South Lanarkshire College
East Kilbride

# LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

## NOTICE

There will be a meeting of the Learning, Teaching and Student Experience committee on 27 August 2026 at 1730 hours on Teams and in the Boardroom at South Lanarkshire College

## AGENDA

| Item | | Paper / Link | 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 (14 May 2026)** | 03 | JG |
| 04 | **Matters Arising from the Previous Meeting** | No | JG |
| | **Matters for Approval** | | |
| 05a | Student Association Constitution, Schedule and Appendices Cover Page | 05a | HM/KT |
| 05b/c/d | Student Association Constitution, Schedule and Appendices | 05b<br>05c<br>05d | HM/KT |
| | **Matters for Discussion** | | |
| 06a | Student Association Report Cover Page | 06a | HM/KT |
| 06b | Student Association Report | 06b | HM/KT |
| 07 | Curriculum Report | 07 | WMacL |
| 08 | Quality, Learning & Teaching Innovation Report | 08 | LD |
| 09 | Student Engagement and Partnership Report | 09 | RH |
| 10 | Vice Principal Strategic Update August 2026 | 10 | SP |
| | **Matters for Information (No overviews required – questions invited)** | | |
| 11 | Marketing and Communications Report | 11 | RH |
| 12 | Scottish Funding Council - SEAP Thematic Report | 12 | SP |
| 13 | Student Association Strategic Plan | 13 | HM/KT |
| 14 | LTSE Workplan 2026-27 | 14 | SP |
| 15 | Reserved Item: Commercially Sensitive<br>Key Performance Indicators Dashboard | 15 | SP |

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| 16 | Reserved Item: Personal Data<br>Annual Counselling Report | 16 | RH |
| 17 | Complaints Quarter 4 Update | 17.0<br>17.1 | VA |
| 18 | Annual Complaints Report | 18.0<br>18.1 | VA |
| 19 | **Summation of Actions and Date of Next Meeting (17 November 2026)** | No | VA |
| 20 | **Any Other Business** | No | JG |

**Key:**

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| HM | Hayley Mullan | Student Association President |
| **JG** | **Prof Jo Gill** | **Chair – Learning Teaching and Student Experience Committee** |
| KT | Kaitlyn Toner | Student Association Vice President |
| LD | Lisa Doonan | Head of Quality and Learning & Teaching Innovation |
| RH | Rose Harkness | Head of Student Services |
| SMcM | Stella McManus | Principal |
| SP | Shona Pettigrew | Vice Principal – Student Experience and Innovation |
| VA | Vari Anderson | Governance Professional |
| WMacL | Wilma MacLeod | Head of Curriculum |

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Unconfirmed LTSE Minutes

# LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

| **Minutes** | |
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| LTSE Committee on 14 May 2026 at 1730 hours in the Boardroom at South Lanarkshire College and via Teams | |
| **Present:**<br><br>Catriona Blacker<br>Heather Meighan<br>**Jo Gill (Chair of LTSE) (online)**<br>Scott Coutts (online)<br>Scott Gray<br>Stella McManus | **In Attendance:**<br><br>Lisa Doonan<br>Rose Harkness<br>Shona Pettigrew<br>Wilma MacLeod<br><br>Vari Anderson<br>Christine Clark<br><br>**Observer:** Ryan Anderson (online at 1740-1825) |

| **Agenda item** | |
|---|---|
| 01 | **Apologies for Absence**<br>Douglas Morrison<br>Tarryn Robertson<br><br>Ryan Anderson was welcomed online to this LTSE as an observer and it was noted that the Reserved Item 11 would follow Item 13, and after RA's departure from the meeting. |
| 02 | **Declaration of any potential Conflicts of Interest in relation to any Agenda items**<br>None noted |
| 03 | **Minutes of Previous Meeting (19 Feb 2026)**<br>Noted as accurate. |
| 04 | **Matters Arising from the Previous Meeting**<br>*Item 05* - Operational Action to promote the free breakfast and lunch initiative.<br><br>*Item 06* – Small typographical error in the curriculum report to be corrected. Stella to update following the SELECT meeting – Actioned.<br>SMcM provided update following meeting with WMacL and J Jamieson and noted the introduction of running a National Progression Award (NPA). |

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| | *Item 07* – LD to provide an update after completion of the first cycle, focusing on clarity and understanding of the assurance process – Covered under item 7 of this agenda.<br><br>*Item 09* – Small formatting issue on page 8 to be updated – repetition of the sentence 'campus private nursery supports up to 70 preschool children' – Actioned.<br><br>*Item 10* – Comparative data on social media engagement and open evening attendance to be provided – Actioned. |
| | **Matters for Discussion** |
| 05 | **Student Association Report**<br><br>The Committee noted the report and highlights around fundraising activities and questions were invited.<br><br>Discussion included the current minibus service; survey support; placement of the Executive Summary within future reports; and data around Student Communications. The Committee were advised that a fortnightly student newsletter is issued to all students and communications are also sent via Teams.<br><br>Action: Executive Summary to be moved to the start of future reports and consideration to be given to the inclusion of student communications data for Board awareness.<br><br>The Chair extended thanks to CB and Jack Whyte for their input, excellent practice and good efforts over their terms as Student President and Vice Student President. |
| 06 | **Curriculum Report**<br><br>Members are recommended to note:<br>• Current credit delivery and forecast performance for Academic Year 2025–26;<br>• Withdrawal and retention trends, including year-on-year improvement based on live in-year data; and<br><br>Planned curriculum developments and enhancements to support delivery in Academic Year 2026–27<br><br>The Committee considered and noted the current credit delivery and forecast performance for academic year 2025-26. The withdrawal and retention trends, including year-on-year improvement based on live in-year data and the planned curriculum developments and enhancements to support delivery in academic year 2026-27.<br><br>Discussion included: positivity of paper; achievement of credit targets year on year; and comparison of withdrawal and retention data to 2024/25. The Committee queried the retention risk by moving to a 2-semester model and were advised that there would be no reduction to student delivery and feedback received from students, industry and lecturers supports this model as providing more time to adapt and learn new subjects within 2 x 18wks semesters. |

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| | Further discussion noted around level playing field for all HNC/HND students receiving placements and/or employer engagement. Reference made to Item 8 (Student Engagement and Partnership Report).<br><br>Question raised around any noticeable changes following the de-regionalisation of colleges and the Committee noted SLC may have more scope to approach SFC for additional credits as demand is more visibly demonstrated. |
| 07 | **Quality and Learning & Teaching Innovation Report**<br><br>The Committee considered noted the terms of the Report. In particular, the Committee noted that quality and enhancement activity remains on track, with the SLC Way Cycle 2025-26 being adapted to prioritise statutory, regulatory and operational requirements. It noted that student voice and engagement has significantly strengthened which is evidenced by improved Student Experience Survey response rates and effective student-led enhancement activity. The self-evaluation and quality assurance processes continue to provide assurance, with actions embedded within the SEAP, proportionate Institution-Led Quality Review activity, and positive external verification outcomes to date. Further, Learning and Teaching Innovation is progressing, with professional learning delivery, curriculum enhancement activity underway, and planning in place for further development in 2026–27.<br><br>Reference was made to paragraph 5.3 (College Strategy) and workshop to co-create and plan. Highlights of the long and robust process within the Tertiary Quality Enhancement Review (TQER), were noted and that the sector will be approached to supply feedback of the scheme and college response in July 2026.<br><br>Discussion around questions submitted to senior team and board members, noting this was led by the Student Association with data being collated and held by Quality. An open Q&A session has taken place, and this process will be enhanced for 2026/27 with outputs being published and shared. |
| 08 | **Student Engagement and Partnership Report**<br><br>The Committee considered the report and noted the progress made in transitioning ELS to Student Support, including updates on ELS referrals and case management activity. It also noted developments in counselling and wellbeing services, recognising the continued provision of support for care-experienced students and other priority groups. In addition, the Committee acknowledged the successful partnership work demonstrated through the delivery of the *Supporting Successful Transitions* webinar for Youth Employability ASPIRE Support Workers.<br><br>The Committee noted the recent appointment of the Student Support and Wellbeing Manager and that following an ongoing recruitment process that all posts have now been filled. Particular reference was made to 2.5 in relation to improvements to systems, for example the ELS database and PowerBI reporting and the upskilling of staff. A self-evaluation process and development plan is in place for the year ahead.<br><br>The Committee acknowledged the high quality of staff support provided to vulnerable learners. A short survey for Care-Experienced learners was launched at the end of April 2026, and the results will inform the team's evaluation. |

