10/19)	21.1% (4/19)	N/A	78.9% (15/19)	73.3%
ESOL	Higher	18.2% (2/11)	54.55% (6/11)	9.1% (1/11)	18.2% (2/11)	N/A	81.8% (9/11)	81.2%
ESOL	National 5	16.7%	38.9%	36.1%	5.5%	2.8%	91.7%	72.5%

		(6/36)	(14/36)	(13/36)	(2/36)	(1/36)	(33/36)	
Application of Maths	National 5	33.3% (3/9)	22.2% (2/9)	0.0% (0/9)	11.1% (1/9)	33.3% (3/9)	55.6% (5/9)	62.1%

- 9.6 Higher English and National 5 ESOL returned higher than the national average pass rate. The Higher ESOL pass rate was comparable with the national average. Application of Maths returned a lower-than-average pass rate, note that 3/9 applicants did not achieve an award.
- 9.7 Eleven UWS Bachelor of Accountancy degree programme examinations took place throughout 2024-2025, including 5 resits.
- 9.8 One BACP Counselling examination and 1 for Trinity College London were also supported.

10 KEY ENGAGEMENTS WITH INTERNAL AND EXTERNAL PARTNERS

- 10.1 Quality continues to participate across a range of national fora, including: the Quality Assurance Agency's (QAA) Scottish Tertiary Enhancement Project (STEP) programme, College Development Network (CDN) Quality Development Network, CDN Quality Steering Group and SQA's College Quality Focus Group.
- 10.2 The Quality Forum continues to provide a vehicle to share knowledge and practice across internal and external partners; more recently hosting workshops linking the College's strategic priorities with the Tertiary Quality Enhancement Framework (TQEF).
- 10.3 The Head of Quality and Learning and Teaching Innovation remains appointed as a QAA Tertiary Quality and Enhancement Review (TQER) Reviewer and attended the QAA Reviewer training in May 2025. This training was valuable informing our internal practice and processes in advance of the 2028-29 SLC review, and the development of our internal processes.
- 10.4 The Quality and Learning & Teaching Innovation team have been proactive in building relationships across the sector, with the view to forming TQEF/ILR peer-to-peer communities of practice. Meeting have been held with Dumfries and Galloway College and West Lothian College, and further meeting are in the planning with Ayrshire College and West College Scotland. An update will be provided in the November 2-25 LTSE paper.

11 QUALITY ASSURANCE AND QUALITY ENHANCEMENT SYSTEMS AND PROCESS UPDATES

- 11.1 The SLC Way guidance and the associated proforma are being refreshed, in advance of the 2025-26 cycle which will commence in October 2025. Further detail will be reported in the November LTSE committee paper.

12 RISK

- 12.1 That the College does not meet the quality assurance requirements of awarding and/or scrutiny bodies.
- 12.2 Self-evaluation processes do not demonstrate satisfactory progress against college, SFC/Education Scotland/QAA actions.

13 EQUALITIES

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

14 RECOMMENDATIONS

- 14.1 Members are recommended to:

- note student engagement in the College's student voice and self-evaluation processes;
- note the summary of external quality assurance activity;
- note the work undertaken to support external examinations;
- note the quality team's continued engagement with external and internal partners; and
- note the quality assurance and quality enhancement development activity

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	21 August 2025
TITLE OF REPORT	Student Engagement and Partnership Report
REFERENCE	Agenda item 08
AUTHOR AND CONTACT DETAILS	Rose Harkness Head of Student Services rose.harkness@slc.ac.uk
PURPOSE:	To provide members with an update on student engagement and partnership activities, specifically the provision of key services and support central to the retention of vulnerable individuals and groups.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • Note the contents of the paper • Discuss any questions or implications for future planning, delivery, and performance monitoring • Endorse the continued development of a learner-centred support model aligned with national policy and College strategy • Note the activities undertaken with key stakeholders
RISK	<ul style="list-style-type: none"> • Disruption to Learner Experience: Risk that the move may reduce the perceived accessibility of bursary support for students if not carefully managed. • Operational Transition Challenges: Potential for short-term disruption during the handover of systems, responsibilities, and workflows. • Staff Capacity and Role Clarity: Risk of role confusion or workload imbalance if responsibilities are not clearly defined post-transfer.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • Restructure of student support services continues to progress as planned • Key counselling service priorities have been identified for the year ahead • 25-26 Careers Education, Information, Advice and Guidance activities will be planned in partnership with Skills Development Scotland (SDS) colleagues.

1. INTRODUCTION

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

2. STUDENT SUPPORT SERVICES RESTRUCTURE

- 2.1 South Lanarkshire College is committed to delivering a responsive, high quality and destination focused curriculum that embed holistic support and lifelong learning opportunities. This aligns with Scottish Government policies which prioritise inclusive, learner-led education and equitable access to support.
- 2.2 In this light, and as part of the college wide restructure process, Educational Learning Support (ELS) has been relocated from curriculum delivery into the college's centralised student support department, alongside guidance, counselling and wellbeing services.
- 2.3 The move to consolidate ELS within a single department reflects a strategic shift toward a more cohesive and learner-centred support model. This integration ensures that academic support is not siloed from wellbeing, guidance, or counselling services, but instead forms part of a unified framework designed to meet the diverse and evolving needs of all learners.

Anticipated Benefits

- **Holistic Support for Learners:** Students benefit from a seamless support experience that addresses academic, emotional, and personal development needs in a coordinated and compassionate manner.
 - **Improved Accessibility and Equity:** Centralising services reduces fragmentation and ensures that all learners—particularly those with additional support needs—can access help without navigating multiple departments or referral pathways.
 - **Enhanced Responsiveness and Flexibility:** Educational Learning Support can now work more closely with wellbeing and guidance teams to respond quickly to emerging learner needs, supporting retention, attainment, and progression.
 - **Clearer Governance and Accountability:** A single accountable officer overseeing all support services enables strategic oversight, consistent quality standards, and more effective resource allocation.
 - **Alignment with National Priorities:** This model supports the Scottish Government's vision for inclusive education, ensuring that no learner is left behind and that support is embedded across the learner journey—from entry to destination.
 - **Strengthened Curriculum Delivery:** By situating learning support alongside other student services, the College reinforces its commitment to a destination-focused curriculum that prepares students not only academically, but personally and professionally for life beyond college.
- 2.4 Progress has been made to transition ELS from curriculum to Student Support, with activities planned for coming weeks which will help facilitate a smooth transition. Staff who currently work in this area are term time. As part of the transition there are plans for these key roles to be year-round posts to ensure necessary support is in place for as many learners as possible at the start of the academic year. 2025-26 will be viewed as a transition year and additional adaptations may be required to ensure that the service more effectively meet the needs of learners.

Activity that has taken place to date includes:

- New job descriptions and person specifications created to help support the transition from teaching to support roles. These job descriptions are currently being evaluated. The existing ELS Assessors will provide a dual role in continuing to assess educational learning support needs and providing mentorship for those in new roles. Teaching staff will then transition back to curriculum.
- Planning meetings are taking place to formulate plans for the new academic year that include enhancements to reporting processes, evaluating the current delivery model, and moving the location where ELS activities are delivered (including Study Skills Workshops).
- Development of a digital repository of educational learning support resources which will be universally available to all learners.
- Improved collaboration with Guidance and Support and other internal Support Services.

2.5 In addition to the above, Admissions processes have now transitioned to the Management Information Systems (MIS) team. This move was designed to ensure tighter synergy between admissions workflows and the systems used to produce critical reporting outputs, including those delivered via Power BI. With admissions embedded in the MIS environment, improved data accuracy, faster responsiveness to reporting needs, and greater capacity for evidence-based decision-making can be expected.

Anticipated Benefits

- Improved data accuracy and integrity across the admissions lifecycle
- Faster responsiveness to internal and external reporting requirements
- Greater capacity for evidence-based decision-making and strategic planning
- Streamlined workflows that reduce duplication and enhance operational efficiency
- Enhanced ability to monitor trends and support targeted interventions

2.6 As with the ELS transition, work has been ongoing to facilitate the admissions team move. This has included handover meetings with the MIS team. Some key tasks will be transitioned, such as management of the Course Management System (CMS) Higher Education Portal but partnership activity with Skills Development Scotland (SDS) delivering Careers Education Information and Guidance (CEIAG) will be retained by Student Services. There is an agreement to provide ongoing support in the short to medium term to ensure a successful transition and that the student experience remains positive.

2.7 Lastly, the Student Funding Team plays a critical role in administering student funding, including bursaries, EMA, and childcare and hardship support. Historically housed within Student Support to maintain proximity to learner services, the team's functions have increasingly aligned with financial operations, audit requirements, and regulatory compliance. This team will move under the leadership of the finance team from 25-26 onwards, and progress on this move continues. A similar approach has been taken as outlined above to secure a smooth transition. Discussions are ongoing to transfer some key tasks to the Finance team such as fund management responsibility, assessing and processing childcare/discretionary applications, partnership approach with the onsite Nursery Manager and management of the bursary appeals process.

These changes reflect our ongoing commitment to putting students at the heart of our operations, while enhancing the efficiency and strategic alignment of our internal functions.

3 COUNSELLING SERVICES REPORT 2024-25

3.1 The Counselling team provide an annual report outlining key statistics and information relating to performance throughout the academic year. The report demonstrates the impact and value of the service by articulating work delivered by the team, including 1:1 and workshop-style sessions, movements observed in student mental health, and an overview of the needs of the student body.

3.2 In 2024-25, the following was noted:

- 613 counselling sessions were delivered to 106 students, 4 more students than session 23-24;
- In 2024-25 there was a decrease in the number of 'inability to attend session' and 'no-show' session, reflected in a 6.2% increase in hours delivered;
- The overwhelming majority of students, 47.7%, accessed the service due to issues associated with anxiety. This was followed by bereavement and loss, 12.6% and Stress, 8.4%. Other drivers included aces/trauma, anger issues, substance abuse, suicidal ideation and depression;
- The service was predominantly accessed by female students, (approximately 75% of service users) with male students and those with other identities representing only a quarter of those accessing support;
- The service received overwhelmingly positive feedback from students. Of those who responded to a survey, over two-thirds indicated they would have left their course but for having accessed therapy;
- A 'Coping with College' workshop proved to be very popular with students and was delivered to over 30 class groups
- Additional workshops which were refreshed in 24-25 included Boundaries and Self-Care (for staff) and Self-Care, A Guide (for students)

3.3 The Counselling team have agreed on the following priorities for 25-26:

- Roll-out Boundaries and Self-Care workshops during staff development days
- Continue to improve and expand promotion of the service in partnership with the Student Association and Marketing
- Continue to expand emotional support session availability
- Redevelopment and enhancement of the quiet room space for use by students and staff
- Scheduling of workshops at the commencement of block 2 and 3

4. KEY STAKEHOLDER ENGAGEMENT

4.1 Skills Development Scotland (SDS) CEIAG Partners: The College continues to work in close partnership with SDS. There is a formal agreement process in place which is called the SDS-College Careers Partnership Agreement (SCCPA). This partnership agreement is designed to meet Learner Career Development Entitlements and is specific to local need. This includes activity such as:

- 1:1 CEIAG support for learners
- Group work and workshop delivery
- Attendance at events and activities
- Sharing of Labour Market Intelligence (LMI) with Curriculum
- School to College Transitions

- Supporting Key Groups such as Care Experienced
- Data sharing to support those at-risk learners who withdraw from their programme

4.2 The College collaborates with SDS to evaluate activity and identify areas for development. For 2025-26 the following activity is being delivered:

- Review of the CIAG and Employability Workshops to include the use of AI to enhance employability skills (suite of workshops tailored to the curriculum area which align with the learner journey).
- Use of questionnaires to evaluate workshop and wider service delivery
- Create branded SDS-College areas in the College to promote the partnership
- Use of QR codes in digital communications to increase awareness

4.3 College Development Network (CDN)

4.4 There continues to be strong links with sector forums and the Head of Student Services is currently the Chair of the CDN Safeguarding Network. This forum has representation from all of Scotland's colleges as well as input from other statutory organisations such as the Scottish Government Scottish Vulnerability Team (Prevent updates), Education Scotland, Police Scotland.

4.5 It provides an excellent opportunity for the College to be at the forefront of safeguarding activity where emerging issues and trends can be discussed and where the College can help shape future sector guidance. This also positively impacts the safeguarding arrangements within the College as the Head of Student Services (Safeguarding Lead) chairs the College's internal safeguarding network. Through the collaboration with other partners, it provides relevant, specialised training opportunities for staff and allows for the sharing of good practice which can support future development activity.

5. EQUALITIES

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

6. RISK AND ASSURANCE

6.1 Disruption to Learner Experience: Risk that the move may reduce the perceived accessibility of bursary support for students if not carefully managed.

6.2 Operational Transition Challenges: Potential for short-term disruption during the handover of systems, responsibilities, and workflows.

6.3 Staff Capacity and Role Clarity: Risk of role confusion or workload imbalance if responsibilities are not clearly defined post-transfer.

7. RECOMMENDATIONS

7.1 Members are recommended to:

- 7.1.1 note the strategic rationale and benefits of the integration of Educational Learning Support into the unified student support department;
- 7.1.2 note progress to date and current challenges;
- 7.1.3 discuss any questions or implications for future planning, delivery, and performance monitoring;
- 7.1.4 endorse the continued development of a learner-centred support model aligned with national policy and College strategy;
- 7.1.5 note the Counselling Service Update; and
- 7.1.6 Note the activities undertaken with key stakeholders

South Lanarkshire College

Student Welfare – Duty of Care

Internal Audit report No: 2025/04

Draft issued: 4 June 2025

Final issued: 5 June 2025



		Page
Section 1	Management Summary	
	• Overall Level of Assurance	1
	• Risk Assessment	1
	• Background	1
	• Scope, Objectives and Overall Findings	2
	• Audit Approach	2
	• Summary of Main Findings	3 - 4
	• Acknowledgements	4
Section 2	Main Findings and Action Plan	5 - 13

Level of Assurance

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

Gradings are defined as follows:

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

Action Grades

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



Management Summary

Overall Level of Assurance

Good	System meets control objectives.
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Risk Assessment

This review focused on the controls in place to mitigate the following risks on the South Lanarkshire College ('the College') Strategic Risk Register as agreed by the Senior Leadership Team on 24 April 2025 and presented at the Audit and Risk Committee meeting on 6 May 2025.

- Risk 11 - That there is a failure to safeguard the health and wellbeing of staff and students, risk score after mitigating actions, 3 - Low risk.
- Risk 12 - That the College cannot provide a robust learner experience supporting them onto their final destinations, risk score after mitigating actions, 12 - High risk.

Background

As part of the Internal Audit programme at the College for 2024/25 we carried out a review of the systems in place in relation to Student Welfare – Duty of Care. The Audit Needs Assessment identified this as an area where risk can arise and where Internal Audit can assist in providing assurances that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

The College has several statutory duties in relation to student wellbeing and Duty of Care:

- **Prevent Duty** - The Counterterrorism and Security Act 2015 places a duty on certain bodies to have, in the exercise of their functions, "due regard to the need to prevent people from being drawn into terrorism". The Act provides further guidance on how this should be achieved and states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty.
- **Safeguarding Duty** – Within the context of the Getting It Right for Every Child (GIRFEC) approach, the Early Years Framework, and the United Nations Convention on the Rights of the Child, every adult in Scotland has a role in ensuring all children, young people, and adults at risk live safely and can reach their potential. The College is committed to collaboratively safeguarding the safety and wellbeing of children, young people and adults at risk who undertake study or employment with the College and takes all reasonable steps to safeguard students and staff.
- **Corporate Parenting Duty** - The Children and Young People Act 2014 introduced legislation relating to Corporate Parenting. Under the Act, the College has statutory duties as a 'corporate parent'. The Act defines corporate parenting as "an organisation's performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, emotional, spiritual, social and educational development is promoted."

Scope, Objectives and Overall Findings

The scope of this audit was to review the action the College is taking to meet its specific statutory duties related to the care of students, as described within the 'Background' section.

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

Objective	Findings			
The objective of this audit was to obtain reasonable assurance that the College has:		1	2	3
		No. of Agreed Actions		
1. Duty of Care policies and documented procedures in place which are communicated to all staff.	Good	-	-	-
2. Appointed staff or groups with specific responsibilities to assist the College in meeting its statutory duties related to the care of students.	Good	-	-	-
3. A formal risk identification and assessment process.	Good	-	-	-
4. A Duty of Care training programme for staff which includes induction training and regular refresher training.	Good	-	-	-
5. Engaged with Prevent partners and collaborated with other Corporate Parents.	Good	-	-	-
6. Regular reporting of Duty of Care matters to senior management and the Board of Management.	Good	-	-	-
Overall Level of Assurance	Good	-	-	-
		System meets control objectives.		

Audit Approach

Through discussion with the Executive Team, the Head of Student Services, and staff who have a role within Safeguarding in the College, and review of policies and procedures, we identified the internal controls in place and compared these with expected controls. A walkthrough of key systems was then undertaken to confirm our understanding. We have reported on areas where expected controls were found to be absent or where controls could be further strengthened.

Summary of Main Findings

Strengths

- The College established a comprehensive Safeguarding Policy and Procedures document in April 2023, which was updated in May 2024 and is due for another review in May 2025. This sets out its Safeguarding aims, objectives, staff roles and responsibilities for its delivery.
- The College has in place a Corporate Parenting Plan 2024-28 ("*We promise to Care*") which supports the vision of Scotland's "The Promise" to ensuring care experienced children and young people realise their maximum potential. The promise is at the core of the Corporate Parenting Plan Action Plan to improve the retention rate of these students, which is currently below the national average. Progress with these actions is subject to review and updating on an annual basis.
- There are a number of other policies in place to deliver the College's Safeguarding and Corporate Parenting approach.
- The College has appointed staff members and groups with specific responsibilities to meet its statutory Safeguarding duties within its Safeguarding Network.
- The Safeguarding Network has a crucial service in triaging and facilitating support to individuals with relevant concerns through the Safeguarding and referral process within Report Now.
- Referrals on potential Safeguarding issues can be made either by the students or staff through the Report Now system which captures all the relevant information so that it can be fully investigated and a decision made on the appropriate course of action to be taken to address the issues raised.
- The College also offers an onsite Student Counselling Service, and individuals may often be referred to it when they highlight Safeguarding or mental health concerns. The service provides an evaluation of the effectiveness of its services in an annual report.
- The College has undertaken extensive work on the prevention and response to Gender Based Violence (GBV) through its collaboration with Fearless Glasgow and EmilyTest. This resulted in it being the first College to obtain the EmilyTest Charter - evidencing its standards and excellence in prevention, intervention, and support for students and staff subjected to GBV.
- The College's arrangements for supporting students in relation to Safeguarding are included within the student induction process and is advertised throughout the College and online.
- Mandatory training is provided to all staff members across all levels and areas of the College on Safeguarding, with mandatory refresher training undertaken every two years.
- Specific training on Safeguarding and preventing issues are provided to those within the Safeguarding Network who perform a Safeguarding role.
- The College actively and frequently engages with Prevent partners, third party and other corporate parents to meet its duties, utilising the sharing of insights, good practice, resources, and developmental opportunities.
- The Head of Student Services, who is the College's Head of Safeguarding, regularly reports on Duty of Care matters to the Senior Leadership Team (SLT) and to the Learning, Teaching and Student Experience Committee (LTSE) and Human Resources (HR) Committee. The minutes of these meetings are shared with the Board of Management.

Summary of Main Findings (Continued)

Opportunity for Enhancement

At present there is 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. We have agreed with management that an annual report to LTSE will be produced and therefore since action is already planned we have not raised a separate recommendation on this point.

Acknowledgments

We would like to take this opportunity to thank all the staff at South Lanarkshire College who helped us during the course of our review.

Main Findings and Action Plan

Objective 1 – The College has Duty of Care policies and documented procedures in place which are communicated to all staff.

Safeguarding

The College has in place a Safeguarding Policy and Procedures document, which was approved in April 2023. This was updated in May 2024 and was due for review in May 2025, with the process owner being the Head of Student Services who is the College's Head of Safeguarding. The policy and procedures articulate the College's approach to ensure the safety and wellbeing of children, young people and adults at risk and the College believes that everyone has a responsibility to promote and safeguard their welfare, and that all College users should have a safe and supportive environment within which they can prosper and thrive."

In addition, the College's Safeguarding Policy and Procedures also detail:

- Its safeguarding policy statement.
- The key safeguarding principles.
- Roles and responsibilities for its delivery.
- Definition of abuse and safeguarding situations.
- Identification of vulnerable groups.
- The College's safeguarding policies and procedures.
- Its alignment to current safeguarding legislation and national guidance.

While the College's Board of Management and its Principal has overall strategic responsibility for this policy and for ensuring the College meets all of its legislative requirements, the Vice Principal Learning, Teaching and the Student Experience and Vice Principal Finance, Resources and Sustainability are the Executive Safeguarding leads. The operational lead for Safeguarding within the College lies with the Head of Student Services as Head of Safeguarding and their deputy the Curriculum Manager Learning Development. In this role they are supported by staff who have defined roles within the College's Safeguarding Policy and Procedures. There are named Safeguarding Officers within both the Curriculum Areas and Support Services to provide help and support in the delivery of the College's Safeguarding Policy and Procedures.

The College's Safeguarding Policy and Procedures provides step-by-step guidance for staff on identification and how to respond to any concerns raised, with a flowchart in place detailing the required process to be followed. The audit confirmed that the Safeguarding Policy and Procedures is reviewed annually by the Head of Safeguarding along with input from the Student Association. These changes are reviewed and approved by the Senior Leadership Team (SLT) and the Board of Management. Changes are communicated to employees via e-mail articles in the staff newsletter and updates to the staff intranet.

If staff have any Safeguarding concerns or disclosure from a student, they are required to follow the Safeguarding process within the referral forms which are now completed within the Report and Support system. Staff are encouraged to seek advice from Student Services, or any of the Safeguarding Officers if they require any guidance or support to deal with possible Safeguarding issues.

Objective 1 – The College has Duty of Care policies and documented procedures in place which are communicated to all staff (continued).

Prevent Duty

The College considers its Prevent Duty under Safeguarding; there is no separate Prevent policy or procedure. The Head of Student Services is the College's Prevent Lead with staff made aware of their responsibilities regarding Prevent through mandatory training. Should any staff members identify any potential Prevent Duty, regarding a student, it should be raised immediately as an urgent referral within the Report and Support system.

The UK Government has published a National Prevent Referral Form (August 2024) which the College also uses to report Prevent-related concerns to Police Scotland and the relevant Local Authority. This role is undertaken by the Head of Safeguarding. The College may also learn of any Prevent issues within its remit from external agencies. The College collaborates with external agencies in any instances where Prevent risks are present. However, management highlighted that the College's role is primarily to monitor behaviour and not to intervene. The Head of Safeguarding has responsibility for assessing and addressing any Prevent concerns and completing the National Prevent Referral Form, where necessary. The Head of Safeguarding works collaboratively with a wider range of child protection and safeguarding agencies including for example the local authority Child Protection teams, Multi-Agency Public Protection Arrangements (MAPPA), Criminal Justice, Social Work, Police Scotland.

Corporate Parenting

The College has in place a Corporate Parenting Plan 2024-28 ("*We promise to Care*") that was approved January 2024, which outlines how it will meet legislative requirements in relation to Corporate Parenting and ensure alignment to the College's Strategic Aims. It also sets out the action plan to ensure it meets its responsibilities in relation to:

- Children and Young People.
- Promise to care and its five foundations of Voice, Family, Care, People and Scaffolding.
- Promoting Equality, Diversity and Inclusion.

An Implementation and Action Plan is included in the Corporate Parenting Plan 2024-28, which contains eight separately defined areas to achieve these objectives across the College and describes the partnerships with other Corporate Parents and Agencies. A key theme of the plan is the need for continuous review and updating to improve the range of services in place to support students. Each section within the Action Plan contains agreed actions to deliver continuing improvements in Safeguarding arrangements. Each element of the Action Plan has in place specific action, an action owner, with timeframes, and indicators of success.

Progress against each of the agreed actions is measured by the staff member responsible for its implementation and is overseen by the Head of Student Services as Head of Safeguarding who updates the plan annually. We reviewed the Action Plan and confirmed it to be detailed, and the objectives to be specific, achievable, realistic.

Objective 1 – The College has Duty of Care policies and documented procedures in place which are communicated to all staff (continued).

To deliver the College's Safeguarding approach there are a number of aligned policies and procedures that support its key themes of:

- Corporate Parenting.
- Access and inclusion.
- Prevent Duty.
- Mental health and wellbeing.
- Carers.
- Gender Based Violence (GBV).
- Behaviour and Attendance.
- Fitness to study.

Our review confirmed that all of the current policies and procedures in these areas were either up to date or will be reviewed prior to the new Academic year beginning in August 2025, with the exception of the Student Mental Health Strategy, and delivery of its priorities. This update has been delayed as the Scottish Government Student Mental Health Action Plan (SMHA) was published in September 2024 and work is ongoing with the Student Association to produce an updated SMHA for the College.

The Safeguarding Policy and Procedures are communicated to new staff as part of the formal induction process. Safeguarding also features as part of the mandatory training programme. In addition, the staff intranet features a dedicated Safeguarding landing page, which provides an overview of the College's arrangements and signposts to key resources, Student Services and other helpline numbers. It also identifies staff members with specific Safeguarding responsibilities and includes a direct link to the Safeguarding incident reporting system.

To further support both students and staff, helpline numbers are displayed on posters across the College's campus, these posters were evident in all notice boards during our time within the College. To increase awareness, students are provided with information about the Safeguarding process and mental health support services both at initial application stage and again at induction. While not a legal requirement, the College has invested significant resources in developing information and support for students on GBV which is regarded and treated as a Safeguarding issue.

The responsibilities placed upon students in relation to their own behaviour within the College to other students and staff including any breach of the Safeguarding requirements are detailed within the Student Code of Conduct along with the consequences for breaching this code. It was evident from the interviews undertaken from staff involved in Safeguarding in the College, that Corporate Parenting is largely understood as an ethos and culture which is adhered to through various activities and support aimed at Safeguarding the College users. Staff members interviewed are aware of the College's Corporate Parenting Duty and their own responsibilities in relation to its application and the safeguarding of students.

Objective 2 – The College has appointed staff or groups with specific responsibilities to assist the College in meeting its statutory duties related to the care of students.

Safeguarding and Mental Health

All College staff have a Duty of Care towards children, young people and adults at risk. However, the following roles have specific responsibilities to assist the College in meeting its statutory duties:

- Corporate responsibility for this process lies with the Senior Safeguarding Officers and the Vice Principals.
- The Head of Student Services is the Head of Safeguarding. Along with their deputy, they manage and coordinate the day-to-day operations and further development of Safeguarding provision. They also coordinate the Safeguarding incident reports within the Report Now system.
- Supporting them is the Safeguarding Network consisting of the Safeguarding Officers within the Curriculum Areas and Support Services who act as a point of contact for providing Safeguarding and child / adult protection expertise and advice for both staff and students.
- The network consists of the Curriculum Manager for each Curriculum Area and a designated Safeguarding Officer in each of the College's departments, in total the network consists of 20 members of staff across the College.
- This network manages Safeguarding referrals / incidents, which are received via the Safeguarding reporting forms which are now available online and completed on the Report Now system. This process is monitored and overseen by the Head of Safeguarding who distributes the referrals to the Safeguarding Officers to investigate and monitors their progress to completion to ensure appropriate outcomes in line with the Safeguarding Policy and Procedures are achieved.
- The College also has staff trained in Mental Health First Aid and Applied Suicide Intervention Skills Training (ASIST) providing immediate help and support when required especially where the individual's immediate safety is a concern.

The College also offers an onsite Student Counselling Service, and individuals may often be referred to it when they highlight Safeguarding or mental health concerns. This service is funded by the College from a non-core funding stream; therefore, its ongoing provision cannot be guaranteed. Those with a Safeguarding role have received specific training to support those students who may be experiencing Safeguarding or mental health issues.

Safeguarding Group

There is a formal quarterly meeting of the Safeguarding Network, where they share knowledge and discuss lessons learned from any specific incidents. In the intervening period between meetings, staff within the Safeguarding Network collaborate on an ongoing basis through a shared Microsoft Teams channel.

Objective 2 – The College has appointed staff or groups with specific responsibilities to assist the College in meeting its statutory duties related to the care of students (continued).

Extended learning Support (ELS)

The College has in place an ELS policy and procedures to help students with additional support needs to maintain their learning within the College. Students with these needs are referred to the ELS team who are experienced in providing support and undertaking assessments to identify what the additional needs are and how the College can support and develop an action plan for the student to complete their course of study. There are increasing demand for ELS and support from the College Learning Hub across all subject areas as students are presenting with increasingly complex needs and support requirements, including those who are care experienced.

The Promise

The Scottish Government has pledged that Scotland would keep ‘the Promise’ to care experienced children and young people that they will grow up loved, safe, and respected which is detailed within its Plan 2024-30 Scotland’s route map to keeping the Promise. As a Corporate Parent, the College must contribute towards meeting the Promise. These elements are captured within the Corporate Parenting Plan 2024-28 which outlines the College’s promise for care experienced students. Within the Corporate Parenting Plan, the College acknowledges the issues and barriers faced by care experienced students and that their retention rate for this cohort of students within the College is below the national average. To deliver on its promise, the Implementation and Action Plan contains an emphasis on improving the outcomes of care experienced students in six of the eight defined areas, with a total of 17 of the agreed 21 actions focused on this cohort of students. Progress against each of the agreed actions within the Action Plan is measured by the staff member responsible for implementing it and is overseen by the Head of Student Services who updates the plan annually with progress report to the Learning, Teaching and Student Experience Committee (LTSE) and the SLT.