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| | Reference was made to Care Day (February 2026) and to the Celebration Event scheduled for 4 June 2026, both of which are informal in nature and promote strong peer support. Further reference was made to the Self-Assessment Process, providing an overview and benchmarking in relation to the PREVENT duty. Additional work with ASPIRE is scheduled to take place over the summer period.<br><br>The Committee commended the Student Support Team for their significant work, depth of information provided, and excellent structures in place, with good crossovers with other teams within the College to ensure good learning and teaching perspectives. |
| | **Matters for Information (No overviews required – questions invited)** |
| 09 | **Marketing and Communications Update**<br><br>The Committee noted the ongoing success of the College's 2026-27 recruitment campaign and the strong attendance at the March Open Evening. The Committee acknowledged the delivery of student<br><br>Action: Small typographical error within 12.1.3 'not or no longer' for amendment. |
| 10 | **Quarter 3 Complaints Report**<br><br>The Committee noted that all complaints are logged on the College complaints system and that the College complies with Scottish Public Service Ombudsman (SPSO) governance.<br><br>The Committee noted the issue with the current complaints handling system and were reassured that a new system is in the process of being developed. The Committee were advised that the current system is very old and the new system will be in-house.<br><br>Thanks were extended to the team on their proactive work to avoid potential issues and this Report will be submitted to the Audit and Rick Committee for information.<br><br>The Committee noted the College publicises the Complaints process to ensure input and ongoing lessons being learned. |
| 11 | Reserved Item: Commercially Sensitive (Considered after item 13, RA left the meeting prior to discussion)<br><br>**Key Performance Indicators and Strategic Dashboard**<br><br>The Committee noted the report and acknowledged the clear data. It was highlighted that the Student Experience – Curriculum (Audit) was not included in the report due to the time delay in receiving the Audit report. This will be included within the Audit and Risk Committee Agenda (19/05/2026).<br><br>Reference was made to the pages at the end of document (drawn from the Dashboard) and slight concern around colour schemes<br><br>Action: Adjustments to colours required for ease of reading. |

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| 12 | **Consultation on the Report on Widening Access**<br><br>The Committee noted the Report and understood different metrics are being used, with the SFC having different goals/destinations.<br><br>Reference was made to the CDN Strategic Network and the Vice Principal Network where opportunities arise to discuss feedback and responses. Feedback is also provided at a national level via Colleges Scotland. |
| 13 | **Employer Engagement Plan 26-27**<br><br>The Committee noted the Plan and look forward to reviewing the plan at future Committee and Board meetings.<br><br>The Chair thanked RA for attending as an observer and requested his departure to allow discussion of the reserved item (Item 11 as above). RA left the meeting at 1825. |
| 14 | **Summation of Actions and Date of Next Meeting 27 August 2026**<br><br>*Item 5 – Student Association Report* – The Executive Summary to be moved to the start of future papers, and to include Student Communications to be considered in future reports for Board awareness.<br><br>*Item 9 – Marketing and Communications Update* – Typographical error at 12.1.3 ('not or no longer') amendment required.<br><br>*Item 11 – KPI and Strategic Dashboard* – Change to colour scheme required for ease of reading. |
| 15 | **Any Other Business**<br><br>No other business raised and the meeting ended at 1830. |

**Actions:**

**Key:**

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| CB | Catriona Blacker | Student Association President |
| DMorr | Douglas Morrison | Chair of the Board of Management |
| HM | Heather Meighan | Committee Member |
| **JG** | **Prof Jo Gill** | **Chair – Learning Teaching and Student Experience Committee** |
| LD | Lisa Doonan | Head of Quality and Learning & Teaching Innovation |
| RH | Rose Harkness | Head of Student Services |
| SC | Scott Coutts | Senior Independent Member |
| SG | Scott Gray | Committee Member |
| SMcM | Stella McManus | Principal |
| SP | Shona Pettigrew | Vice Principal – Student Experience and Innovation |
| TR | Tarryn Robertson | Committee Member |
| VA | Vari Anderson | Governance Professional |
| WMacL | Wilma MacLeod | Head of Curriculum |
| | | |
| RA | Ryan Anderson | Lecturer and observer (1740-1827) |

**LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE**

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| **DATE** | 27 August 2027 |
| **TITLE OF REPORT** | Cover Page - Student Association Constitution and Appendices |
| **REFERENCE** | Agenda Item 5a |
| **AUTHOR AND CONTACT DETAILS** | Hayley Mullen, Student President<br>Hayley.mullen@slc.ac.uk |
| **PURPOSE:** | To seek Committee endorsement of the revised Student Association Constitution 2026-2031 prior to its implementation and approval through the College's governance arrangements. The revised Constitution reflects the five-year review of the Students' Association governance framework and ensures continued compliance with legislative requirements and current practice. |
| **KEY RECOMMENDATIONS/ DECISIONS:** | Members are recommended to:<br><br>• Consider and endorse the revised Student Association Constitution 2026-2031.<br>• Note that the Constitution has been updated to improve clarity, accessibility and governance arrangements.<br>• Note that the Constitution supports effective student representation and compliance with the Education Act 1994 and Post-16 Education (Scotland) Act requirements |
| **RISK** | • Failure to maintain an up-to-date Constitution could result in governance arrangements that are no longer aligned to legislation, College policy, or current Student Association practice. Approval of the revised Constitution mitigates these risks by providing a clear framework for representation, elections, governance, finance and accountability. |
| **RELEVANT STRATEGIC AIM:** | • The Student Experience<br>• People and Culture Development<br>• Growth and Innovation |
| **SUMMARY OF REPORT:** | The revised Student Association Constitution sets out the governance framework for the Students' Association for the period 2026-2031. It defines the Association's aims and objectives, membership arrangements, election procedures, executive committee structure, meetings, finance and accountability arrangements, complaints procedures and constitutional review requirements. The Constitution reinforces the Students' Association's role as the representative voice of students and ensures compliance with relevant legislative |

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| | requirements while supporting effective partnership working between the Students' Association and the College. |

# One College.
# One Community.
# Focused on you.

Students' Association
YOUR COLLEGE YOUR WAY

Student Association
Constitution 2026 - 2031

**Last updated: September 2026**

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## Introduction

South Lanarkshire College Students' Association is a democratically governed organisation dedicated to representing and supporting the interests of its students. The Board of Management will also seek to ensure that the Association's activities align with the College's Equal Opportunities Policy and uphold the reputation of the College.

We, the South Lanarkshire College Students' Association (the "Association"), are a Students' Association within the meaning of the Education Act 1994. We act as the voice of our members and are committed to their educational interests and welfare. South Lanarkshire College ("SLC") provides funding to support us in achieving the objectives set out in this Constitution.

## Section 1 – The Articles

This section defines the Aims and the Objectives of the Students' Association, as well as setting out what can or cannot be done by the Students' Association Executive. Guidelines are provided to indicate how the Association can represent its' members and, should they arise, how members can air their concerns.

### Name and Status

There shall be a Students' Association at South Lanarkshire College (hereafter referred to as SLC), the name of which shall be South Lanarkshire College Students' Association (hereafter referred to as the Association).

The Association is an unincorporated association with exempt charitable status.

The Association's Constitution is a legal document defining;

what the Association can and cannot do;

how the Association should operate; and

how and where members can raise concerns or issues.

### Aims & Objectives

We aim to advance the education of students at South Lanarkshire College for public benefit by:

- Promoting the interests and welfare of students during their studies, and representing, supporting, and advising students.
- To protect and champion the welfare of its members.
- Acting as the recognised representative channel between students and SLC, and with external organisations.
- To promote and provide social, cultural, sporting and recreational activities and f forums for discussions to enhance the personal development of our students.

### Equality and Diversity

The Association will always seek to:

- Ensure recognition for the diversity of its members while promoting equal opportunity for all.
- Advocate equal opportunities for the participation and inclusion of groups.
- Pursue its aims and objectives independent of any political or religious influence.
- Further details of the College's Equality Policy can be found here.

## Powers

This Association is empowered to:

- Set the policy of the Association.
- Amend the Constitution and Schedules as appropriate, subject to the approval of the Board of Management.
- Elect, appoint and dismiss office bearers according to the Constitution in line with the election schedule.
- Enter responsible contracts and agreements, in line with SLC financial regulations, to effectively pursue its aims and objectives.
- Hold any property and equipment necessary to pursue these affairs.
- Appoint Committees and Sub-Committees as required.
- Regularly report to SLC Board of Management.
- Propose to the Board of Management any course of action to enhance the welfare of its members.

Do anything, while keeping within the law, to achieve our aims and objectives.

## Money and Property

Our money and property must only be used to carry out our objectives.

- Officers cannot receive money or property from us except for reasonable out-of-pocket expenses.
- SLC will provide appropriate space on campus for the Association to operate.
- All money and property will be managed according to the Finance Regulations in the Schedules.

## Members

Our members are:

- All enrolled SLC students aged 16 or over who have not opted out; and any Sabbatical Officers, i.e. major-union office holders (President and Vice President), shall be a full member of the Association.
- Student Associations with whom a reciprocal agreement has been concluded shall be Reciprocal Members.
- College academic and support staff, as well as past learners, may become Associate Members. Associate Members cannot be involved in the governance or policy making of the Association.

Membership cannot be transferred. Membership ends if:

- A student is no longer enrolled within the college (or, for Sabbatical Officers, student status is withdrawn);

- A member gives written notice to opt out;
- A member is removed under the Code of Conduct.

The Executive Committee will maintain a Code of Conduct that all members must follow. Breaches may result in suspension or removal of membership rights, including holding office.

Members may use Association facilities, take part in activities, speak and vote at meetings, nominate candidates, stand in elections, and hold office in clubs and societies.

Students under 16 are not members but may take part in certain activities as approved by the Association.

## Executive Committee

The Executive Committee will be the supreme decision-making body while running the day-to-day business of the Association, raising issues and concerns on behalf of its' members.