Gender Based Violence (GBV)

While not a legal requirement, the College has invested a significant amount of time and effort in developing programmes to help and support those affected by GBV. This includes the College’s commitment to making the campus a safe space for everyone, providing a consistent, caring, and timely response to any GBV incidents, as well as signposting students and staff to various relevant resources and contact details on the College’s website. The College was the first in Scotland to be awarded the Emily Test Charter in November 2023, which evidences the standards adopted and the initiative taken by the College in prevention, intervention, and support for students and staff subjected to GBV.

Objective 3 – The College has a formal risk identification and assessment process.

Risk management operates at two distinct levels within the College, at both a strategic and individual level when Safeguarding issues are identified. The strategic risks are outlined within the Management Summary of this report. These risks are “owned” by the Vice Principal Learning, Teaching and the Student Experience for strategic risk 12 and by the Executive Team for strategic risk 11. These risks assessments are reviewed and updated on a quarterly basis by the SLT. Assessment of the current risk and effectiveness of controls in place to mitigate the risk are assessed by:

- Having oversight over the Safeguarding Incident Reporting Forms.
- Identifying trends and patterns in the referrals made for Safeguarding and their progress from information available from the Report Now system.
- Understanding wider factors (economic, political etc.) that may impact on the Prevent and Safeguarding risks present to the College.
- The Head of Student Services represents the College within the College Development Network (CDN), where members of colleges across Scotland discuss emerging issues and trends and share good practice.
- Working with the Prevent Coordinator at South Lanarkshire Council.
- Collaborating with other partners, such as Education Scotland or key external stakeholders such as the Construction Industry Training Board (CITB) on student welfare issues.

Individual Safeguarding concerns are managed by the Student Services team and Safeguarding Officers. A dedicated Safeguarding incident reporting and case management system, Report Now, is used within the College where either students or staff can raise a Safeguarding incident. The system enables these incidents to be captured, assessed and, when required, action plans are developed based on an individual risk assessment to support the student to continue their studies. Our walkthrough noted that it has digital workflows for tracking the status of each incident and communicating cases to key College stakeholders.

This includes completion of an Incident Reporting Form on Report Now, which is used to:

- Log the incident.
- Assign the incident to the relevant Safeguarding Officer.
- Verify information provided by the student or staff member who reported the concern.
- Confirm review and approval of the agreed support for the student and track their progress.

The Safeguarding incident reporting and case management system enables secure data retention, should the need arise for follow up or reporting of future concerns regarding the student. Under UK GDPR legislation, only a restricted number of people within the College have access to the information disclosed in relation to Safeguarding referrals and their outcomes. This restriction of access rights is maintained by sharing the information on a strict “need to know” basis and through the established access rights controls for the Safeguarding incident reporting system. The individual concerned in the incident is kept informed of their case while it is within the jurisdiction of the College, and where required when it is shared with an approved external agency.

Objective 4 – The College has a Duty of Care training programme for staff which includes induction training and regular refresher training.

The training and support provided to staff on student wellbeing and Duty of Care were noted to be comprehensive. Every College employee has a Duty of Care towards children, young people, and adults at risk. Accordingly, all staff members at the College are subject to mandatory Safeguarding training which consists of an online course that includes Safeguarding and Prevent considerations. Their Safeguarding Duty of Care for students is also detailed in the College's Staff Handbook requirements and new employees complete this training as part of their induction.

Existing staff must complete refresher training on a two-year cycle within the TES eLearning package. The Learning and Development team within the College is responsible for coordinating the delivery of the Safeguarding training and communicating any instances of non-completion to the SLT and the Human Resources (HR) Committee. Compliance with these requirements is monitored, with non-compliance flagged to the line manager to resolve, and overall College compliance rates reported to the HR Committee.

A role profile is in place for Safeguarding Officers and others with a direct involvement in this process. To effectively discharge these roles, additional training is in place, covering topics such as: recognising signs of distress; understanding mental health challenges; and responding appropriately to Safeguarding disclosures (including the use of risk assessments). External bodies have supported the delivery of this training in key areas, including Child and Adult protection, Prevent, Mental Health, and ASIST. Safeguarding Officers have also attended training on GBV and in Prevent Multi-Agency Panel (PMAP).

Objective 5 – The College has engaged with Prevent partners and collaborated with other Corporate Parents.

The College collaborates with a range of external partners to maintain and share knowledge. For example, the College has representation within the CDN Safeguarding Network through the Head of Student Services and other members of the College Safeguarding Network. The CDN Safeguarding Network allows colleges across Scotland to share insights, resources and good practice, as well as participate in training. CDN includes representatives from the Scottish Government, Police Scotland, and Education Scotland allowing cross organisational knowledge sharing. As operational lead, the Head of Student Services along with members of the College Safeguarding Network works closely and collaborates with the following partner organisations to meet the College's corporate parenting obligations:

- The Prevent Co-ordinator at South Lanarkshire Council.
- Police Scotland, who provide support and advice on any disclosed Prevent concerns regarding individual students.
- CITB whom the College holds regular meetings with regarding its apprentices.
- Liaises with external agencies to develop established referral pathways for Safeguarding and mental health incidents.
- Facilitates collaboration and unified approach to wellbeing and mental health between different areas of the College such as the Student Information and Welfare Team, the Marketing and Communications Team, the Equality and Diversity Lead, and the Nurture Steering Group,
- Network for Suicide Prevention in Colleges and Universities, focused on implementing Scotland's suicide prevention strategy and the 'Creating Hope Together' action plan.
- Collaborates with a number of third sector organisations including South Lanarkshire Women's Aid, Lanarkshire Rape Crisis, Victim Support, Carers Trust, Who Cares? Scotland and Centre for excellence for children's care and protection (CELSIS).

The College also participates in the Fearless Glasgow consortium of universities, colleges, and third sector organisations (such as Emily Test). This group collaborates on both strategic and operational levels to effectively prevent and respond to GBV, with a primary focus on further and higher education settings. The College also works directly with all relevant Local Authorities to support individual care experienced learners using a multi-agency approach and also with works with social care organisations, via named contacts.

Objective 6 – The College has regular reporting of Duty of Care matters to senior management and the Board of Management.

The Head of Student Services provides regular reports to the SLT and to the LTSE and HR committees and the various management groups including Quality and Health and Safety within the College. These reports set out what the College is doing to ensure it continues to meet its Safeguarding, Corporate Parenting and Prevent obligations along with its ongoing duty of care towards the students. Information for these reports is drawn from a number of sources including:

- Report and Support system.
- Counselling Service Annual reports.
- Student surveys.

Report and Support system

Reports are drawn from the Report and Support system which provides a real time dashboard of the number of incidents raised, their current status, the type of concerns raised, and the number now closed. The system has the functionality for each individual incident to be drilled down for a detailed account of current investigation or its outcome including any agreed appropriate action plans when the incident is closed.

Counselling Service Annual reports

The Counselling Service provides an annual report detailing activity it has undertaken in the past academic year. This includes the number of students attending the counselling service and an evaluation of the impact it has had on the individual. This is based on the service users completing a questionnaire on their views of the service and how it has supported them as an individual.

Student surveys

Surveys are undertaken both by the College and the Student Association which provides a view of both the awareness and use of the Safeguarding and Corporate Parent activities in place. At the February 2025 meeting of the LTSE an annual update on the current 2024-28 Corporate Parenting Plan and progress against its Action Plan was tabled. As well as reporting progress towards the achievement of the Action Plan, the update highlighted the need for further developments to improve the attainment levels of care experienced students as these levels within the College have not improved in line with national performance levels. The Action Plan outlines a number of identified areas where improvements can be made to help improve retention and attainments levels.

In addition, in reviewing the last three meetings of the LTSE we noted that a Student Association report is tabled at every meeting, which provides updates on mental health and GBV issues and the provision of College support services in these areas.

At present there is 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. We have agreed with management that an annual report to LTSE will be produced and therefore since action is already planned we have not raised a separate recommendation on this point.

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BOARD OF MANAGEMENT

DATE:	21 August 2025
TITLE OF REPORT:	Reviewed and updated Safeguarding Policy and Procedures
REFERENCE	Agenda Item 10
AUTHOR AND CONTACT DETAILS	Rose Harkness, Head of Student Services rose.harkness@slc.ac.uk
PURPOSE:	To provide Members with the updated Safeguarding Policy and Procedures.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • approve the reviewed Safeguarding Policy and Procedures; and • note that the policy and procedures include updated safeguarding network members.
RISKS	<ul style="list-style-type: none"> • The College does not comply with child/adult protection/ safeguarding legislation and national guidelines. • Safeguarding disclosures/incidents are not dealt with appropriately leaving the College at risk of legal challenge and reputational damage.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • This report provides an updated Safeguarding Policy and Procedures for approval, and it also includes changes to the safeguarding network membership.

1. INTRODUCTION

- 1.1 This paper provides an update on the recently reviewed and revised Safeguarding Policy and Procedures. The College is committed to providing a safe, supportive learning environment for all and aims to work effectively and collaboratively with partner agencies to ensure it fully complies with safeguarding legislation and national guidance.
- 1.2 The College has robust safeguarding and attendance and behaviour policies. The Safeguarding Policy clearly states that safeguarding is the responsibility of all staff. This update seeks to remind all staff of their responsibilities when dealing with challenging behaviour or any student issues.

2. UPDATE OF SAFEGUARDING NETWORK MEMBERS

- 2.1. An update on the College's safeguarding network membership to encompass staffing changes in curriculum areas, Student Association, and departments.

3. RISK

- 3.1. That the College does not meet its legislative statutory duties.
- 3.2. That the College does not meet its attainment targets due to increased safeguarding and mental health and wellbeing withdrawals.

4. EQUALITIES

- 4.1. The College acknowledges that students with Protected Characteristics are at greater risk of having a serious mental health and wellbeing concern.
- 4.2. Having a long-term mental health condition is recognised under equality legislation (Equality Act 2010) and that the College has a duty to make reasonable adjustments to help support learners.

5. RECOMMENDATIONS

Members are recommended to:

- note the contents of this paper; and
- note the updated Safeguarding Policy and Procedures.



South
Lanarkshire
College

East Kilbride

SAFEGUARDING POLICY AND PROCEDURES

Document Information

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1.0	April 2023	Rose Harkness Karen Pirie	
2.0	May 2024	Rose Harkness	Updating safeguarder information. Adult Protection and Guidance section added. Role clarification for Curriculum.
3.0	August 2025	Rose Harkness	Updating safeguarder member information.

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](#)



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Table of Contents

1. Purpose and Aim	4
2. Scope	4
3. Context	5
4. Policy Statement	6
5. Key Principles	6
6. Responsibilities	7
7. Safeguarding Staff	8
Appendix A – Legislation and National Guidance	10
Appendix B – College Policies and Procedures	11
Appendix C – Definition of Abuse and Safeguarding Situations	12
Appendix D – Safeguarding Procedures	18
Appendix E – Safeguarding Flowchart	23
Appendix F – Gender-Based Violence Flowchart	25
Appendix G – Safeguarding Reporting Forms	26

1. Purpose and Aim

South Lanarkshire College is committed to providing a safe, supportive learning environment for all and complies with legislation and national guidance to ensure the safety of staff and students, whilst widening access and promoting inclusiveness and diversity. The College recognises that it has a moral and statutory duty to promote the health and welfare of those receiving education and training through the College.

Safeguarding is everyone's responsibility, and all staff are committed to recognising and reporting all concerns related to child protection, welfare and wellbeing and are appropriately trained to remain vigilant and spot signs of all forms of abuse and maltreatment.

As such, we promise to:

- Be observant and alert to signs of all forms of abuse.
- Be curious and question explanations offered by parents / carers / learners / staff and visitors.
- Be compassionate, honest and clear.
- Ask for support when we feel there is a limit of our experience / skills.
- Follow College policies and procedures linked to safeguarding referrals.
- Work together with other agencies when appropriate to ensure support for young people and their families is effective and helps improve person-centred outcomes.

The purpose of this policy is to safeguard and promote the welfare of children, young people and adults at risk at South Lanarkshire College.

2. Scope

This Policy pertains to the safety and wellbeing of children, young people and adults at risk. While child protection procedures may be considered for a person up to the age of 18, the legal boundaries of childhood and adulthood are variously defined. There are overlaps.^[1]

- Children, as defined by current legislation, are those under 18 years of age.^[2]
- Young People or Adults at Risk, are those over the age of 16 and could incorporate staff members, volunteers, visitors, partner representatives and designated persons. An 'adult at risk' is someone who is unable to safeguard their own wellbeing, property, rights or other interests; is at risk of harm and because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than adults who are not so affected.^[3]

It should be noted that a person may have a disability, physical and/or mental health condition and be fully capable of safeguarding their personal wellbeing and interest. It is the whole of an adult's at risk particular circumstances which can combine to make them more vulnerable to harm than others and a proportionate response to the situation should always be taken.

Safeguarding and promoting the welfare of children, young people and adults at risk is defined for the purposes of this policy as:

- Protecting from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all young people to have the best outcomes.
- Ensure the College approach is person-centred, and trauma-informed, considering always what is in the best interest of the person involved.
- Safeguard both preventatively and responsively;

[1] National Guidance for Child Protection in Scotland 2021

[2] Children (Scotland) Act 1995

[3] The Adult Support and Protection (Scotland) Act 2007

- Ensure the suitability of adults who have contact with children.
- Promote good health, effective management of medical conditions, and the development of self-care in children, young people and adults at risk.
- Have clear standards of behaviour for staff / volunteers and children / young people.
- Manage behaviour by anticipating possible concerns, prevention strategies, and clear, fair responses to challenging behaviour.
- Maintain records that document safeguarding concerns over time, including low-level worries about a child, young person or adults at risk that together may paint a picture of concern
- Work effectively and collaboratively with child protection and safeguarding statutory agencies.
- Ensure that all policies and procedures relating to safeguarding and wellbeing are updated in collaboration with the Board of Management.

Vulnerable Groups

To ensure that all College students receive equal protection the College will give special consideration to children, young people and adults at risk who are particularly vulnerable, especially:

- Mental health concerns
- Carers
- Transgender young people
- Affected by parental substance misuse, domestic violence, or parental mental health needs
- Care Experienced
- Asylum seekers
- Lone Parents
- Learners who identify as LGBTQ+
- Living away from home
- Estranged from family
- Homelessness
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- Veterans and Service Leavers
- At risk of female genital mutilation (FGM)
- At risk of forced marriage
- At risk of being drawn into extremism

This list provides examples of additional vulnerable groups and is not exhaustive.

Staff with concerns about a student, staff member or receive a disclosure regarding actions or behaviour of a third party should complete the appropriate Safeguarding Reporting Forms (Appendix G) and contact the Safeguarding Lead, Depute or appointed Safeguarding Contacts as detailed in Section 7 – Safeguarding Staff.

3. Context

The College will be guided by the [National Guidance for Child Protection in Scotland 2021](#) and adhere to key legislation, [The Children \(Scotland\) Act 1995](#), [The Adult Support and Protection \(Scotland\) Act 2007](#), [The Children and Young People Act \(Scotland\) Act 2014](#) and [Section 26 of the Counter –Terrorism and Security Act 2015](#) and take cognisance of other legislation, national guidelines (Appendix A) as well as relevant College policies and procedures (Appendix B).