The Committee shall include the following Executive Officers of the Association:

- 2 major-union office holders: President and Vice President
- Up to 8 Student Officers (non-major office holder)

The 'major union office holders' for the purposes of Section 22 of the Education Act 1994 will enter into a contract of employment with the College. The term of office, duties and method of payment will be set out in the Schedules.

College staff who support the ongoing development of the Association may attend meetings to provide guidance and advice. They will not have voting rights in the decision-making process.

The Executive Committee will run the Association on a day-to-day basis in line with this Constitution and its Schedules, any relevant legislation and any decisions the members make at General Meetings or Special General Meetings.

- The Committee will never exceed 14 members including staff attendees.
- The President has the casting vote in the event of a tie.
- The Committee runs the Association day‑to‑day in line with this Constitution and the Schedules.
- The Committee may create sub‑committees as required.
- Officers lose their position if they resign, miss two meetings without apologies, or if a motion of no confidence passes with a 66% majority.

Holding office is a privilege of membership and can be withdrawn if the Code of Conduct is breached by any member.

## Elections

All office and major-union office holders will be elected by secret ballot in line with the Education Act 1994.

- The 'major union office holders' for the purposes of Section 22 of the Education Act 1994 will enter into a contract of employment with the College Elections will follow the Election Regulations in the Schedules.
- Elections take place annually. Vacancies will trigger by elections.
- Terms of office last one academic year.
- No member may hold a major union office for more than two years in total.
- The President and Vice President will be members of the SLC Board of Management.
- Election timetable and publicity requirements are as stated in Section 6.

A copy of the election timetable and the Election Regulations will be displayed on Association notice boards at least 21 college days before the election begins. Election regulations will be promoted and displayed across the Association's communication channels at least 21 days...." Just a though as we don't really have a SA notice board but do promote in the newsletter, social media, etc

## Referendums

A referendum, in which all members will be allowed to vote, may be called on any issue by:

- a majority vote of at least two thirds of the Executive Committee; or
- member petition detailing the issue and including the name, course and student ID number of the proposer, counter signed by at least 150 members.

Policy set by a referendum can overturn policy set by the members at the AGM or by the Executive Committee.

We will hold referendums in line with the Schedules.

## Meetings

Executive meetings will be held quarterly with quorum dictating at least 50% of members of the Executive Committee are in attendance. A major-union holder should always be present.

Any other general meetings shall be termed 'Special General Meeting'. This should take place following a written request from the Executive Committee.

The Executive Committee will meet with Class Representatives at least once a month to discuss current issues and understand the general views and mood of the student body.

The Annual General Meeting (AGM) shall be held towards the end of the academic year. This meeting will discuss all Association business.

There must be at least 25 members of the Association present at an AGM for the meeting to be quorate, including the Executive Committee.

Every member will have one vote, and decisions will be made on a simple majority basis.

For the AGM and 'Special General Meetings' the Association will give members at least 7 college working days' notice of the place, day and time of the meeting and details of the agenda. Notices of motions, bearing the name of the proposer and seconder, will be submitted to the Vice President of the Association in writing, not less than 5 college working days before the General Meeting at which they are to be discussed.

At all meetings minutes will be taken by the Association Administrative Support staff from Student Services. Minutes of each meeting will be circulated and displayed as soon as possible after the meeting. Minutes shall be confirmed at the next appropriate meeting. A copy of the minutes will be held online in an accessible place.

A major-union office holder shall chair all General Meetings. If they are absent or relinquish the Chair, it will be taken by another member of the Executive Committee.

The Chair shall be responsible for the running order and conduct of the meeting.

## Clubs and Societies

Clubs and societies may be recognised provided they meet the requirements set out in the schedules and do not breach the Associations' aims and objectives. The Board of Management shall earmark a sum in the Association's budget for granting funds to recognised clubs and societies.

## Affiliation to External Organisations

Any proposal to affiliate must be approved at an AGM or by referendum.

We will work collaboratively the College about all new links to other organisations, including the name of the organisation and the fee to be paid. Aligned to procurement procedures. This information will be included in our annual report. Our annual report is presented at the AGM and is available to all our members and SLC.

- All affiliations will be reported to SLC and included in the annual report.

- Members may challenge an affiliation by submitting a petition signed by at least 150 members.

- Only one referendum on the same issue may be held per academic year.

## Complaints Procedure

Complaints about officers or members will be managed according to the Complaints Procedure in the Schedules.

## Finance & Accounts

To enable the Association to carry out its aims and objectives, appropriate and sustainable funding will be determined following agreement of the Association's budget by the Board of Management of the College.

The Association will maintain adequate accounting records and have annual accounts prepared by an accountant employed by the College, who is a member of any of the major accountancy bodies in the United Kingdom (CCAB – (Consultative Committee of Accountancy Bodies). The annual budget and accounts will be signed off by the Executive Committee (usually by the 2 major-union office holders). They will be required to state that the accounts are a complete and accurate representation of the financial transactions of the Association for that year. The annual accounts, along with the annual report, will be presented at the AGM. A copy of the Associations' budget and annual accounts will be made available to all students through the SA Moodle page.

## Minutes

Minutes will be taken at all meetings and circulated at the next appropriate meeting. Once confirmed, minutes will be filed and made available to all students through the Class Representative teams page

A copy of the Constitution (including amendments), the annual report, and plans for Association activities, including the budget will be available online in an accessible location.

## Amendments to the Constitution

The Executive Committee of the Association and Board of Management of SLC will review this Constitution, at least every five years from the previous date of approval.

The Constitution can only be amended through a resolution passed at an Executive Committee meeting by at least two thirds of those present, who are entitled to vote to satisfy quorate, when approved by the College Board.

## Indemnity

Every Executive Officer and anyone approved to make decisions on behalf of the Association shall be indemnified out of the assets of the Association against loss or liability, while engaging in the execution of their office. Their liability for the consequences will not be affected providing there is no negligence or unlawful action on their part.

## Winding Up

If the Association is wound up, any remaining money or property after debts are paid will be transferred to SLC. The College will hold these funds in trust to support a future Students' Association representing SLC students.

A new Association will be established as soon as reasonably possible.

## Interpretation

If anyone challenges any part of this Constitution, a major-union office holder will be asked to make the decision.

If the major-union office holder's decision is challenged, then the Executive Committee will make the decision.

In the event of a dispute as to the interpretation of the Constitution, the guidance of the Clerk to the Board will be sought.

## Code of Conduct

All members of the Association are required to adhere to the Student Code of Conduct, as approved and amended from time to time by the College. This requirement must be complied with at all times and when members are on Association premises or attending events organised by the Association, its clubs, or societies.

The Code may include restrictions up to and including the unlimited suspension of membership rights.

This Constitution was approved on behalf of SLC by two members of the Board of Management on 15th September 2026, and on behalf of the Students' Association on the same date.

## Legal Context

The Further and Higher Education (Scotland) Act 1992 places a duty on College Boards of Management to ensure that there is a students' association within the College.

The Education Act 1994 further defines what a students' association is and places further duties on the College Board of Management to ensure that the organisation is run in a fair, free and proper manner. The Act takes a 'quality assurance' approach to students' associations, setting out a list of requirements that the association has to fulfil.

In contrast, the Post-16 Education Act takes a quality enhancement approach to students' associations and has created a legal requirement for colleges to have in place ‘arrangements for the purpose of seeking to ensure that the interests of the students are represented by a students’ association. Colleges are expected to ensure that students’ associations are fulfilling their purpose and representing their student body.

This Constitution, which must be approved by both the Association and the College Board, shall take effect from 15th September 2026. It will be subject to review by the Student Association Executive Committee and the College Board of Management at least every five years, in accordance with the Education Act 1994.


#StartingSLC

# One College.
# One Community.
# Focused on you.

Students' Association
YOUR COLLEGE YOUR WAY

## Student Association Constitution Appendices

**Last updated: September 2026**

## The Appendices

This section includes other regulations that the Association must follow.

**Appendix One:**

1 Opting Out

1.1 Every student will be able to relinquish their right of membership of the Association.

1.2 A student who opts out of the Association will not be able to participate in the democratic and decision-making function of the Association. This includes not being able to stand for any officer or representative position, including leading a club or society.

1.3 A student who opts out of the Association will continue to have the right to attend any Association run events and participate in clubs and societies already set up within the Association.

1.4 A student wishing to opt out must indicate this within 6 weeks of the start of their course by completing the opt out form, available from Association President.

1.5 Any student wishing to resume membership of the Student Association, will not be eligible until the next academic year.

**Appendix Two:**

2 Disciplinary Procedure

2.1 All members of the Association, its clubs and societies, are always expected to abide by the Constitution and its schedules, as well as the Equal Opportunities Policy.

2.2 The Association's disciplinary policy has authority over any premises managed by the Association, any Association activities, including the activities of its clubs and societies, or any misconduct that takes place away from SLC but is connected to the Association and likely to affect its reputation.

2.3 If any student, club or society breach the rules of the Association their conduct will be examined by a panel of 3 Executive Committee members, known as the Disciplinary Committee.