Where relevant, applicants, employees and volunteers at the College will be members of the Protection of Vulnerable Groups Scheme (the PVG Scheme) which has been introduced by [The Protection of Vulnerable Groups \(Scotland\) Act 2007](#). Students on placement as part of their course who require to be members of the PVG scheme will be processed by the College.

What does the College mean by Child Protection and Safeguarding?

- Child Protection - The processes involved in consideration, assessment and planning of required action, together with the actions themselves, where there are concerns that a child may be at risk of harm from abuse, neglect or exploitation.
- Safeguarding - This is a much wider concept than child protection and refers to promoting the welfare of children, young people and adults at risk. It encompasses protecting from maltreatment, preventing impairment of their health or development, ensuring that they are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children, young people and protected adults to have the best outcomes. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

There is a distinctive approach to safeguarding in Scotland linked to [Getting It Right for Every Child \(GIRFEC\)](#) which promotes action to improve the wellbeing of every child and young person. Safeguarding is a golden thread that runs through the curriculum. The aim is to support the development of learners' knowledge, skills and resilience to keep themselves safe and protected, and to develop an understanding of the world so that they can respond to a range of issues and potential risky situations arising throughout their lives. As such, it permeates many features of the education experience including leadership, values, vision, the curriculum, learning and teaching, positive relationships and building learner resilience.

The College safeguarding approach is directed by [The Human Rights Act 1998](#) (HRA) which sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the [United Nations Convention on the Rights of the Child \(Incorporation\)\(Scotland\) Bill](#). It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them. In addition, Colleges have obligations under the [Equality Act 2010](#). According to the Equality Act, colleges must not unlawfully discriminate against people because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

4. Policy Statement

South Lanarkshire College believes that everyone has a responsibility to promote and safeguard the welfare of children, young people and adults at risk and that all college users should have a safe and supportive environment within which they can prosper and thrive. The College is committed to providing staff with the training, knowledge and understanding required to achieve this. The College actively promotes equality and is committed to eliminating discrimination, harassment and victimisation.

It also recognises that some children, young people and adults at risk are additionally vulnerable as a result of, for example, past experiences, the impact of discrimination, their communication needs or other circumstances. The College is, therefore, also committed to ensuring explicit consideration is given to the diverse needs of College students and staff in relation to all safeguarding decisions.

5. Key Principles

South Lanarkshire College will promote the safeguarding of all college users and in particular children, young people and adults at risk from harm, abuse, exploitation or radicalisation.

The College will achieve this by:-

- Listening to children, young people and adults at risk, respecting them and providing support to those involved in a referral in adherence to this policy.
- Ensuring that all adults have a clear understanding of their legal and moral obligations to safeguard and protect children, young people and adults at risk from harm, abuse and exploitation.
- All reasonable steps being taken to prevent foreseeable harm to children, young people and adults at risk.
- Ensuring robust staff recruitment practices are in place and all adults with access to children and adults at risk are deemed fit to work with them.

- Being pro-active in promoting good lines of communication and ensuring that all students, parents, carers and partner agencies are familiar with the College's Safeguarding Policy and Procedures.
- Providing effective and ongoing staff development opportunities for all staff to develop their skills and knowledge in relation to the safeguarding and protection of children and adults at risk.
- Working effectively with key partners and other agencies.
- Ensuring clear reporting procedures are in place and that all adults understand their obligations to report concerns about a child or adult at risk to South Lanarkshire College's Safeguarding Lead or Depute Safeguarding Lead.
- Building a safeguarding culture where staff, students and all other College users know how they are expected to behave and know how to, and feel comfortable with, sharing concerns.
- Adopting a proactive approach to prevent inappropriate behaviour and working to ensure that all adults understand the boundaries of appropriate behaviour. Reference: Staff Code of Conduct and Good Practice; Gender-Based Violence Prevention and Support Policy; Student Behaviour, Attendance and Punctuality Policy and Code of Conduct.

6. Responsibilities

The South Lanarkshire College Board of Management and Principal has overall strategic responsibility for this Policy and for ensuring the College meet all legislative requirements pertaining to children, young people and adults at risk and that related policies and procedures are implemented and maintained.

All staff, as part of their normal duties and activities, have a safeguarding responsibility and will be made aware of their obligation to understand and adhere to the policy and engage in mandatory training.

The College has appointed senior members of staff to take overall responsibility for the policy (Vice Principals) and has also appointed a nominated Safeguarding Lead (Head of Student Services) and Depute Safeguarding Lead (Curriculum Manager Learning Development) to manage the College Safeguarding Network and oversee operational practice of the policy.

The Safeguarding Lead is responsible for:

- the oversight of safeguarding and child protection issues within the College;
- instituting any investigation into safeguarding issues or allegations of child abuse;
- determining the means of making an appropriate College response to any safeguarding issues or allegations of child abuse which may include:
 - making a recommendation to the Principal / Vice Principal / Curriculum of suspension of a person against whom allegations have been made;
 - Referral of the allegation to an external agency (e.g. Social Work or Police Scotland);
 - Informing parents, guardians or carers of any allegations of abuse or, in those cases where the matter has been referred by an external agency, deciding in conjunction with that agency what information will be conveyed to the parents, guardians or carers and at what stage;
 - keeping records relating to safeguarding and child protection issues;
 - designating other full-time members of the College staff to cover for absences or to act on behalf of the Lead and Depute;
 - support staff development in College safeguarding procedures; and
 - support the Safeguarding Network and act as the Chair of the College Safeguarding Group to support safeguarding and child protection activity across the College.

7. Safeguarding Staff

The following members of staff have overall responsibility for Safeguarding:

Senior Safeguarding Staff			
Name:	Shona Pettigrew	Email:	shona.pettigrew@slc.ac.uk
Job Title:	Vice Principal Student Experience and Innovation Safeguarding Senior Manager in Charge		
Name:	Elaine McKechnie	Email:	elaine.mckechnie@slc.ac.uk
Job Title:	Vice Principal Finance, Resources and Sustainability Safeguarding Senior Manager in Charge		
Name:	Rose Harkness	Email:	rose.harkness@slc.ac.uk
Job Title:	Head of Student Services Safeguarding Lead		
Name:	Pauline Heeley	Email:	pauline.heeley@slc.ac.uk
Job Title:	Curriculum and Quality Manager Inclusive Learning and Languages Depute Safeguarding Lead		

College Safeguarding Network

All staff at the College should be familiar with the Safeguarding Policy. It clearly defines safeguarding, and highlights that there is a dedicated safeguarding network who act as a point of contact for providing safeguarding and child/adult protection expertise and advice to help support staff and students. This includes the Curriculum Manager for each curriculum area and a designated safeguarder in each of the College departments.

Curriculum Role

The Curriculum is responsible for all behaviour and safeguarding matters, however, at all stages Student Services and Lead Safeguarding Officers can be consulted and called upon to provide guidance, advice and support.

Safeguarding Team			
College Safeguarders – Curriculum Areas			
Name:	Scott Gray	Email:	scott.gray@slc.ac.uk
Job Title:	Curriculum and Quality Manager Health, Social Care and Science		
Name:	Joanne Beever	Email:	joanne.beever@slc.ac.uk
Job Title:	Curriculum and Quality Manager Business, Hospitality, Tourism and Legal Services		
Name:	Jennifer McEwan	Email:	jennifer.mcewan@slc.ac.uk
Job Title:	Curriculum and Quality Manager Early Education, Childcare and Social Science		
Name:	Margaret Campbell	Email:	margaret.campbell@slc.ac.uk
Job Title:	Curriculum and Quality Manager Hairdressing, Beauty and Creative Industries		
Name:	Graham Paterson	Email:	graham.paterson@slc.ac.uk
Job Title:	Curriculum and Quality Manager Built Environment and Renewable Technologies		
Name:	Alisdair McTavish	Email:	alisdair.mctavish@slc.ac.uk
Job Title:	Curriculum and Quality Manager Carpentry and Joinery		

Name:	Fraser Waugh	Email:	fraser.waugh@slc.ac.uk
Job Title:	Curriculum and Quality Manager Construction Crafts		
College Safeguarders – Services to Support Learners & Departments			
Name:	Mandy Murray	Email:	mandy.murray@slc.ac.uk
Job Title:	Depute Head of Student Services		
Name:	Karen Pirie	Email:	karen.pirie@slc.ac.uk
Job Title:	Guidance and Support Advisor		
Name:	Hazel McArdle	Email:	hazel.mcardle@slc.ac.uk
Job Title:	Guidance and Support Advisor		
Name:	Jamie Beddows	Email:	jamie.beddows@slc.ac.uk
Job Title:	Learning and Teaching Innovation Manager		
Name:	Gary McIntosh	Email:	gary.mcintosh@slc.ac.uk
Job Title:	Head of Human Resources		
Name:	Chris Sumner	Email:	chris.sumner@slc.ac.uk
Job Title:	Head of Management Information Systems		
Name:	Craig Ferguson	Email:	craig.ferguson@slc.ac.uk
Job Title:	Head of Facilities		
Name:	Karen McFarlane	Email:	karen.mcfarlane@slc.ac.uk
Job Title:	Business Innovation		
Name:	Natalie Black	Email:	natalie.black@slc.ac.uk
Job Title:	Finance Assistant		
Name:	Catriona Blacker	Email:	catriona.blacker@slc.ac.uk
Job Title:	Student President		

Appendix A – Legislation and National Guidance

UNRC

[United Nations Convention on the Rights of the Child \(Incorporation\)\(Scotland\) Bill](#)

Legislation defining certain offences against children

- [Children and Young Persons \(Scotland\) Act 1937, section 12](#)
- [Prohibition of Female Genital Mutilation \(Scotland\) Act 2005](#)
- [Female Genital Mutilation \(Protection and Guidance\) \(Scotland\) Act 2020](#)
- [Sexual Offences \(Scotland\) Act 2009](#)
- [The Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)
- [Human Trafficking and Exploitation \(Scotland\) Act 2005](#)
- [Civic Government \(Scotland\) Act 1982](#)
- [Children \(Equal Protection from Assault\) \(Scotland\) Act 2019](#)

Legislation on managing adults who may pose a risk to children.

- [Criminal Justice and Licensing \(Scotland\) Act 2010](#)
- [Domestic Abuse \(Scotland\) Act 2011](#)
- [Domestic Abuse \(Scotland\) Act 2018](#)
- [Protection from Abuse \(Scotland\) Act 2001](#)
- [Abusive Behaviour and Sexual Harm \(Scotland\) Act 2016](#)

Legislation on criminal proceedings and witness supports

- [Criminal Procedure \(Scotland\) Act 1995](#)
- [Victims and Witnesses \(Scotland\) Act 2014](#)
- [Age of Criminal Responsibility \(Scotland\) Act 2019](#)
- [Forensic Medical Services \(Victims of Sexual Offences\)](#)

Additional Legislation

- [Children \(Scotland\) Act 2020](#)
- [Children \(Scotland\) Act 1995](#)
- [Children's Hearings \(Scotland\) Act 2011](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Counter Terrorism and Security Act 2015 \(section 26\)](#)
- [Disclosure \(Scotland\) Act 2020](#)
- [Mental Health \(Care and treatment\) \(Scotland\) Act 2003](#)
- [Anti-Social Behaviour \(Scotland\) Act 2004](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [Adoption and Children \(Scotland\) Act 2007](#)
- [Equality Act 2010](#)
- [The Forced Marriage etc \(Protection and Jurisdiction\) \(Scotland\) Act 2011](#)
- [General Data Protection Regulation \(GDPR\)/Data Protection Act 2018](#)

Emergency legislation under regular review

- [Coronavirus \(Scotland\) Act 2020 – Guidance on looked after children and children's hearings provisions](#)

Proposed legislation currently being considered by the Scottish Parliament

- [Domestic Abuse \(Protection\) \(Scotland\) Bill](#)

National Guidelines

- [Protecting Children: A Shared Responsibility: A Guidance on Inter-agency Cooperation – Scottish Office, 1998](#)
- [It's everyone's job to make sure I'm alright' – Scottish Executive, November 2002](#)
- [Legislation outlined Annex C of 'Protecting Children and Young People Framework for Standards' – Scottish Executive, March 2004](#)
- [National Guidance for Child Protection Scotland 2021](#)
- [Getting it right for every child \(GIRFEC\) National Practice Model – 2022](#)

Appendix B – College Policies and Procedures

College Policies and Procedures

- Bullying and Harassment Policy
- Confidentiality Policy
- Code of Conduct & Good Practice
- Data Protection – CCTV Policy
- Disclosure of Criminal Convictions Policy
- Freedom of Information Policy
- Gender-Based Violence Prevention & Support Policy
- Health and Safety Policy
- ICT Email & Internet Policy
- ICT Policy
- Learner Support Policy
- Physical Intervention Code of Conduct & Good Practice
- Recruitment and Selection Policy
- Student Code of Conduct
- Student Carer Policy & Support Plan
- Student Behaviour, Attendance and Punctuality Policy
- Staff Disciplinary Policy

Appendix C – Definition of Abuse and Safeguarding Situations

General Definition of Abuse ^[4]

Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children, young people and adults at risk may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use.

Categories of Abuse

The College recognises there are many types of abuse. These include:-

Physical Abuse

Physical abuse is the causing of physical harm to a child or young person or adult at risk. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

Emotional Abuse

Emotional abuse is persistent emotional ill treatment that has severe and persistent adverse effects on a child's emotional development. 'Persistent' means there is a continuous or intermittent pattern which has caused, or is likely to cause, significant harm. Emotional abuse is present to some extent in all types of ill treatment of a child, but it can also occur independently of other forms of abuse.

Neglect

Neglect consists of persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. There can also be single instances of neglectful behaviour that cause significant harm. Neglect can arise in the context of systemic stresses such as poverty and is an indicator of both support and protection needs. 'Persistent' means there is a pattern which may be continuous or intermittent which has caused or is likely to cause significant harm. However, single instances of neglectful behaviour by a person in a position of responsibility can be significantly harmful. Early signs of neglect indicate the need for support to prevent harm.

Child Sexual Abuse

Child sexual abuse (CSA) is an act that involves a child under 16 years of age in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a person under 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology. Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

Online Abuse

Online child abuse is any type of abuse that occurs in the digital environment and the internet, facilitated through technology and devices such as computers, tablets, mobile phones, gaming devices and other online-enabled devices.

Criminal Exploitation

Criminal exploitation refers to the action of an individual or group using an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity in exchange for something the victim needs or wants, or for financial or other advantage of the perpetrator or facilitator. Violence or the threat of violence may feature. The victim may have been criminally exploited, even if the activity appears

[4] National Guidance for Child Protection in Scotland 2021

consensual. Child criminal exploitation may involve physical contact and may also occur through the use of technology. It may involve gangs and organised criminal networks. Sale of illegal drugs may be a feature. Children and vulnerable adults may be exploited to move and store drugs and money. Coercion, intimidation, violence (including sexual violence) and weapons may be involved.