2.4 The Disciplinary Committee must convene within 7 college days of the alleged offence occurring. The student will be given written notice of the time, date and place of the hearing, together with notification of the alleged breach, at least 3 days before the hearing.

2.5 In cases involving the misuse of Association facilities, resources or behaviour likely to cause potential danger or offence, the student, club or society may be suspended from using specific premises or resources until the Disciplinary Committee has reached a decision.

2.6 Anyone directly connected with the student, club or society under charge or who may be either a witness or a potential witness, can sit on the Disciplinary or Appeals Committees.

2.7 The person, or their representative bringing the charge, can call witnesses to give evidence as appropriate.  They can question any witnesses involved with the hearing.

2.8 The student under charge or their representative can call their own witness to give evidence and present any relevant documents to the panel.  They are also able to question any witnesses involved with the hearing.

2.9 The Committee can question any witness, the person bringing the charge, the student, club or society under charge or any nominated representative.

2.10 The Disciplinary Committee will deliberate the matter and decide the appropriate action to be taken. Their decision will be based on the evidence presented and examined in the presence of whoever is under charge.  Any evidence of earlier misconduct cannot be presented until after a decision has been reached on the facts of the case.  When a decision has been reached this can then be admitted and considered on deciding on any punishment. The ultimate sanction is suspension from the Association for a specified length of time.

2.11 The Association Disciplinary Committee can refer any matter to the College Disciplinary Committee.

2.12 The Disciplinary Committee must inform the person of their right to appeal and that any appeal should be made in writing to the Chair of the Executive Committee within 5 college days.

2.13 If the student is still not satisfied, they can appeal to an Appeal Committee made up of 3 students appointed by the Executive Committee.  The student will be given written notice at least 5 college days in advance of the meeting.

2.14 The Appeal Committee will hear the reason for appeal and the rationale behind the original decision. They will consider any new evidence that has since come to light, put to a vote and their decision will be final.

2.15 The hearing will be held in private unless the subjects of the charge request it be held in public. A record must be kept for use in any appeal. The decision will then be posted on an Association notice board if requested by the subject of the charge.

2.16 The Executive Committee Officers can be removed from office by:

- A two-thirds majority vote at a quorate meeting of the Association, this is where a minimum number of members must be present for the decision to be carried forward.
- A referendum of the members of the Association
- On the grounds of gross misconduct resulting in exclusion from the College.

2.17 Class representatives can be removed from office by:

- A two-thirds majority vote at a quorate meeting of the Association, this is where a minimum number of members must be present for the decision to be carried forward.
- On the grounds of gross misconduct resulting in exclusion from the College.

2.18 The regulations for a ballot to remove a member of the executive from office will be determined by the Returning Officer, within the limits of this Constitution.

2.19 Any member of the Executive Committee or any other committee who has been absent from two successive ordinary meetings, without submitting acceptable apologies to the Chair, is automatically deemed to no longer hold office.

2.20 Any resignation must be in writing to the Chair of the Executive Committee. Resignations are effective immediately and must be reported to the Executive Committee.

2.21 In the case of a vacancy arising a by-election will be held in accordance with Schedule One, Election Regulations, of this Constitution.

## Appendix Three:

### 3 Students' Association Code of Practice

The South Lanarkshire College Students' Association will be allowed to act with as much authority as is consistent with the requirements of (a) accountability for the expenditure of public money and (b) compliance with the Education Act 1994. It is an overriding requirement that the Students' Association must operate in a fair and democratic manner and be accountable for its finances.

### 3.1 Constitution

3.1.1 The Association will have a written constitution approved and periodically reviewed by the Board of Management at intervals of not more than 5 years. Any amendments to the Constitution must be approved by the Board of Management.

### 3.2 Elections

3.2.1 Appointment to major Association offices will be by election in a secret ballot in which all members of the Association are entitled to vote.

3.2.2 The Board of Management will agree the appointment of an independent Returning Officer to conduct the elections and be satisfied elections are fairly and properly conducted.

### 3.3 Sabbatical Officers

3.3.1 No one can hold sabbatical Association office or paid elected office for more than 2 years in total.

### 3.4 Membership

3.4.1 All students enrolled at SLC over the age of 16 can be members of the Association unless they decide to opt-out, in accordance with the opt-out regulations of this Constitution. Students will be informed annually by SLC of the opt-out procedure and consequences of choosing to do so. Any student who chooses to opt-out will not be unfairly disadvantaged regarding the provision of services or otherwise.

3.4.2 The consequences of opting out of membership are:

- The student cannot participate in any democratic processes of the Association.

- The student cannot hold office in any club or society of the Association.

- The student cannot be represented by the Association.

3.5 Finances

3.5.1 The financial affairs of the Association will be properly conducted in accordance with Schedule Four, the Financial Regulations of this Constitution and include appropriate arrangements for the approval of the Association's budget and the monitoring of their expenditure.

3.5.2 The Association's annual accounts will be made available to the Board of Management and all students.

3.6 Allocation of resources to Clubs and Societies

3.6.1 The procedure for allocating resources to clubs and societies will be fair in accordance with Schedule Two of this Constitution and be made available in writing to all students.

3.7 Affiliations to External Organisations

3.7.1 Any decision to affiliate with an external organisation will be published to include the organisation's name and details of any subscription or fee to be paid and any donation to be made or proposed to be made. This information will be made available to all students.

3.7.2 The Association will produce a list of all affiliations and the financial implications of these annually.

3.7.3 The Executive Committee will approve the annual list of affiliations. Association members can request a secret balloted vote on the continuation of an affiliation with an organisation. This requires a requisition signed by 200 members delivered to the President at intervals of not less than 1 year.

3.8 Freedom of Speech

3.8.1 The Association and its' members are bound to observe the College's Code of Practice in relation to freedom of speech as required by section 43 of the Education Act, 1986.

3.9 Complaints

3.9.1 The complaint procedure is open to all students who are dissatisfied in their dealings with the Association or who feel they have been unfairly treated or disadvantaged after opting out of Association membership.

Further information regarding this process is available from https://www.slc.ac.uk/footer/freedom-of-information-and-complaints

3.9.2 Any complaint about the Association will be addressed to the President. If it relates to the President, then it will be addressed to the Vice-President.

3.9.3 The President will respond to a complaint in writing within 5 working days.

3.9.4 If the complainant is not satisfied with the outcome, they can appeal to the Executive Committee who will appoint an independent person to consider and resolve the complaint. The Committee will respond within 10 college days.

3.9.5 Members who complain will also be referred to the mechanisms in this Constitution to remove officers and change the policy of the Association.


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One College.
One Community.
Focused on you.

Students' Association
YOUR COLLEGE YOUR WAY

# Student Association Constitution Schedules

Last updated: September 2026

## The Schedules

This section outlines the operational details and provides insight into how matters are agreed and progressed.

Schedules are subject to amendments as and when required. Schedules can be amended upon mutual agreement by the major-union office holders.

## Schedule One

Election Regulations

This schedule outlines what to do for all elections for all positions in the Association. It also outlines the procedure to follow if a vacancy occurs in any position. Executive posts will be subject to a secret election ballot open to all members of the Association.

1 General

1.1 The elections of the major-union office holders, and any other elected officers of the Association, shall be carried out in accordance with these regulations (hereby referred to as the Regulations).

1.2 The Association's staff or College staff supporting the Association shall implement the Election process. They will be called the Election Administrators.

1.3 The Elections shall be by secret ballot of all Members of the Association.

1.4 In addition to the Regulations, the Association shall be obligated to comply with;

1.4.1 The College rules, regulations and policies (including but not limited to IT, Health and Safety, bullying and harassment etc). These policies can be found within your induction documentation on the Student Portal.

1.4.2 Association rules, regulations and policies as set out in the Constitution.

1.4.3. The laws of Scotland.

1.5 The Association will hold elections for the following roles as outlined in the Articles:

i. major-union office holders

a. President

b. Vice President

ii. other non-sabbatical office holders

a. Student Officers

## 2 The Returning Officer

2.1 The Returning Officer shall be responsible for the overall conduct and supervision of the Elections and shall ensure that they are carried out fairly, democratically and in accordance with these Regulations.

2.2 The Returning Officer may appoint nominees to act on their behalf in the day-to-day supervision of the Elections, they will be called Election Administrators. The Returning Officer will normally be a member of the Student Services team and not a member of the SA.

2.3 The Election Administrators in acting on behalf of the Returning Officer, carry out the following functions:

2.3.1 oversee the procedure for the acceptance of nominations and the

determination and publication of valid nominations;

2.3.2 oversee and co-ordinate the promotion of elections and instructions for

students on how and when they can vote;

2.3.3 fix the date of the elections which will be then ratified by the Executive

Committee, the publication of the notices giving information about the date of

the Elections and the arrangements for the Elections;

2.3.4 support the Returning Officer in conducting the count; and

2.3.5 oversee the announcement of the result.

2.4 The Returning Officer will make rulings on complaints according to the Regulations.

Where a rule is unclear, the Returning Officer will make a ruling in the balance of probabilities having reviewed all the available evidence.

2.5 The Returning Officer will appoint a Deputy Returning Officer who shall not be a member of the Association, but who may be a member of College or Association staff.

2.5.1 The Deputy Returning Officer will oversee the day-to-day election process and co-ordinate the Election Administrators.