Female Genital Mutilation (FGM)

This extreme form of physical, sexual and emotional assault upon girls and women involves partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Such procedures are usually conducted on children and are a criminal offence in Scotland. FGM can be fatal and is associated with long-term physical and emotional harm.

Forced Marriage

A forced marriage is a marriage conducted without the full and free consent of both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual, and emotional abuse. Forced marriage is both a child protection and adult protection matter. Child protection processes will be considered up to the age of 18. Forced marriage may be a risk alongside other forms of so called 'honour-based' abuse (HBA). HBA includes practices used to control behaviour within families, communities, or other social groups, to protect perceived cultural and religious beliefs and/or 'honour'.

Child Trafficking

Child trafficking involves the recruitment, transportation, transfer, harbouring or receipt, exchange or transfer of control of a child under the age of 18 years for the purposes of exploitation. Transfer or movement can be within an area and does not have to be across borders. Examples of and reasons for trafficking can include sexual, criminal and financial exploitation, forced labour, removal of organs, illegal adoption, and forced or illegal marriage.

Recognition of Abuse

Staff, both teaching and support, because of their day-to-day contact with individuals, are well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of other causes, including bereavement, domestic violence or other changes in family circumstances, or drug, alcohol or solvent misuse. Sometimes, however, they may be due to child abuse.

For example, the following may be noticeable:

- Bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the marks of a hand, lacerations, bite marks or burns.
- Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger, poor hygiene.
- Possible indicators of emotional abuse, such as excessive dependence, attention seeking, self-harming.
- Possible indicators of sexual abuse – physical signs such as bruises, scratches or bite marks, or behavioural such as precocity, withdrawal or inappropriate sexual behaviour.

Other possible signs are:

- Withdrawn behaviour.
- Agitated or anxious behaviour.
- Student being isolated by other students.
- Student isolating him/herself from fellow students.
- Inappropriate/improper dress.
- Unkempt, unwashed, smelly.
- Overly anxious to please.
- Bruising and minor injuries.
- Frequent absences for admission to hospital.
- Atypical incidence of absence from college.
- Sudden changes in behaviour, eg secretiveness.
- Atypical aggressive, acting-out behaviour.
- Precocious sexual behaviour.

Any of the above may be accompanied by marked deterioration in performance or increased absenteeism – both of which can in themselves be indicators of abuse. No list of symptoms can be exhaustive. Also, alternative medical, psychological or social explanations may exist for the signs and symptoms described.

Adult Support and Protection Guidance ^[5]

Most adults, who might be considered to be at risk of harm, manage to live their lives without experiencing harm. Often this is with the assistance of caring relatives, friends, carers, professional agencies or volunteers. However, some people will experience harm such as physical harm, psychological harm, sexual harm or exploitation of their finances or property. The Adult Support and Protection (Scotland) Act 2007 was introduced to maximise the protection of adults at risk of harm.

The [West of Scotland Inter Agency Support and Protection Practice Guidance](https://www.east-ayrshire.gov.uk/Resources/PDF/W/West-of-Scotland-Inter-Agency-ASP-Guidance.pdf) provides an overview of the process to support and protect when harm happens to an adult at risk. It details the action to be taken by agencies when harm is identified; the timescales for referrals; the process of inquiries and investigations and case conferences. This guidance does not place any governance expectations on agencies in the same way as local procedures agreed by the multi agency Adult Protection Committees. However, what it does is bring together in one document, a process that follows the legislation, the relevant Code of Practice, and the actions that should be taken by the public agencies to meet their duties under the 2007 Act. It can be used by all agencies, especially the voluntary and private sector agencies, knowing that each Adult Protection Committee who signed up, has agreed in principle that it reflects local practice and local procedures.

The document:

- Recognises existing legislation to protect adults
- Focuses on the 2007 Act
- Contains information on the definition of harm and common indicators
- Outlines guidance for intervention

The addition of the Adult Support and Protection (Scotland) Act 2007 (the 2007 Act) means there is a concise legal framework to facilitate further the protection of adults at risk of harm through the measures contained in Part 1 of the Act.

Adult Support and Protection (Scotland) Act 2007

Adult at risk Section 3(1) defines an 'adult at risk' as adults who:

- are unable to safeguard their own well-being, property, rights or other interests;
- are at risk of harm, and
- because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than adults who are not so affected.

It is important that all three elements of this definition must be met, or that there are grounds for believing all three elements may be met, for an adult to be deemed an adult at risk and for interventions to take place under the 2007 Act. It is the whole of an adult's particular circumstances that can combine to make them more vulnerable to harm than others.

Principles

The principles must be taken into account at all stages of any intervention and emphasise the importance of striking a balance between an adult's right to freedom of choice and the risk of harm to that person.

Any intervention must be reasonable, necessary, proportionate and legal.

A public body or office holder must be satisfied that any intervention will provide:-

- Benefit to the adult which could not reasonably be provided without intervening in the adults affairs and;
- Is, of the range of options likely to fulfil the object of the intervention, the least restrictive to the adult's freedom

In addition, in considering a decision or course of action, the public bodies or office holders must also have regard to the following:-

- The adult's ascertainable wishes and feelings (past and present).
- Any views of the adult's nearest relative, primary carer, guardian or attorney and any other person who has an interest in the adults well being or property.
- The importance of the adult participating as fully as possible in the performance of the function and providing the adult with such information and support as is necessary to enable the adult to participate.

[5] <https://www.east-ayrshire.gov.uk/Resources/PDF/W/West-of-Scotland-Inter-Agency-ASP-Guidance.pdf>

- The importance of the adult not being, without justification, treated less favourably than the way in which a person who is not an adult at risk of harm would be treated in a comparable situation.
- The adult's abilities, background and characteristics.

Values

In general terms, the following values underpin any intervention in the affairs of adults deemed to be at risk and in need of protection under this multi agency guidance:

- Every adult has a right to be protected from all forms of abuse, neglect and exploitation.
- The welfare and safety of the adult takes primacy in relation to any inquiry or investigation.
- Every effort should be made to enable the individual to express their wishes and make their own decisions to the best of their ability recognising that such self-determination may involve risk.
- Where it is necessary to override the wishes of the adult or make decisions on his/her behalf for their own safety (or the safety of others) this should be proportionate and least restrictive.

Partnership agencies subscribing to this guidance for the protection of adults at risk will also adhere to:

- Actively working together within the value base of dignity, privacy, choice, safety, realising potential, equality and diversity.
- Actively promoting individual choice and the well being of adults at risk through service provision.
- Actively work together within an interagency framework to provide the best outcomes for adults at risk.
- Acting in a way which supports the rights of the individual to lead an independent life based on personal choice.
- Recognising people who are unable to make their own decisions and/or to protect themselves and their assets.
- Interventions should be legal, necessary and proportionate.
- Decisions should be defensible, recorded and have a clear rationale.

Duty to Report

Public agencies have a duty to report any suspected or actual harm to an adult at risk. This should occur within 1 working day of the concerns being noted.

Contact details for each authority can be found [here](#).

Gender-based Violence (GBV)

For the purpose of this policy, we use the Scottish Government's definition of gender-based violence. Gender-based violence describes a range of behaviours that includes: intimidation, harassment, online abuse, intimate image sharing, domestic abuse, physical and emotional abuse, stalking, sexual assault and murder. The term also includes commercial sexual exploitation and so-called 'honour based' violence, including, female genital mutilation, forced marriages and 'honour' crimes.^[6]

GBV is a function of gender inequality. It takes the form of actions that result in physical, sexual, and psychological harm or suffering to women and girls, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. It is men who predominantly carry out such violence, and women who are predominantly the victims of such violence. By referring to violence as 'gender based' this definition highlights the need to understand violence within the context of women's and girl's subordinate status in society. Such violence cannot be understood, therefore, in isolation from the norms, social structure and gender roles within the community, which greatly influence women's vulnerability to violence.^[7]

Although gender-based violence affects more women and girls, it also impacts men and boys, and those in the LGBTQ+ community. We recognise that gender-based violence is an issue across all of society and we are fully committed to ensuring our campus is safe for everyone. In addition, the College seeks to provide a caring and timely response to those who have been impacted by gender-based violence. In everything that we do, the College will consistently send out a strong message that gender-based violence has no place in our college community or wider society.

These can include, but are not limited to:

- Physical, sexual and psychological violence (for example physical assault and sexual assault, coercive control etc.)

[6] <https://www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/>

[7] Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls

- Unwanted and unwelcome, sexual or gender-based verbal, written, online and/or physical conduct.
- Sexual harassment and intimidation at college, work and in the public areas
- Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health and safety of any other person.
- Discrimination, as defined as actions that deprive other members of the community of educational or employment access, benefits or opportunities on the basis of gender.
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another.
- Bullying, defined as repeated and/or severe aggressive behaviour likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally.
- Violence between those in an intimate relationship (this includes romantic relationships, dating, domestic, and/or relationship violence). Intimate relationship violence is a pattern of abusive behaviour in any relationship that is used by one partner to gain or maintain power and control over intimate partners. Intimate partner violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person.
- Stalking, defined as a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear of their safety or the safety of others e.g. unwanted gifts, sms messages, through social media.
- Dowry related violence – Dowry includes gifts, money, goods or property given from the bride's family to the groom or in-laws before, during or any time after the marriage. Dowry is a response to explicit or implicit demands or expectations of the groom or his family.
- Forced and Child Marriages – Forced marriage is when a person faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. made to feel like they are bringing shame on their family).
- Honour crimes involve physical, emotional, psychological, financial and sexual abuse, including murder, committed by people who want to defend the reputation of their family or community.
- FGM (Female Genital Mutilation), also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia.

Signs that indicate someone may have been impacted by gender-based violence. These can include, but are not limited to:

- There may be obvious effects of physical violence e.g. bruising
- Explanations for injuries/incidents that occur that are 'explained away' by the victim
- Poor attendance or presenteeism
- Changes in behaviour
- Interruptions at college, e.g. repeated upsetting calls/texts/emails
- May cry or be very anxious
- Uncharacteristic distraction, problems with concentration
- Depression/suicidal ideation
- Fear of partner/references to anger
- Expresses fear about leaving children home alone with partner
- Appears to be isolated from friends and family
- Needing regular time off for 'appointments'

It is important not to make assumptions as some of the above indicators may be indicative of other concerns unrelated to abuse. The context within which they occur is therefore an important consideration.

For further information and support, visit the College's designated webpage for [Preventing Gender-Based Violence](#).

Prevention of Radicalisation

As of July 2015, the [Counter-Terrorism and Security Act 2015](#) placed a new duty on education providers. Under section 26 of the Act, colleges are required, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty.

In Scotland, this duty is met through Prevent Multi-Agency Panels (PMAP). The term 'Prevent Multi-Agency Panels' (or 'PMAP') refers to the local authority led support and the duty as set out in section 36 of the CTSA 2015. This is separate and distinct from police-led Prevent case management. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions. The PMAP process forms a key part of Prevent. The process adopts a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into

terrorism. There is no fixed profile of a terrorist, so there is no defined threshold to determine whether an individual is at risk of being drawn into terrorism.

It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

Possible signs of radicalisation include:

- The individual's views become increasingly extreme regarding another section of society or government policy
- The individual becomes increasingly intolerant of more moderate views
- The individual expresses a desire/intent to take part in or support extremist activity
- They are observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual may change their appearance, their health may suffer (including mental health), and they may become more isolated from family, friends, peers or social groups.

Mental Health and Wellbeing

The College has an important role to play in supporting the mental health and wellbeing of students and staff.

Mental health problems can, in some cases, be an indicator that a person has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff should also be aware that mental health problems can, in some cases, be an indicator that someone has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACE's), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. Staff, however, are well placed to observe on a day-to-day basis and identify those whose behaviour suggests that they may be experiencing a mental health concern or be at risk of developing one. Immediate action should be taken in response to any mental health concerns and a referral made to a College Safeguarder. Action should also be taken where there is a safeguarding concern already present, through reporting the concern to Student Services staff in the Student Advice Centre or in serious circumstances the Safeguarding Lead / Depute Safeguarding Lead as with any other safeguarding concern.

The College has a number of staff trained in Mental Health First Aid and ASIST (Applied Suicide Intervention Skills Training) providing immediate help and support to those who need it.

For help and support at the College during office hours telephone: 01355 807780 (ask for Student Services or an ASIST trained member of staff) or email student.support@slc.ac.uk. For staff specific support contact Human Resources by emailing humanresources@slc.ac.uk

Students and staff experiencing issues with mental health and/or be in crisis can be supported to contact their GP or emergency services as well as information and advice on external specialist support agencies. This includes concerns with health and psychological difficulties, anxiety, depression, self harm, or suicide ideation.

For information and support, contact Student Services by emailing student.support@slc.ac.uk. Visit the College's designated webpage for [Mental Health and Wellbeing](#).

To find out more about the support available at the College, use the links below:

- [Student Mental Health and Wellbeing - Supported Pathways to Wellness](#)
- [Student Mental Health Agreement 2022-24](#)
- [Student Support Pocket Guide](#)

Appendix D – Safeguarding Procedures

INTRODUCTION

The purpose of these safeguarding procedures is to ensure that concerns about the welfare of children, young people and adults at risk in the College are dealt with sensitively, effectively and efficiently.

They will provide step-by-step guidance on how to respond to a concern.

South Lanarkshire College will ensure that every member of staff:

- Reads and understands the Safeguarding Policy and Procedures that include the mandatory reporting duty of all child/adult protection and safeguarding concerns.
- Knows the names of the Senior Safeguarding Staff / Safeguarding Lead / Depute Safeguarding Lead and wider Safeguarding Network.
- Will undergo mandatory safeguarding training as part of the staff induction process and through refresher training. The training will cover:
 - Their personal responsibility/Staff code of conduct/teaching standards.
 - Understand the definitions of all forms of abuse, physical abuse, emotional abuse, sexual abuse and neglect etc.
 - The need to be vigilant in identifying cases of abuse at the earliest opportunity.
 - How to support and respond to a child, young person or adult at risk who discloses significant harm (either actual or likely).
 - Prevent Duty referral process.
 - Their understanding of professional boundaries and what constitutes inappropriate behaviour.
- Knows their duty linked to unsafe practices, regarding young people or adult at risk, by a colleague.
- Undertakes appropriate discussion with parents and carers.
- Monitor internet usage in classrooms and knows how to recognise and respond to inappropriate internet use.
- Respects and adheres to the South Lanarkshire College Code of Conduct.

The Safeguarding Lead / Depute Safeguarding Lead will disclose any information about a learner to other members of staff on a need-to-know basis.

All staff should be able to reassure individuals that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should they ever be made to feel ashamed for making a report.

All staff should be aware that young people and vulnerable adults may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to their Safeguarding Lead / Depute Safeguarding Lead / Curriculum Safeguarder if they have concerns about a young person or adult at risk, as it is also important that staff determine how best to build trusted relationships with young people and vulnerable adults which facilitate communication.