2.5.2 The Deputy Returning Officer will receive complaints and pass them to the Returning Officer within 48 hours of their receipt. The Returning Officer will respond to complaints within 5 working days, as per the College’s Complaint Guidelines.

Further details of which can be found here:
https://www.slc.ac.uk/footer/freedom-of-information-and-complaints

2.5.3 The Deputy Returning Officer may be asked to discuss incidents and complaints with the Returning Officer in the process of reaching a decision.

2.5.4 The Deputy Returning Officer will communicate any rulings that the Returning Officer makes in writing to the candidate or member concerned.

2.6 The Returning Officer will oversee and conduct the count. They will also validate the results.

3 Nominations

3.1 Each Member shall be eligible to stand as a candidate for an Election.

3.2 A candidate may only stand for election for one officer post within the student Association election during any one election period.

3.3 The Election Administrators will post a notice on the Association's website and multiple digital channels at least 8 days of college term-time before the date on which nominations open stating the;

3.3.1 period for nominations,

3.3.2 posts for which nominations can be made,

3.3.3 places from which nomination forms can be obtained and

3.3.4 places to which completed nomination forms must be returned.

3.4 The deadline for nominations will be final and members handing in nominations late will not be included as candidates in the election. Extensions will be made if members request it before the deadline and there is a legitimate reason why the deadline cannot be met.

3.5 Candidates are encouraged to submit a manifesto alongside their completed nomination form. All manifestos received will be collated and published by the Association.

3.6 On closing of the nominations, the Election Administrators will inspect all nominations and manifestos and verify that they comply with the Regulations.

3.7 The Election Administrators will draw up a list of candidates after the close of the nominations and will post a notice on the Association noticeboard and website as soon as is reasonably practicable stating the date of the election and the arrangements for voting.

3.8 Voting will take place online. Paper versions will be available if required for accessibility requests.

3.9 The Returning Officer and the Election Administrators shall, as soon as reasonably possible, arrange a meeting at which they shall brief the candidates on the election process, rules and procedure. All candidates will be afforded an opportunity to ask questions relating to the Election at the end of the briefing.

3.10 The Candidates' Briefing is compulsory for all candidates. If candidates cannot attend, they should give notice of this to an Election Administrator before the meeting. If a candidate fails to attend without giving prior notice this may result in disqualification from the elections.

3.11 The Election Administrators will make sure every candidate is sent a copy of the election rules and process.

4 Campaigning

4.1 As soon as is reasonably practicable following the close of the nominations, a list of valid nominations and manifestos will be published by the Association.

4.2 The campaigning period shall commence at the end of the Candidates' Briefing at a time announced by the Returning Officer and shall end at the close of voting.

4.3 Campaigns should be fully transparent and accountable to the Association.

4.4 Any coverage of the Elections by the Association by whatever medium or media shall be fair and balanced. All candidates will be afforded the same opportunities to promote their candidacy.

4.5 Each candidate may receive a small budget from the Association for canvassing materials. Finances and what they can be spent on shall be confirmed at the

Candidates' Briefing.

4.5.1 Candidates must not exceed their budget limits. These are:

• Major-union officer positions: £30

• All other roles: £15

4.5.2 All candidates must submit a written list of all campaign costs, with corresponding receipts to the Election Administrators no later than 1 hour before close of voting on the final day. If candidates do not spend any money during their campaign this must be made clear on the submission.

4.5.3 Items freely and readily available to all candidates can be used without itemisation.

4.5.4 Candidates cannot spend their own money on items related to their campaign.

4.6 Candidates should not undertake campaign activity which others could not also reasonably do.

4.7 Candidates must not do anything to gain an unfair advantage and may only benefit from what is openly available to all candidates.

4.8 Candidates may only use mailing lists where lawful to do so. In most cases, this will require the consent of the members on the list to use their details.

4.9 Election material deemed to be offensive or derogatory cannot be used by any candidate or campaign team.

4.10 The Returning Officer and Election Administrators reserve the right to remove any election material which in their reasonable opinion is inappropriate.

4.11 Candidates may only alter, move or remove their own campaign materials.

4.12 “Hustings” shall be held at a designated time following the Candidates’ Briefing and shall be chaired by a nominee of the Returning Officer who is not a member of the Association.

4.13 Each candidate is encouraged to attend “Hustings”.

5 Election

5.1 The Elections for major-union officer positions shall be held no later than the final Friday in May of each academic year.

5.2 The Elections for non-sabbatical officers will be held no later than the last Friday in September of each new academic year.

5.3 In the event that following the proper conclusion of the Elections, at least one post remains vacant; a by-election for these posts shall be held.

5.3.1 For non-sabbatical officer positions a by-election shall be held in January following the new intake of students.

5.3.2 By-elections for major-union officer positions shall be held no later than the last Friday in September of the new academic year.

5.4 If, following a by-election there remain vacant non-sabbatical positions, the Executive Committee shall have the power to co-opt members into these posts. They shall be full voting members of the Executive Committee for the rest of their one term.

5.4.1 The President and Vice President positions as major-union office holders, cannot be co-opted on the Executive and, in accordance with the Education Act 1994 Section 22 must be elected in a secret ballot of all members.

5.5 The same procedure for nominations and campaigning shall apply for by-elections as set out in Clauses 3 and 4 of these regulations.

## 6 Voting

6.1 The responsibility for ensuring that voting is conducted in accordance with the provisions of this Clause shall rest solely with the Returning Officer.

6.2 Voting shall take place at the appropriate voting stations or electronically at times to be determined by the Returning Officer.

6.3 The locations and arrangements of voting stations and the list of candidates shall be publicised by the Association as an absolute minimum as soon as is reasonably practicable.

6.4 Members of the Association may vote upon the production of a valid College matriculation card or via secure valid electronic access.

6.5 The voting system used for elections shall be “First Past the Post”. Each eligible student will be able to cast one vote for the candidate of their choice.

6.6 The voting page shall bear a brief description for members explaining how the voting system works.

6.7 There shall be an additional candidate for each election entitled Re-Open Nominations (RON). RON is available to ensure our members have the choice to make a positive vote. RON can be selected when you don’t agree with the policies of any of the candidates standing or where you genuinely don’t think any of the candidates are the best person for the job. By voting for RON members are asking for a new election with new policies and/or candidates to take place.

6.7.1 RON, for the purposes of the count, shall be treated as a candidate, though it will not be allowed a publicity budget as allowed to the other candidates in the Election in terms of Clause 4.4.

6.7.2 If RON wins the Election, then the Election shall be re-run according the by election rules in clause 5.3 and 5.4 of these regulations.

6.7.3 In the event of a re-run of the Election, RON shall appear as an option on the ballot paper.

6.8 Candidates and their supporters must allow voters to cast their ballot freely and must not communicate with voters in any way once they have begun to complete their ballot. This means they must not be in the immediate vicinity of a voter when they are in the act of casting their vote. Every electronic device will be deemed a ballot box.

## 7 Administration

7.1 The Returning Officer, Deputy Returning Officer and the Election Administrators will administer the count.

7.2 Candidates are not allowed to be present at the count but may appoint a scrutiniser on their behalf.

7.3 Where appropriate, in the circumstances of any Election, the Returning Officer and the Election Administrators shall be entitled to appoint polling officers and counters.

7.4 The candidate with the most votes (i.e. first passed the post) on the first count will be deemed to be elected to that post.

7.5 In the event of a tie at the exhaustion of all transferable votes, the candidate with the highest number of first preferences shall be deemed the winner. If these are tied a coin toss shall decide the Election outcome.

7.6 The Returning Officer shall be responsible for instructing the Election Administrators to announce and publicise the results of the Election, both by way of the Association website and any other reasonable means or media deemed appropriate.

8 Candidates

8.1 Candidates must treat other candidates, students and members of the public with respect.

8.2 Candidates already in office shall be given the same privileges and restrictions as the other candidates in the Election.

8.3 Candidates must not undermine the fair and democratic running of elections.

8.4 Candidates must not break the law, college specific regulations or general Association policy including the Code of Conduct.

8.5 Candidates must have a commitment to anti-racism in line with our Values of Promoting Equality and Diversity, as written in the Articles.

9 Tenure of Office

9.1 The tenure of office for the President and Vice President shall be a 12-month period commencing 1st July in the same year as the election from which they were elected to that post.

9.2 Training will be undertaken to enable the President and Vice President to fulfil their roles.

9.3 Depending on their original College status and the Education Act 1994, Section 22, the President and Vice President may stand for re-election at the close of their first tenure of office.

9.4 The maximum period of office of the President and Vice President (major-union office holders) which may be held by an individual candidate is 2 tenures.

9.5 There shall be no restriction on the number of times members can stand for election to the non-major office holder positions.

9.6 An officer may not run for re-election of any position if they have held that named position for a period of up to 2 years.

10 Complaints and Appeals

10.1 If a student believes that a candidate or their campaign team is in breach of the rules, they may submit a complaint to the Deputy Returning Officer who will pass the information to the Returning Officer as soon as is reasonably practicable. All complaints should contain the following information:

- Which of the guiding principles the candidate is alleged to have breached?
- Information about the nature of the complaint, including where relevant, dates, times and locations
- An idea of what the complainant wants to happen as a result of the complaint
- Supporting evidence to back up the complaint

10.2 The Returning Officer will investigate the complaint and determine whether it will be upheld. If upheld, possible courses of action can include, but are not limited to, the following:

- A public warning
- Directing candidates to remove election materials/delete social media posts
- Suspending a candidate's campaigning activities for a given period of time
- In extreme circumstances, the Returning Officer may disqualify a candidate

10.3 The deadline for the submission of complaints is one hour after the close of polling. Complaints must be submitted to either the Returning Officer or Deputy Returning Officer.

10.4 The Returning Officer reserves the right to investigate any unsound activity and make any rulings which are fair and reasonable in all the circumstances.

10.5 Disqualified candidates may appeal the decision of the Returning Officer in writing to a member of College staff appointed by the Executive Board, who shall set up an appropriate appeal panel. The appeal panel will not include any individuals involved in a candidate's campaign.

10.6 Options open to the Appeal Panel include but are not limited to;

• upholding or dismissing the appeal;

• request a re-running of the election;

• any other reasonable request.

## Schedule Two

Clubs and Societies

1 Setting up a Club or Society

1.1 No club or society may receive funds from the Association or use Association facilities without recognition in each academic year from the Executive Committee.

1.2 To be considered for recognition, the club or society will present before the Executive Committee an acceptable constitution, a plan of activities and a list of prospective members in accordance with the clubs and societies schedule.

1.3 No club or society will be recognised if its objectives conflict with those of the Association. However, this restriction cannot be interpreted to prevent the establishment of political, religious or ethnically based clubs and societies.

1.4 Any club or society wishing to be recognised by the Association will present before the Executive Committee:

• A list of 10 signatures from members

• The proposed membership fee

• A constitution for the club or society to include:

1.4.1 the name of the club/society;

1.4.2 the aims and objectives of the club/society (which cannot be contrary to those of the Association);

1.4.3 regulations relating to membership eligibility to the club/society;

1.4.4 provision for the election of a committee for the club/society to include as a minimum a chairperson, a secretary and a treasurer;

1.4.5 the responsibilities of the committee;

1.4.6 provision for general meetings for all members of the club or society;

1.4.7 provision for an annual general meeting for the presentation and approval of income and expenditure accounts;

1.4.8 provision for the Association statement on equal opportunities.

## 2 Money for Clubs and Societies

2.1 The Executive Committee will earmark a sum in the Association budget which will grant aid for all recognised Clubs and Societies.

2.2 To receive funding an eligible Club/Society will submit a budget proposal to the Executive Committee before their AGM.

2.3 The Executive Committee will decide on the allocation of funds for Clubs and Societies depending on the level of activity in the club/society; the number of members it has and any special equipment or travel considerations.

2.4 The allocations will be reviewed in Executive Committee meetings, to be held once a term.

## 3 Meetings of Clubs and Societies

3.1 A quarterly general meeting of each society will be held starting from the end of

September of each academic year with quorum being a minimum of 50% of membership.

Meetings can be held and attended online in order to ensure quoracy is met.

3.2 Each club will elect a representative from each group to attend the monthly meetings with an Association Officer.

## 4 Responsibilities of Clubs and Societies

4.1 No-one from a club or society may commit either the club or society or the Association to any expenditure, without prior authorisation through the Association's budgetary control system.

4.2 The club or society will be responsible for promoting itself during induction week to encourage new membership.

4.3 All clubs and societies' committees will produce an activity report and an income/expenditure sheet to the Executive Committee at the end of each term.

4.4The club or society will hold no funds or independent bank accounts whatsoever outside the Association accounts.

4.5 The chairperson of the club/society will be responsible for the smooth running of any social events or activities and convening general meetings.

4.6 The club or society will be responsible for publicising general meetings, providing agendas and taking minutes of the meetings.

4.7 The Executive Committee will ensure all expenditure is legitimate, does not exceed the club or society's allocation for that year and there is an accurate list of all equipment purchased. Any equipment purchased will be returned to the Association at the end of the academic year.

4.8 Any income received by a club or society must be paid directly to the Association with annual accounts being lodged with the Association at the end of the academic year.

4.9 Failure to abide by these regulations and the Association's Constitution may result in suspension of the club or society by the Executive Committee.

4.10 Each leader of a club or society must sign the disclosure form showing that they have read the terms and conditions that apply for clubs and societies within the Association as Shown in Appendix 5.

## Schedule Three

Meeting Regulations

1 The Executive Committee

The business of the Association will be divided into two parts:

a) College Business: to discuss any matters relating to student members associated with their education and other college issues.

b) Association business: to discuss all other issues of interest to members.

2 Who can Attend?

2.1 All members of the Executive Committee are expected to attend meetings and if they can't, apologies should be submitted to the Chair before the scheduled time and date. Any member who fails to attend two consecutive meetings, without providing apologies and their reason being acceptable to the Executive Committee, will be deemed to have resigned.

2.2 Any full member of the Association may attend meetings. Individuals who are not members of the Association wishing to attend a meeting must receive permission from the meeting by submitting a request to the Chair. The Chair will then vote on whether they may attend.

3 Who May Speak?

3.1 Any full member of the Executive Committee may speak at meetings.

3.2 Any full member of the Association may attend and speak with the permission of the meeting.  Members of SLC Senior Leadership Team may attend and speak on the business part of the meeting, unless the meeting requests they do not.  Any other individual may attend and speak as a guest, if invited to do so by the Executive Committee.

4 Who May Vote?

4.1 Only members of the Executive Committee who are present at the meeting may vote.

4.2 The Chair may not vote unless the vote is tied, then they will have the casting vote.

5 How Things Get Done

5.1 All items for discussion will be submitted to the President 5 days before the meeting. Proposed amendments to the Constitution or Schedules must be submitted 7 days before the meeting takes place.

5.2 All debates require the signatures of 2 full Association members, the proposer and seconder.

5.3 The President will publicise details of all Executive Meetings on the Association noticeboards and publications 10 days before they take place.

5.4 Any full member of the Association can propose changes to debates.  Changes require the signatures of at least 2 members and must be submitted 2 college days before the meeting takes place.

6 Who Runs the Meeting?

6.1 The President is responsible for the agenda and publicising the meeting.

6.2 The President will chair the Executive Committee meetings. If they are absent or relinquish the Chair, it will be taken by the Vice President or another member of the Executive Committee.

6.3 In the event of any situation arising that is not already covered by meeting regulations, then the Chairperson will decide the procedure to be adopted, subject to the Executive Committee's approval.

6.4 If the Chair is in conflict or alleged to be in confliction with the item under discussion, the Chair will resign to the Deputy Chair for the duration of that item's discussion.

7 What is Discussed at Meetings?

7.1 The agenda of the meeting will normally be taken in the following order:

a) College Business

- Welcome from the Chair
- Checking the minutes of the previous meeting for accuracy
- Matters arising from the minutes of the last meeting
- Reports from the senior management team
- Management question time
- Education issues

b) Association Business

- Checking the minutes of the previous meeting for accuracy
- Matters arising from the minutes of the last meeting
- Reports from the Executive Committee
- Reports from the Board of Management
- Other reports
- Executive question time
- Debates
- Discussion groups
- Any other business

7.2 The meeting will have the right to table the following items collectively as a consent agenda, provided written reports and minutes have been distributed in advance:

- Checking the minutes of the previous meeting for accuracy
- Matters arising from the minutes of the last meeting
- Reports from the Executive Committee
- Reports from the Board of Management

7.3 Any member can request any item to be discussed in full, provided notice has been given before the meeting.

7.4 All debates will run as follows:

The proposer of the debate will make a speech, any changes to the debate will be raised in accordance with clause 3.2 of these.

- regulations
- The Chair will invite a speech against the debate
- The Chair will balance the number of speeches for and against in the debate
- The Chair will invite any questions or statements relating to the debate
- The proposer will then have an opportunity to sum up
- The vote is then taken

8 Changes to the Debate

8.1 Any changes will run as follows:

- Changes to the debate will be raised after the proposer has spoken
- The Chair will invite and take a speech against the change
- The Chair should attempt to balance the number of speeches for and against any changes
- The Chair will leave time before the vote for questions and statements
- When all the changes have been voted upon, the main debate will be discussed and voted upon.

9 General Rules

9.1 Every debate will have a proposer and seconder.

9.2 Any motion can only be withdrawn with the consent of the meeting.

9.3 Debates require a simple majority decision unless otherwise specified in the Constitution.

9.4 Emergency debates are discussed if other matters have arisen since the original submission date of debate and must have a two thirds majority vote for discussion at this debate. The debate is then submitted in writing to the Chair before the debate takes place.

## Schedule Four

Finance regulations

The Association is responsible for ensuring that the funds provided to it are used only in accordance with the Education Act 1994, the Code of Practice for the Association, the requirements of the charity legislation and any other statutory rights applicable to the Association.

The Association is governed by law relating to educational charities. Though, while it may spend money on political debate, it may not support political or other causes which have nothing to do with its members' education or welfare as students. The Association receives funds from the College Board of Management to assist with operational costs.