Concerns may arise because:

- Abuse is disclosed;
- There are suspicions or indicators that a child, young person or adult at risk is being abused;
- There are observable changes in behaviour that may relate to abuse;
- A young person may abuse or radicalise another young person;
- The behaviour of a member of staff towards a young person causes concern or there is suspicion that a staff member or volunteer is harming a child/young person/adult at risk.

These procedures apply to everyone in the College.

The procedures are mandatory. Child protection is the responsibility of every adult. The publication [It's everyone's job to make sure I'm alright](#) Scottish Executive, 2002 and subsequent updated guidelines published in 2017 [It's still everyone's job to make sure I'm alright](#) emphasises the need for all of us to take responsibility in order to protect children and young people.

HOW TO RESPOND IF SOMEONE DISCLOSES ABUSE, GBV OR RADICALISATION

All staff are expected to do the following:

LISTEN carefully and remain calm; do not express shock or embarrassment.

DO NOT guarantee confidentiality and be clear that you will act sensitively and explain what will happen next.

GIVE REASSURANCE that you are taking the information seriously.

DO NOT ask leading questions.

DO NOT examine any physical injuries.

DO NOT attempt to investigate the allegations yourself.

NEVER JUDGE even if the allegation is against a colleague.

RECORD what was said, also note the date, time, and place that the conversation took place.



All staff must follow College procedures for recording and storing sensitive information.

If an allegation is brought to your attention as a member of staff, you should:

- Be honest and transparent in relation to your professional responsibilities, for example, make it clear that you may have to share information with others.
- Allow the child/young person/adult at risk to speak without interruption.
- Listen to what the child/young person/adult at risk says and show that you take them seriously.
- Consult/inform the Safeguarding Lead/Depute Safeguarding Lead/Curriculum Safeguarder ensuring that you communicate all the information accurately.
- Stay calm – do not rush into inappropriate action.
- Reassure the child/young person/adult at risk – confirm that you know how difficult it must be to confide.
- Ensure that you clearly understand what the child/young person/adult at risk has said – so that you can refer.

In all cases, go straight to the Safeguarding Lead / Depute Safeguarding Lead / Curriculum Safeguarder.

ALLEGATIONS AGAINST STAFF

A student may make an allegation against a member of staff. If an allegation is made, the member of staff receiving the allegation will immediately inform the Safeguarding Lead / Depute Safeguarding Lead.

Whenever an allegation against any member of staff is received by the Safeguarding Lead, advice should be sought from Head of Human Resources and the Principal's Office.

If the allegation involves the Safeguarding Lead the matter should be reported to the Vice Principal's (Senior Safeguarding Manager in Charge) and Head of Human Resources.

If the allegation is against the Principal, the concerns must be reported to the Clerk to the Board of Management, Vice Principal's, Safeguarding Lead and Head of Human Resources.

The Safeguarding Lead should be alerted to cases in which it is alleged that a person has:

- Behaved in a way that has harmed, or may have harmed a child, young person, or adult at risk.
- Possibly committed a criminal offence against or related to a child, young person, or adult at risk.
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, young people, or adults at risk.

This applies to paid employees, volunteers, casual/agency staff, and self-employed workers who will have contact with children, young people and adults at risk as a part of their role.

The Safeguarding Lead ensures that all allegations or concerns about professionals or adults working or volunteering with children are recorded appropriately, monitored, and progressed in a timely and confidential way.

The Safeguarding Lead provides advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process. Any allegations or concerns must be reported to the Safeguarding Lead / Depute Safeguarding Lead within 24 hours (or one working day) of it coming to notice.

The Safeguarding Lead / Depute Safeguarding Lead will provide Curriculum and Department Safeguarders ongoing guidance, help and support. The consultation process allows for concerns to be evaluated objectively and to ascertain whether similar concerns may have been raised but not met the threshold for investigation.

CURRICULUM ROLE CLARIFICATION

There has been an increase in the number of referrals to Student Services and not all of these are safeguarding issues, they may be behavioural in nature instead. Staff should familiarise themselves with the [Attendance and Behaviour Policy](#) which is also available in the documents library on the Portal.

Please see below for what should happen:

- If a lecturer has a concern that they cannot deal with themselves then they should speak to their Curriculum Manager.
- If the Curriculum Manager requires advice or support, they should speak to the appropriate Associate Principal. If it is a clear safeguarding issue, such as a disclosure of abuse, Prevent Duty concern or an immediate risk to life, as defined by the Safeguarding Policy, then you should follow the Safeguarding Flowchart as set out in Appendix E of the Policy.

The Curriculum is responsible for all behaviour and safeguarding matters, however, at all stages Student Services and Lead Safeguarders can be consulted and called upon to provide guidance, advice, and support.

CONTACT WITH PUPILS IN PARTNER SCHOOLS / ON OUTREACH

It is normal practice that school pupils will be taught in discrete groups and where this is not the case a risk assessment will be undertaken.

If you are working in a school at the time the allegation of abuse is made, the school's child protection procedures should be followed, and you should advise the Safeguarding Lead that you have filed a report with the School's Child Protection Practitioner.

If you are working in College or in a College outreach base, the College Safeguarding Procedures should be followed.

RECORDING INFORMATION

Complete appropriate Safeguarding Reporting Forms within acceptable timescales (see example proforma at Appendix G) which can also be found in the Documents section of the Staff Portal.

Observe standard guidelines for holding sensitive information in accordance with current legislation.

All recorded information must be handled sensitively. All conventions of confidentiality must be adhered to at all times.

Storage and access of information will be managed by the Safeguarding Lead. Records will be retained for a period of three years.

REFERRING INFORMATION TO RELEVANT AGENCIES

External referrals for example to Police Scotland or Social Work would normally be made by either the Safeguarding Lead / Depute Safeguarding Lead or a member of the wider Safeguarding Network. If the staff member suspects that the child, young person or adult at risk is in immediate danger, they will contact the Police straightaway by dialling 999. All incidents and actions will be reported to the Safeguarding Lead / Depute Safeguarding Lead in a timely manner

In line with the requirements of the PVG (Scotland) Act 2007, if the College is made aware of criteria for referral being met or previously having been met before the PVG Act came into force, the Safeguarding Lead or Head of Human Resources will make a referral to Disclosure Scotland.

CONFIDENTIALITY

In accordance with current legislation, the welfare of the child, young person or adult at risk is paramount.

Only a restricted number of people within the institution should have access to information that involves child/adult protection and safeguarding issues.

Information should be shared on a 'need to know' basis in accordance with current legislation and Codes of Practice.

[Data Protection Act \(DPA\) 2018](#) controls how personal information is used by organisations, businesses or the government and is the UK's implementation of the General Data Protection Regulation (GDPR).

The DPA (2018) does not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children, young people, or adults at risk. This falls under a common law duty of care where the College deem the circumstances to be in the public interest necessary to protect students and staff.

When deciding whether information needs to be shared with staff within the setting or with other agencies, staff should take account of the following principles, bearing in mind that the most important consideration is whether sharing information is likely to support the safeguarding and protection of a child, young person or adult at risk:

- Necessary and Proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure
- Recorded

Staff should consider when they share information, how and how much they share, and where possible they should be transparent about the fact that they are sharing. It is important to acknowledge that sharing of all information that could be regarded big or small is essential for the protection of the child, young person, or adult at risk.

Although the process for deciding whether to share information is the same within and outside the setting, in terms of proportionality and the need to know, sharing information with practitioners from other agencies needs to be documented. It is reasonable for staff to discuss day-to-day concerns about students with colleagues in order to ensure that general needs are met in college. However, staff should report all child/adult protection and safeguarding concerns to the Safeguarding Lead. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

The Safeguarding Lead / Depute Safeguarding Lead or Curriculum Safeguarder will normally obtain consent from the student/or parents/carers to share sensitive information within the College or with outside agencies. Where there is good reason to do so, the Safeguarding Lead / Depute Safeguarding Lead or Curriculum Safeguarder may share information without consent, and will record the reason for not obtaining consent. If any member of staff receives a request from a student / parent/carers to see child/adult protection / safeguarding records, they will refer the request to the Data Protection Officer. Every effort will be made to prevent unauthorised access to sensitive information.

ONLINE SAFETY / REMOTE LEARNING

Staff and students commonly use electronic equipment including mobile phones, tablets and computers daily to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat, TikTok and Instagram. Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- Contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying;
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The College's online IT Acceptable Use Policy explains how we try to keep students and staff safe in college and protect and educate learners in the safe use of technology. The College has appropriate filters and monitoring systems in place to protect children from potentially harmful online material. We will complete an annual review of our online safety policy which will be supported by an annual risk assessment. This will consider and evaluate any emerging risks our students face when participating in online activity.

Cyberbullying and sexting by learners will be treated as seriously as any other type of bullying and will be managed through the Attendance, Behaviour and Punctuality Policy, Student Code of Conduct and the GBV Prevention and Support Policy.

It is essential that information is shared with parents and carers which outlines how online learning is being delivered. This should include explicit details of sites that will be accessed, staff that pupils will interact with, and how this is being monitored. There must also be robust strategic oversight to ensure that monitoring systems are effective, and that staff are able to identify and report concerns.

HOW TO KEEP PEOPLE INFORMED AND INVOLVED IN THE PROCESS

In accordance with the principles of current legislation, the views of the child/young person/adult at risk will be taken into account when considering risk, adversity and protective factors. Cultural sensitivity and competence is necessary in considering the family reference point

All students will be provided with information on the College's safeguarding procedures during induction and in appropriate college publications.

The Safeguarding Lead / Depute Safeguarding Lead / Curriculum Safeguarder will keep the child/young person/adult at risk informed while the matter is within the jurisdiction of the College.

The Safeguarding Lead / Depute Safeguarding Lead / Curriculum Safeguarder will take account of the views of the child/young person/adult at risk involved in the process.

SUPPORT AND STAFF DEVELOPMENT

The College will provide initial, on-going and appropriate training to all staff members on the Safeguarding policy and associated procedures.

The College will support staff by providing an opportunity to talk through any concerns with the Safeguarding Lead / Depute Safeguarding Lead and offer reasonable appropriate support from external agencies if requested.

The College will offer support to the wider College Safeguarding Network if requested.

Appendix E – Safeguarding Flowchart

In the College there are a number of key groups of staff who are likely to receive a safeguarding disclosure.

Those in key roles may include:

- Student Support Services
- Academic Staff
- Educational Learning Support
- Reception and Library Staff
- Student Association Officers
- Facilities Staff
- IT Staff
- Human Resources Staff

There are also a number of mechanisms in place for staff and students to make a safeguarding / GBV / mental health and wellbeing disclosure which include:

- Report and Support
- Student support email – student.support@slc.ac.uk
- Staff support email – humanresources@slc.ac.uk
- Academic guidance meeting
- Staff support meeting
- Tell Us @ SLC
- Student Advice Centre

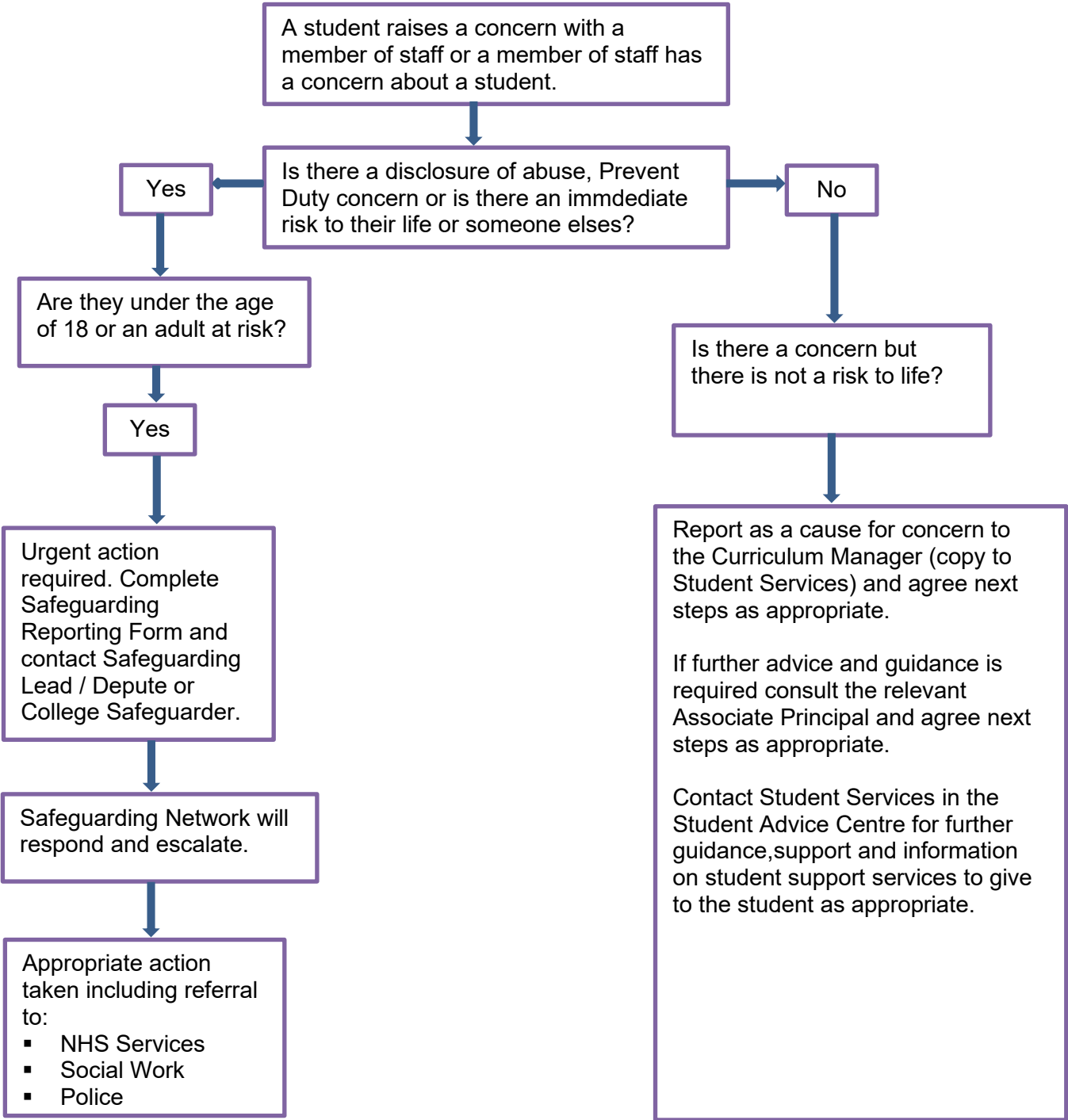
Once a disclosure is made, and the member of staff has collated the appropriate information (Safeguarding Reporting Forms – Appendix G) this will be then passed to the Safeguarding Lead / Depute Safeguarding Lead / Curriculum Safeguarder for further investigation and action. In most cases, when a disclosure is made this will be passed directly to the Safeguarding Lead / Depute Safeguarding / Curriculum Safeguarder to take forward.