The Association is a separate entity from the College, run by the students for the benefit of the students. The College recognises that students may require advice and some assistance from College finance staff in the design and operation of financial procedures and the College will provide this as required. The operation of these financial procedures is the responsibility of the Association officers. From an operational perspective, the student funds will be monitored by the College Finance Department throughout the year.

General

1 The Executive Committee will be responsible, with support from the College's nominated finance manager, for conducting the financial affairs of the Association fairly and honestly and with all due diligence to maintain solvency.

2 Out-with the sitting period of the Executive of the Association the Presidential Team can authorise budget proposals.

3 The Executive will prepare a forecast of their spending at the beginning of the financial year (operating from 1st August to 31st July) which will be presented to the College's nominated finance manager for approval.

4 The Board of Management will consider and at its discretion, approve an annual budget allocation to the Association, which will be monitored by the College's nominated finance manager.

5 The Association will operate all its finances under separate codes within the College's financial systems. The Association, its clubs, societies and committees will not hold a bank account separate from the College's accounts. The Association will not incur a deficit without prior approval of the College.

5 Collecting Money

The Finance Officer, under Board of Management supervision, is responsible for the collection of all money and should be promptly notified of any money due to or owed to the Association.

6 Contracts

6.1 No financial agreement, e.g. a leasing contract, can be entered into directly by the Association. The College will assist the Association by purchasing goods on credit terms in line with their own purchasing procedures.

6.2 Purchases can be authorised by the President or Vice-President up to £100. The Head of Student Services can authorise any over £100.

6.3 All purchases should be charged to the College's nominal ledger code (930382) for Student Association Funds from where they will be re-allocated when preparing the Association accounts.

7 Financial Statements

7.1 Areas of proposed expenditure will be drawn up by the Board of Management and approved by the Executive Committee in June.

7.2 The Finance Officer, under the direction of the Board of Management, will provide the Executive Committee with a financial statement once per annum.

## 8 Loan Agreements

8.1 No loan agreement can be entered into by the Executive Committee.

## 9 Security and Insurance

9.1 The Association is responsible for maintaining proper security at all times of stock, stores, furniture, equipment, cash and any other assets under its control. The Association office should be locked if unoccupied. Office keys will be held by the President, the Vice-President and the Head of Student Services.

9.2 The Board of Management will inform the Executive Committee in any case where security is thought to be defective or where special security measures need to be put in place.

9.3 The Board of Management is responsible for ensuring the proper insurance cover is in place including fire risks, theft, damage or loss of property and employers' liability.

## 10 Events

10.1 All events undertaken or provided by the Association must be costed and budgets prepared.

10.2 The President and the Finance Officer, under the direction of the Board of Management, will draw up a proposed entertainment budget annually, subject to ratification by the Association.

10.3 Records of all event expenditure must be kept. If expenditure is likely to exceed the proposed budget the Finance Officer will inform the Board of Management. The Association, under the direction of the Executive Committee, is responsible for ensuring budgets are not exceeded, unless there has been prior approval.

## 11 Expenses to Association Members

11.1 Any member of the Executive Committee can receive expenses for pre-approved costs incurred while on Association business.

11.2 A Petty Cash form should be completed, signed by the claimant and authorised as detailed in Schedule 12.1.

11.3 Receipts must be provided for all purchases and stapled to the petty cash claim form.

11.4 Petty cash forms will be numbered sequentially, referenced to the petty cash book and retained by the Association.

## 12 Petty Cash

12.1 Petty cash can be requested in advance of purchase from the President or Vice President who will complete the funding advance form with the claimant. If the President or Vice-President are unavailable refer to the College Financial Accountant or Head of Student Services.
12.2 A funding advance form must be prepared for all cash advance requests. A copy of the completed, signed and approved form should be presented to the Association office.
12.3 The funding advance form must be retained to record the advance and document receipts and monies returned for accounting purposes.
12.4 The President and Vice-President can authorise petty cash advances to a maximum of £100. Anything more than this can be authorised by the Head of Student Services. In the absence of the Head of Student Services the College Financial Accountant or the Head of Finance can authorise advances of more than £100.
12.5 Segregation Duties apply, and no one can authorise their own cash advance request.
12.6 Funding Advance Forms are available from the Association office and funds will be paid from here for successful applications.
12.7 Receipts and any money remaining must be returned to the Association office within 48 hours of receiving the advance, unless exceptional circumstances apply. The Association will retain all receipts for audit purposes.

## 13 Donations

13.1 The Association will not make any donations or affiliations to any organisation outside the aims and objectives of the Association. Association facilities may be used for special events to raise money for a specific charity or cause.  Only the net profit from such events can be passed onto the charity.
13.2 Any member of the Executive Committee under the age of 18 cannot sign contracts, financial agreements, authorise any expenditure, take responsibility for budgets or make any financial decisions.

**Schedule Five:**

Job Descriptions

1 The President
The role of President will be a full-time paid post with a tenure of 1 year. The holder will enter into an employment contract with South Lanarkshire College. The President will be afforded office space by the College and will be based within the College campus.

The President will:
1.1 Be the figurehead of the Students' Association and endeavour to involve as many students as possible in the Association.
1.2 Be the Student Governor on the College Board of Management with the periods of office to coincide with the duration of holding sabbatical office.
1.3 Attend any relevant meetings and act as the representative for students and their experiences.
1.4 Work to improve the education experience of students at SLC.
1.5 Work closely with key support staff to ensure the College's commitment to social responsibilities and environmental sustainability is maintained and is embedded in the work of the Association.
1.6 Liaise with the Principal though bi-monthly meetings to ensure that the College are kept abreast of student issues and the work of the Association.
1.7 Coordinate all Student Association campaigns.
1.8 Be responsible for their own training requirements, as well as the line management and necessary training of the Executive Officers and the Support Officer within the Association.
1.9 Collate student feedback for the purpose of effectively representing students to the College and external organisations.
1.10 Welcome students during office hours to support and signpost them to either staff or resources within the College or externally for further advice and guidance.
1.11 Support students through disciplinary and appeal proceedings and accompany them to meetings as their representative.
1.12 Work with relevant stakeholders to improve and enhance the student experience.
1.13 Be the official spokesperson of the Students' Association to the media and other external bodies on behalf of the students.
1.14. Coordinate and Chair the meetings of the Executive Committee.
1.15 Liaise with the National Union of Students (NUS) and the local NUS area organisation.

1.16 Work closely with the Quality and Learning & Innovation team to strengthen student voice and engagement through collaboration, student feedback, and co-creation, while supporting continuous improvement across the student journey.

This list is not exhaustive and there may be other activities relevant to their role that the President is required to carry out throughout their term in office.

2 The Vice President

The Vice President will be a flexible part-time role with a tenure of 1 year. The holder will enter into an employment contract with South Lanarkshire College. The Vice-President will be afforded office space by the College and will be based within the College campus.

The Vice-President will:

2.1 Act as the President's deputy in all matters.

2.2 Act as Chair of the Executive Committee in the President's absence.

2.3 Be a member of the College Board of Management.

2.4 Campaign on non-educational aspects of the student experience including, but not limited to; travel, money, access, retention, extra-curricular activities, wellbeing, and mental health.

2.5 Sit on College Committees relevant to the role and act as the student representative.

2.6 Work closely with key staff to ensure the College's commitment to social responsibility and environmental sustainability is maintained and is embedded in the work of the Association.

2.7 Collate student feedback for the purpose of effectively representing students to the College and external organisations.

2.8 Welcome students during office hours to support and signpost them to either staff or resources within the College or externally for further advice and guidance.

2.9 Work with relevant stakeholders to improve and enhance the student experience.

2.10 Attend training relevant to their role as a representative and Board member.

2.11 Work closely with the Quality and Learning & Innovation team to strengthen student voice and engagement through collaboration, student feedback, and co-creation, supporting continuous improvement across the student journey.

This list is not exhaustive and there may be other activities relevant to their role that the Vice President is required to carry out throughout their term in office.


#StartingSLC

**LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE**

| | |
|---|---|
| **DATE** | 27 August 2026 |
| **TITLE OF REPORT** | Cover Page- Student Association Report 270826 |
| **REFERENCE** | Agenda item 06.a |
| **AUTHOR AND CONTACT DETAILS** | Hayley Mullen, Student President<br>Hayley.mullen@slc.ac.uk |
| **PURPOSE:** | To provide the Committee with an update on Student Association activities, priorities, governance developments and plans for the 2026/27 academic year. |
| **KEY RECOMMENDATIONS/ DECISIONS:** | Members are recommended to:<br>• Note the progress and activities undertaken by the Student Association during the reporting period.<br>• Note the planned priorities and programme of activity for 2026/27.<br>• Note the Student Association's contribution to student engagement, wellbeing, representation and partnership working across the College. |
| **RISK** | Failure to maintain effective student engagement and representation arrangements may reduce opportunities to gather and respond to student feedback, potentially impacting the student experience and institutional decision-making. The activities outlined within this report contribute to mitigating this risk through enhanced communication, partnership working and student participation. |
| **RELEVANT STRATEGIC AIM:** | • The Student Experience<br>• Culture and People Development<br>• Growth and Innovation<br>• Sustainability |
| **SUMMARY OF REPORT:** | The report provides an overview of Student Association activity and priorities for 2026/27. It highlights the election of new Student Association Officers, appointment of a Student Engagement Manager, implementation of a refreshed Student Association identity, wellbeing and cost-of-living support initiatives, student governance developments, communication and engagement plans, external partnership activity and the programme of events supporting student participation and inclusion throughout the academic year. |

# South Lanarkshire College

# Students' Association

# Board Report

# August 2026

Students' Association

YOUR COLLEGE YOUR WAY

# Executive Summary

This report outlines the work, priorities and plans of the Students' Association for the 2026/27 academic year.