College Safeguarders include:

- Vice Principals (Senior Safeguarding Officers)
- Head of Student Services (Safeguarding Lead)
- Curriculum and Quality Manager for Inclusive Learning, Languages and Counselling (Depute Safeguarding Lead)
- Depute Head of Student Services
- Guidance and Support staff in Student Services
- Curriculum and Quality Manager for each curriculum area
- Head of Quality, Learning and Teaching
- Head of Human Resources
- Head of Facilities
- Head of MIS
- Student President (Student Association)
- Designated safeguarder for each of the following functional areas: Finance, Business Innovation

College Safeguarders do not respond in isolation and will work collaboratively when responding to safeguarding disclosures. Staff should adopt a holistic, trauma informed approach to ensure the College responds effectively in the most appropriate way to fully support the individual.

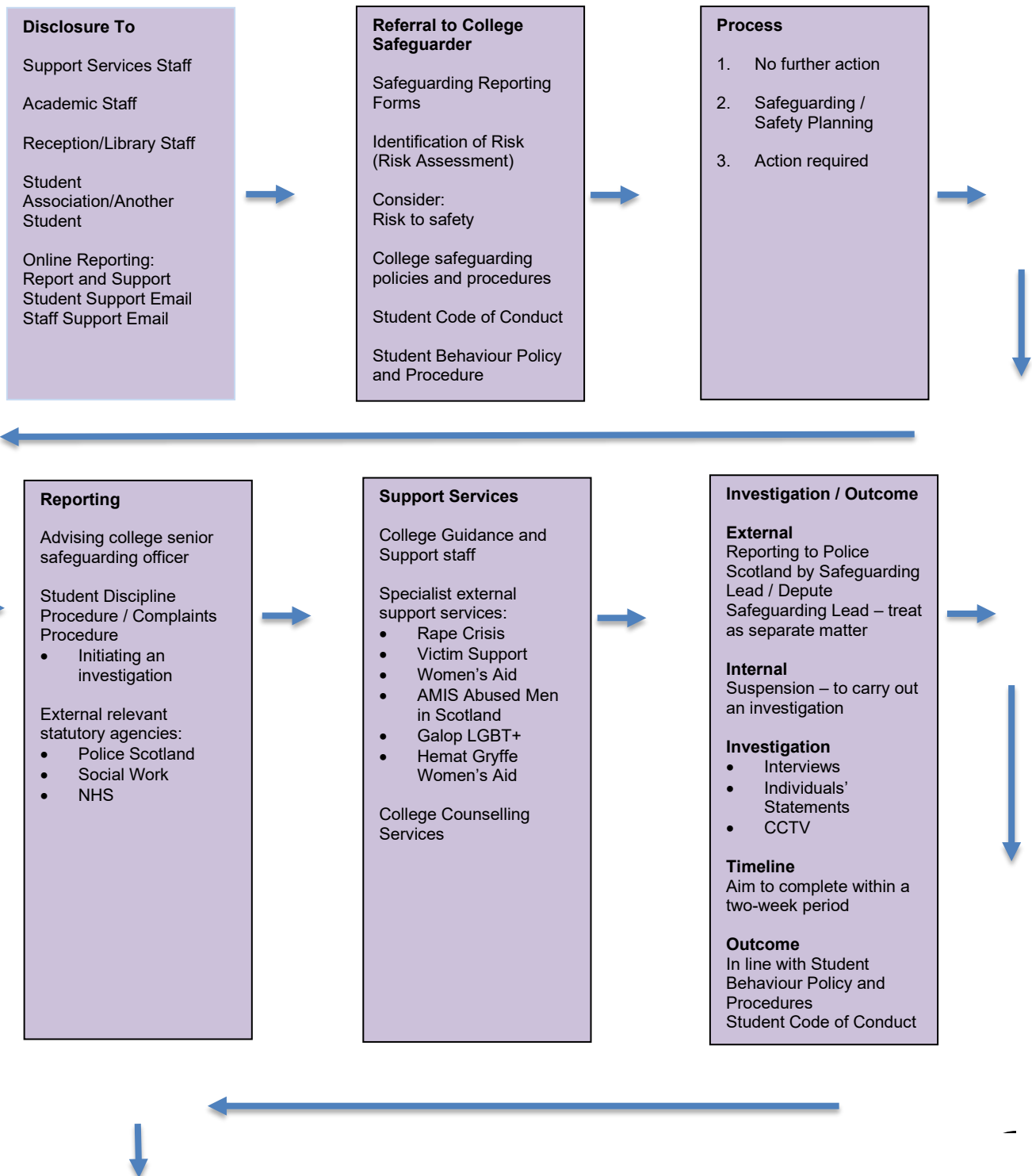
The following flowchart provides the key elements of the safeguarding response pathway.



- Examples of abuse – Physical, Emotional, Financial, Sexual and Neglect.
- Risk to life – When someone has a suicide plan or is in the process of ending their life.
- Risk to life by threatening violence

- is unable to safeguard themselves, their property, rights or other interests, and
- is at risk of harm, and
- because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than others who are not so affected.

The following flowchart provides the key elements of the GBV response pathway.





Review Update/Outcome Review of process <ul style="list-style-type: none"> • College Safeguarding Group • Senior Leadership Team

Appendix G – Safeguarding Reporting Forms

Remember to maintain strict confidentiality and store this form securely.

Section A: Reporter’s Name and Information

Your Name	
Your Position	
Office Location	
Phone Number	
Email Address	
What is your reason for completing this form? <i>Select one option below.</i>	
Concerns about a student	<input type="checkbox"/> <i>Now complete Section B</i>
Disclosure from a student	<input type="checkbox"/> <i>Now complete Section C</i>
Concerns about someone responsible for students	<input type="checkbox"/> <i>Now complete Section D</i>

Section B: Concerns for or about a student

Student’s Name		
Student’s Date of Birth		
Student’s Reference Number		
Student’s Contact Number		
Name of School (if applicable)		
Is the student a child, a vulnerable adult or neither?	A child	<input type="checkbox"/>
	A vulnerable adult	<input type="checkbox"/>
	Neither	<input type="checkbox"/>

<p>Your Concerns (Include as much relevant detail as possible including reasons for concern, name(s) of person(s) involved, dates and times, any discussion that has taken place.)</p>	
<p>Please now pass the form to the Safeguarding Lead</p>	

Section C: Disclosure from a student

Student's Name		
Student's Date of Birth		
Student's Reference Number		
Student's Contact Number		
Name of School (if applicable)		
Is the student a child, a vulnerable adult or neither?	A child	<input type="checkbox"/>
	A vulnerable adult	<input type="checkbox"/>
	Neither	<input type="checkbox"/>
Date and time of disclosure		
What did the student tell you? Record exactly what the student said in their own words and any questions you asked if the situation needed clarified. Continue on separate sheet if necessary.		

Provide any additional relevant information.	
---	--

Examples may include changes in the student's behaviour, any observations prior to the disclosure etc.	
--	--

Please now pass the form to the Safeguarding Lead
--

Section D: Concerns about someone responsible for students

Person of Concern's Name	
---------------------------------	--

Person of Concern's Position	
-------------------------------------	--

Your Concerns

(Include as much relevant detail as possible including reasons for concern, name(s) of person(s) involved, dates and times, any discussion that has taken place.)

Please now pass the form to the Safeguarding Lead

Section E: Safeguarding Lead

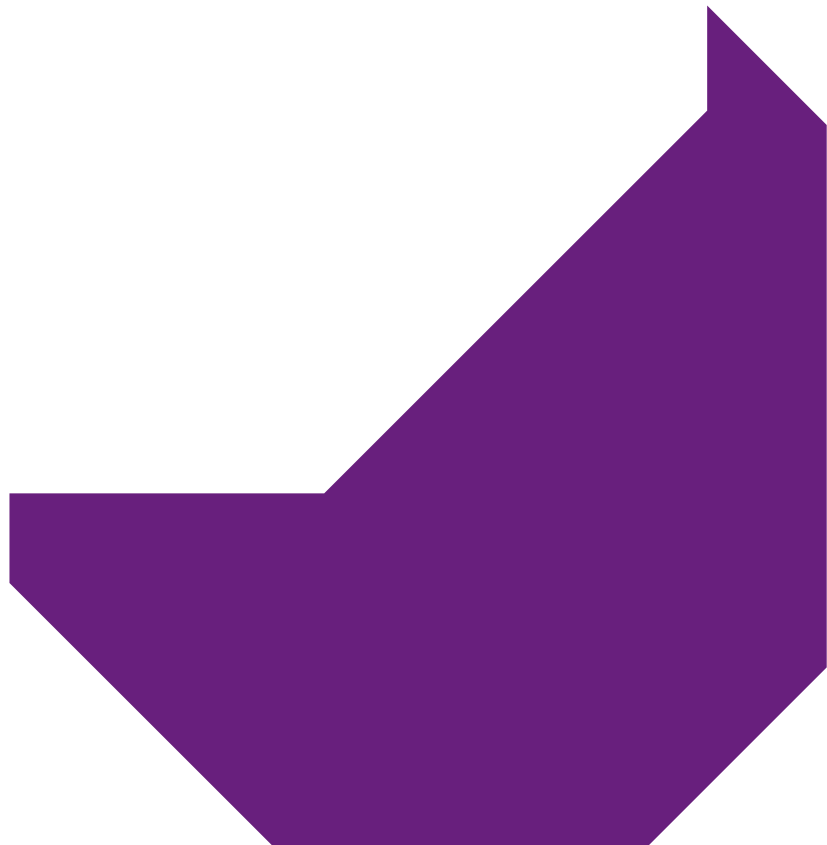
Safeguarding Lead's Name	
--------------------------	--

Consultation Undertaken		
Decision Made	No further action	<input type="checkbox"/>
	Continued monitoring	<input type="checkbox"/>
	Formal referral	<input type="checkbox"/>
Rationale for Decision		
Formal Referral Details Include details of which agency has been informed, including name and contact number where possible.		
Formal Referral Date		
Senior Management Liaison Include details of which member of Senior Management has been made aware of the situation, any discussions that took place and the date the exchanges took place.		
Safeguarding Lead’s Signature		
Date of Reporting Form Closure		



South
Lanarkshire
College

East Kilbride



LEARNING, TEACHING AND STUDENT EXPERIENCE (LTSE) COMMITTEE

DATE:	21 August 2025
TITLE OF REPORT:	Marketing and Communications update Item 11
AUTHOR AND CONTACT DETAILS	<p>Marie King, Marketing and Communications Manager Marie.King@slc.ac.uk</p> <p>Rose Harkness, Head of Student Services Rose.Harkness@slc.ac.uk</p>
PURPOSE:	To provide the Board with a summary of marketing, communications and student recruitment activities that have taken place over the past few months.
KEY RECOMMENDATIONS/ DECISIONS:	<p>Members are asked to note:</p> <ul style="list-style-type: none"> • The success of the May Open Evening and ongoing social media strategies. • Update on August 25 Recruitment Campaign. • Brand rollout.
RISKS	<ul style="list-style-type: none"> • That there are negative press stories. • Applications for August 25 courses not meeting targets. • The College is experiencing a challenging financial landscape that will require other sources of funding to be explored i.e. increase of Commercial course offering.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<p>This paper includes:</p> <ul style="list-style-type: none"> • College Event Information. • Applications/Offer of Place for August 25 start courses. • Update on August 25 Recruitment Campaign. • Social Media Summary. • End of Year Celebrations and Awards. • Positive News Stories.

1. INTRODUCTION

- 1.1 This report provides an overview of Marketing, Communications and Recruitment activity from mid-April to beginning of August 2025. During this 4-month period the August recruitment campaign “August Start” and laterally “Final Places” message has remained a key priority.
- 1.2
- 1.3 There have been a range of activities, events, campaigns, and projects taken place during this period, which are highlighted below.

2 REPORT HIGHLIGHTS (THE PAST 4 MONTHS)

- 2.1 Highlights over the past three months include:
 - 2.1..1 84 attendees at the Open Evening on 20 May 2025;
 - 2.1..2 Ongoing promotion of August 2025 courses;
 - 2.1..3 The success of the College in competitions and receiving awards, and;
 - 2.1..4 The ongoing roll out of the brand.

3 AUGUST RECRUITMENT

- 3.1 Recruitment continues to be a top priority for the Marketing team to mitigate any potential shortfall in meeting recruitment targets in the coming months. The team continue to update the website as necessary to improve the user journey, while implementing targeted campaigns, to drive enquiries and applications across the suite of courses available.
- 3.2 Facebook paid advertisements are continuously updated to promote any courses requiring an application boost. Paid promotion was attributed to events such as the most recent Open Evening held on 20 May.

4 EVENTS

- 4.1 August start course Open Evening on 20 May (84 attendees) and their families who came to explore opportunities at South Lanarkshire College, tour the campus, and engage in conversations with our staff and students.
- 4.2 Since the last Committee Report there have been a variety of engaging events, including SLC attending the Herald Education Awards for Further and Higher Education on 29 May. The collective project, the College Local Innovation Centres (CLIC) was confirmed as the winner for ‘Outstanding Business Engagement by a College’.
- 4.3 Colleagues celebrated SLC care experienced students completing their courses with a special end-of-term Afternoon Tea Party.
- 4.4 HND Photography students held a Photography Exhibition – Next Chapter at partner organisation EK Collective. This was a significant success with over 100 guests attending the official opening.

- 4.5 There have been a number of end of year celebrations across the College as well as our Life Option students taking to the stage to perform their version of Matilda.
- 4.6 On Wednesday 11 June the College proudly celebrated the graduation of the latest cohort of Civil Engineering Operatives from the CECA Scotland Academy.
- 4.7 The College hosted the annual Scottish Plumbing Apprentice of the Year Competition on Friday 13 June, in partnership with SNIPEF.
- 4.8 Future planned events include:

4.9 Table 1

EVENT DATE	TARGET MARKET	PURPOSE
21 August 2025 August starts/Clearing Open Evening	School leavers, influencers, those looking to upskill, retrain and friends and family.	To showcase the campus and facilities and promote courses starting in August 2025.
9-11 September 2025 Freshers' Week	New SLC students.	Week of events providing a warm welcome to SLC life for new students.
10 October 2025 World Mental Health Day	New SLC students.	To highlight support available for mental health and launch Student Mental Health Agreement.
22 October 2025 Volunteering Event	New SLC students.	Showcase event hosted by charities and third sector contacts – opportunity to sign explore volunteering opportunities.
5 November 2025 Men's Mental Health Event	SLC Students	To raise awareness of men's mental health and create space for discussion as part of Movember event.
11 November 2025 Graduation Class of 2025	Graduands, friends and families	To celebrate graduate success
19 November 2025 HE Event	SLC students.	University Pathways showcase event

5 CAMPAIGN ACTIVITY

- 5.1 The following campaign plans (**with a focus on ‘Make your career a reality’**) have taken place in the past 4 months to support recruitment and brand awareness:
 - 5.1.1 Billboard advertising in East Kilbride – static and digital presence.
 - 5.1.2 3-month digital media campaigns with focus on social media targeting and website re-targeting.
 - 5.1.3 Direct communications with SDS careers advisors, schools, DYW and JCP.
 - 5.1.4 Open Evening (20 May)
 - 5.1.5 Go Radio advertising in collaboration with the Podstars competition.
 - 5.1.6 TV Ad has been created to be shown on Sky TV targeted locally (live date 11 August)
 - 5.1.7 Continued promotion of August 2024 start courses.

6 CAMPAIGNS – Keep Warm #StartingSLC

- 6.1 In response to recent discussions around reviewing and enhancing the comms that go out to potential and/or returning students, the **#StartingSLC** campaign has been reinstated.
- 6.2 This is with the aim of creating a better, more engaging, student experience from application, and interview, to becoming an offer holder, right through to starting at the College, maximising use of our branding and messaging.



- 6.3 Utilising the hashtag, **#StartingSLC**, with an overarching campaign concept of **“We can’t wait to meet you”**. This will be rolled out across a variety of platforms including email, social, video, postcard mailing and other collateral.

7 DIGITAL AND WEBSITE IMPROVEMENTS

- 7.1 A new area of the website was created to promote commercial courses [‘Browse by Industry’](#).
- 7.2 An ongoing priority is to fully utilise and optimise GA4 – getting it set up correctly so that accurate reporting can be used to inform future decisions around campaigns and/or help inform any changes required to the website.
- 7.3 Work continues internally to enhance meta (SEO) data on all pages on the website. This includes research, reporting and input of key words to ensure the website appears as high up the search rankings as possible.
- 7.4 New social media profile created ‘Threads’.

8 BRAND ROLL OUT

- 8.1 The corporate brand identity continues to be rolled out. This remains an ongoing priority for the team, ensuring the College is building a positive customer image and delivering clear, concise messaging linked to the College's vision and strategic aims.
- 8.2 The branded sail has been installed above the reception desk on the ground floor atrium.
- 8.3 The staff, student and visitor lanyards have now been replaced with new branding and will be available from August.
- 8.4 There are plans to review messaging on the newly installed digital screens throughout the College to standardise both operational information/instructions and key messaging.

9 GRADUATION

- 9.1 The next Graduation is planned for Tuesday 11 November 2025.

10 STAKEHOLDER ENGAGEMENT

- 10.1 The next Stakeholder communication is planned for Sep/Oct 2025.

11 STAFF COMMUNICATION

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

12 IN THE PRESS

- 12.1 An ongoing priority for the Marketing and Communications team is to generate as many positive news stories and case studies as possible, to promote courses, relay the key brand messages and to continue to combat any negative press arising from ongoing potential industrial action.
- 12.2 Examples of some positive press coverage over the past few months include (please note articles are hyperlinked):
 - 12.2..1 [Inspiring Future Talent with On-Site Training for the CECA Scotland Academy - Luddon Construction](#) 2 June 2025
 - 12.2..2 [Best Nurseries Scotland: Here are the 20 highest rated nurseries in Scotland](#) 22 May 2025
- 12.3 There have been some instances of negative press at a national level
 - 12.3..1 [Investigation details 'dubious' payments at Scottish college | The Herald](#) 21 May 2025

12.3..2 [Former principal of South Lanarkshire College loses tribunal case after sacking - Daily Record](#) 30 April 2025

13 SOCIAL MEDIA

13.1 Since August 2024 the following figures have been recorded across platforms:

13.1..1 **Facebook – Follows** 524/ **Reach** 357,411 (up 25%) | **Content interactions** 11,335K (up 30%) | **Link clicks** 20,809 (up 44%)

13.1..2 **Instagram – Views** breakdown: Total 346,711 (from organic 215,726, from ads 130,985) | **Reach** 59,311 accounts | **Link clicks** 1,621 (up 104.7%) | **Follows** 367

13.1..3 **Twitter (now X)** – access to any free analytics on this platform has now changed so it is now only possible to report on followers, which is now 3346 (a reduction as less people are using Twitter (now X) less due to concerns about content moderation).

13.1..4 **Linkedin – Impressions** 134,747 (350% increase from last year) | **Followers** 750 new followers (406% increase on last year) | **Competitor highlights** 11.1% more posts and 87% more engagement than all Scotland's colleges

13.1..5 **TikTok – Video views** 49,535 (up 194% on last year) | **Reached audience** 21,589 (up 240%) | **Profile views** 1,417 (up 140%) | **Followers** 270 new follows (up 150% on last year)

13.2 Engagement continues to be consistently high across all platforms, driven by a variety of engaging content. Top performing organic posts include Foundation Apprenticeship Celebration, Hospitality industry connection Wee Knob of Butter visit, August 2025 Open Evening event, ESOL student becoming Scotland's Boxing Champion, Painting and Decorating Collaboration post on Instagram (TESA tape visit)

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

14 AWARDS

14.1 Horticulture students won a Gold Award in the Horticultural Craft Challenge, presented by the Incorporation of Gardeners, Glasgow, at the Trades Hall in May 2025.

14.2 On 29 May, the College received an award for the collective project, College Local Innovation Centres (CLIC) for 'Outstanding Business Engagement by a College'. The Award panel was impressed with the ambition of the project, its sectoral focus with the creation of 6 distinct innovation centres and its impact on the region innovation ecosystem with an impressive reach to key economic stakeholders including businesses across the Glasgow City Region. Funding for this project has been extended to 31 March 2026.

14.3 The College were proud to announce two first-place wins and one second-place finish at the Regional SkillBuild competition, held on 10 June at Dundee and Angus College.

- 14.4 On Friday, 13 June, the College hosted the Scottish Plumbing Apprentice of the Year competition in collaboration with SNIPEF, marking the 50th anniversary of the competition. The College were delighted with the success of our students who won 1st Place in Copper Pipework, 1st Place in Renewables, 2nd Place in Lead Sheet Bossing, and 2nd Place in Renewables.
- 14.5 Six award entries were submitted for the next CDN College Awards 2025.

15 MARKET RESEARCH AND DATA ANALYSIS

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

16 MISCELLANEOUS

- 16.1 South Lanarkshire College is taking part again in the CDN #ChooseCollege digital campaign that launched on Monday 14 July. This national campaign highlights the importance of Scotland's colleges and encourages potential students to #ChooseCollege. The campaign will run for four weeks, concluding on Sunday 25th August.



17 KEY PRIORITIES

- 17.1 Some key priorities over the next 3 months include:
- Continued promotion of the College brand and courses to drive applications to places on January 2026 start courses.
 - Enhance internal and external comms to highlight good news stories to stakeholders.

- Newsletter of College activity to be sent to stakeholders.
- Launch of Sky TV promotional campaign.
- Continued engagement with curriculum teams.
- Digital improvements on SEO and analytics tracking.
- Launch and promotion of new SLC Strategy 2030.
- Press announcement of De-regionalisation and Chair of the Board.

18 RISK

- 18.1 That there is negative press in general.
- 18.2 That there is any further negative press due to the historic governance enquiry.
- 18.3 That the College does not achieve recruitment targets.
- 18.4 That there are challenges in meeting key targets due to current staffing resource.
- 18.5 That there are challenges owing to difficult financial circumstances within the sector.

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 RECOMMENDATIONS

- 20.1 Members are recommended to note:
- 20.2 the success of the Open Evening, events and awards and August Campaign supported by social media/digital strategies
- 20.3 the marketing activity noted in this paper

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	21 August 2025
TITLE OF REPORT	Quarter 4 Complaints Handling Report
REFERENCE	Agenda Item 12
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the complaints received by the College during Quarter 4 (1 May 2025 to 31 July 2025)
KEY RECOMMENDATIONS/ DECISIONS:	Members are requested to note: <ul style="list-style-type: none"> • the content of this report; • that all complaints are logged on the College complaints handling system; and • the College complies with Scottish Public Service Ombudsman (SPSO) governance.
RISK	<ul style="list-style-type: none"> • That the College does not deal with complaints within the time scales required by the SPSO resulting in a poor experience for our learners and stakeholders.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • All submissions received through the complaints system were managed through the relevant college policies. • The number of complaints received decreased from nine to zero to compared to Quarter 3 • The number of complaints received in Quarter 4 2024-2025 was zero, a decrease from two complaints in the same quarter 2023-2024

1. INTRODUCTION

1.1. This paper provides an overview of the complaints received during Quarter 4 2024/2025 (1 May 2025 to 31 July 2025), the continuing governance of the complaints handling process, and complaint trends

2 DISCUSSION

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

2.2 In Quarter Four, five submissions were received through the complaints system. However, these were not recorded as complaints, as they were managed in accordance with other applicable college policies:

- two were appeals against assessment decisions;
- one was a request for confidential student information; and
- two related to student conduct.

2.3 This was a decrease of nine from Quarter three and a decrease of two from Quarter 4 2023-2024. The tables below report Quarter4:

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

2.4 *Table 1 Quarter 4 2024-2025 and 2023-2024 complaints received and outcomes per student population.*

	2024-2025	2023-2024
Total complaints received	0	2 (0.05%)
Complaints received resolved	n/a	2
Complaints received partially upheld	n/a	0
Complaints received upheld	n/a	0
Complaints received not upheld	n/a	2 (0.05%)
Currently being investigated	0	0

2.5 Table 2 Quarter 4 2024-2025 and 2023-2024 category of complaints received.

	2024-2025	2023-2024
Customer Care	0	0
Applications to progression	0	1 (0.025%)
Course Related	0	0
Services	0	0
Facilities	0	0
Other	0	1 (0.025%)

3 EQUALITIES

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

4 RISK AND ASSURANCE

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

5 RECOMMENDATIONS

5.1 Members are requested to note:

- 5.1.1 the content of this report;
- 5.1.2 that all complaints are logged on the College complaints handling system; and
- 5.1.3 that the College complies with Scottish Public Service Ombudsman (SPSO) governance.

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	21/08/25
TITLE OF REPORT	Review of the LTSE Work Plan 25-26
REFERENCE	Agenda item 13
AUTHOR AND CONTACT DETAILS	Shona Pettigrew, Vice Principal Student Experience and Innovation shona.pettigrew@slc.ac.uk
PURPOSE:	To provide members with a draft LTSE workplan for the 2025-26 academic year.
KEY RECOMMENDATIONS/ DECISIONS:	Members are requested to: <ul style="list-style-type: none"> • Note the draft workplan and provide any other items they would like for consideration.
RISK	That the Learning, Teaching and the Student Experience Committee does not receive appropriate and timely information.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	This paper outlines the workplan for each Committee meeting throughout the year. Note that these are subject to change and that other items may be added which impact on learning and teaching at the College.

1. INTRODUCTION

- 1.1. This paper provides an overview of the workplan for the Learning, Teaching and the Student Experience Committee for session 2025 to 2026.

2 BACKGROUND

- 2.1 The work plan provided is not intended to set out all the agenda items which will be considered at each meeting of the Committee but rather is to provide a guide to what is considered throughout the academic year.
- 2.2 In addition, results of any QAA interactions or curriculum audits will be considered at these meetings depending on the completion date.

3 2024 to 2025 WORKPLAN

- 3.1 The following table details the proposed LTSE workplan for the year:

Table 1: LTSE Workplan 25-26

Standing Items	21/08/2025	20/11/2025	19/02/2026	28/05/2025
Student Association Report	Emily Test Gender-Based Violence (GBV) Charter	Freshers Fayre Review & Refreshers Planning	Refreshers Review	Student Elections
	Student Poverty/Cost of Living	Student Welcome Update	16 Days of Activity Update	SAAS workshops
	Student Mental Health Agreement	Class Visits and Representatives	Forthcoming Events	Forthcoming Events
	NUS Lead & Change	Forthcoming Events	Men's Mental Health Activity	2024-25 Operational Update
	Forthcoming Events	Student Poverty & Cost of Living Update	Student Poverty & Cost of Living Update	Student Poverty & Cost of Living Update
	2024-25 Operational Update	2024-25 Operational Update	2024-25 Operational Update	-
Curriculum Report	Final Credit Out turn 24-25	Final enrolment numbers August 25	Enrolments - January 26 start courses	Credits Generated 25-26
	Credit Targets for the New Session	Credits Generated 25-26	Credits Generated 25-26	Retention Update
	Application and Enrolments 25-26	Early retention	Operational Plan and Key Projects 25-26	Operational Plan and Key Projects 25-26
	Operational Plan and Key Projects 25-26	26-27 Curriculum Planning	Non-Core Portfolio	Non-Core Portfolio
	Non-Core Portfolio	Operational Plan and Key Projects 25-26	Curriculum Highlights	Curriculum Highlights
	Curriculum Restructure	Non-Core Portfolio	Stakeholder Engagement Review	Stakeholder Engagement Plan
	Curriculum Highlights	Curriculum Highlights	-	-
Student Engagement and Partnership Report	Educational Learning Support Transition	Counselling and Wellbeing Team	Counselling and Wellbeing Team	Counselling and Wellbeing Team
	Graduation Preparation	Educational Learning Support	Educational Learning Support	Educational Learning Support
	Key Stakeholder Engagement	Supporting Vulnerable Groups	Supporting Vulnerable Groups	Supporting Vulnerable Groups
	-	Key Stakeholder Engagement	Key Stakeholder Engagement	Key Stakeholder Engagement
Standing Items	21/08/2025	20/11/2025	19/02/2026	28/05/2025
Quality & Learning and	Student Voice and Course Evaluation	The SLC Quality Cycle	The SLC Quality Cycle	The SLC Quality Cycle

Teaching Innovation Report	Course team and Curriculum self-evaluation	Course team and Curriculum self-evaluation	Course team and Curriculum self-evaluation	Course team and Curriculum self-evaluation
	Quality Audit Group	Quality Audit Group & Internal Audit	Quality Audit Group	Quality Audit Group
	Qualification Approval Activity	Qualification Approval Activity	Qualification Approval Activity	Qualification Approval Activity
	External verification and Assurance	External verification and Assurance	External verification and Assurance	External verification and Assurance
	External Examinations	Key Stakeholder Engagement	Key Stakeholder Engagement	Key Stakeholder Engagement
	Key Stakeholder Engagement	System and Processes Updates	System and Processes Updates	System and Processes Updates
	-	Student Voice and Course Evaluation	Student Voice and Course Evaluation	Student Voice and Course Evaluation
	-	-	Learning and Teaching Innovation	Learning and Teaching Innovation
Complaints Quarterly Report	Quarterly report	Quarterly report	Quarterly report	Quarterly report
	Complaints Action Plan	Complaints Action Plan	Complaints Action Plan	Complaints Action Plan
Deep Dives	-	Learning and Teaching Innovation	Employer Engagement Review	-
Additional Papers	Marketing and Communication Report	Complaints Annual Report 2024-25	Marketing and Communication Report	Employer Engagement Plan 26-27
	Student Welfare: Duty of Care Audit 24-25	Policy Review Update	Student Association: Student Mental Health and Wellbeing Proposals	Policy Review Update
	SFC Report on Widening Access 2023-24	-	Self Evaluation and Planning Update	-

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 Learning, Teaching and the Student Experience Committee does not receive appropriate and timely information.

6 RECOMMENDATIONS

6.1 Members are requested to:

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