Led by the President and Vice President, and supported by a Student Engagement Manager the Association has introduced a refreshed visual identity to strengthen visibility and distinct student representation.

The core priorities are to amplify the student voice, enhance engagement, and deliver targeted support including well-being initiatives, cost-of-living assistance and inclusive events such as Freshers' Week. Governance arrangements have been reviewed to ensure effectiveness, while they continue to build strong partnerships across the College and the wider sector.

The Student Association remain committed to ensuring student needs inform decision-making, promoting inclusion, and enhancing the experience of every student at South Lanarkshire College.


SLC Students' Association

YOUR COLLEGE YOUR WAY

# Overview

## Student Association Elections

Following the recent elections, the Student Association is pleased to welcome a newly elected Student President and Vice President, who will represent the student body throughout the 2026/27 academic year.

To further strengthen the Student Association, the College has appointed a Student Engagement Manager in April 2026. As part of the wider Student Services team, the Student Engagement Manager will provide dedicated support to the Student Association throughout the academic year. Working alongside the President and Vice President, the Student Engagement Manager will oversee in the planning, organisation and delivery of Student Association activities and initiatives, while supporting the President and Vice President in achieving their priorities and enhancing the student experience.

Additionally, the Student Association has undergone a visual rebrand to strengthen its identity and increase its visibility across the College.

While retaining the recognised South Lanarkshire College acronym (SLC) to maintain a clear connection with the College, the refreshed branding introduces a distinctive orange colour scheme that enables the Student Association to establish its own identity and stand out as the representative voice of students.

The new branding will be used consistently across Student Association communications, promotional materials and merchandise throughout the 2026/27 academic year.

## Student Association Plans for 2026/27

Building on past achievements, the Student Association will develop successful initiatives and introduce new opportunities responding to student needs.

The Student Association Officers will focus on strengthening engagement, ensuring the student voice influences decision-making, and delivering projects and events that enhance the student experience.

Working in partnership, they will promote inclusion, wellbeing and representation, helping all students succeed and feel part of the College community.

SLC Students' Association
YOUR COLLEGE YOUR WAY

# Student Activities & Events

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

## Care Experienced End of Year Celebration - 4 June 2026

The Student Association was pleased to support the College's Care Experienced Celebration Event, which provided an opportunity for students to reflect on their successes, celebrate their progress and connect with staff in a welcoming and supportive environment. The event was attended by Care Experienced students, members of Student Services, the incoming and outgoing Student Association President, Vice President and Student Engagement Manager, as well as one of the College's Vice Principals. Students enjoyed refreshments throughout the event and received a celebratory gift bag to celebrate their achievements.

The strong attendance reflected the College's ongoing commitment to supporting Care Experienced students and recognising their achievements. The Student Association is proud to support initiatives that celebrate student success and promote an inclusive College community where all students feel recognised, valued and supported throughout their educational journey.

## Supporting Successful Transitions – 22 June & 31 July

The Student Assocation was pleased to support the College's Supporting Successful Transitions programme by delivering a presentation to prospective students attending through Aspire. The presentation 'Life as a Student', introduced students to the role of the Student Association and highlighted the wide range of opportunities, support services and activities available throughout the college journey.

By engaging with students before they begin their studies, the Student Association helped promote a positive and welcoming introduction to college life. The session encouraged students to become involved in the Student Association, access the support available to them and feel confident about becoming part of the College community.

## Freshers Week – 15 -17 September 2026

Freshers' Week will provide new and returning students with an opportunity to engage with the Student Association, college services and a range of external organisations supporting student wellbeing and success. Student Association merchandise, including branded jumpers, tote bags and water bottles, will also be available, supporting the launch of the Association's refreshed branding and helping to increase its visibility across the College community. The Student Association also plans to provide a range of interactive activities to create a welcoming and enjoyable atmosphere that encourages students to participate and connect with others.

## Pride – 18 July & 1 August 2026

The College was proud to support Glasgow Pride, with members of staff, including Student Services, taking part in the parade to demonstrate the College's commitment to equality, diversity and inclusion. By participating in one of Scotland's largest Pride events, College representatives stood alongside thousands of supporters in celebrating the LGBTQIA+ community, promoting visibility, acceptance of South Lanarkshire Colleges' diverse range of students.


The Student Association, alongside members of Student Services and college staff also proudly represented South Lanarkshire College at Pride Lanarkshire in August 2026. The College hosted an information stall, distributing College-branded LGBTQIA+ badges and promotional stationery while engaging with members of the public, event volunteers and representatives from other organisations. Staff also took part in the Pride Lanarkshire parade, carrying the South Lanarkshire College LGBTQIA+ banner throughout the duration of the parade.

# Student Wellbeing and Cost of Living Support

## Breakfast Initiative

The Student Association will continue to support the College's daily Free Breakfast initiative, recognising the positive impact it has on student wellbeing, engagement and readiness to learn. Throughout the 2026/27 academic year, the Student Association will place greater emphasis on promoting the initiative through posters, digital communications and Student Association channels to ensure students are aware of the support available.

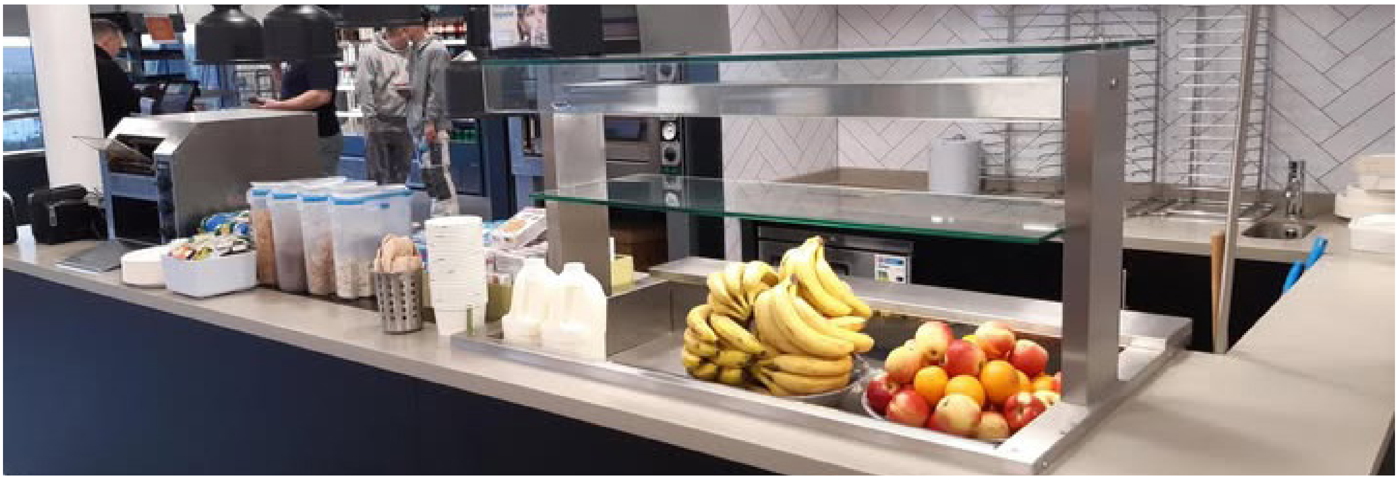
## Lunch on Us

The Student Association will continue to support Lunch on Us, delivered in partnership with Aramark, providing students with access to a free lunch each week. The initiative, delivered through Aramark's on-campus food station, helps to reduce financial pressures while encouraging students to engage with college life in a welcoming and inclusive environment. Throughout the 2026/27 academic year, the Student Association will work to increase awareness of the initiative through posters, digital communications and Student Association channels, ensuring more students are aware of and can benefit from the support available.

## SLC College Food Larder

The College Food Larder will continue to provide students with access to essential food items and remains an important source of support for those experiencing financial hardship. Throughout the 2026/27 academic year, the Student Association will continue to increase awareness of the Food Larder through enhanced promotion across the College, including posters, digital communications and Student Association channels, ensuring students know how to access this valuable resource whenever it is needed.  The Food Larder will also be regularly monitored to ensure that the items available reflect students' needs and preferences, helping to ensure the support provided remains relevant, accessible and responsive to student demand.

The above Student Poverty Support Programmes were only made possible through the financial support of the South Lanarkshire College Foundation Trust.



# Student Governance & Strategic Development

## Student Association Constitution 2026 - 2031

The Student Association Constitution entered its scheduled five-year review during the 2026/27 academic year. The Student Association President and Vice President worked in partnership with Student Services to review the Constitution, with the aim of ensuring it remains relevant, accessible and fit for purpose. The review also provided an opportunity to reflect on current governance arrangements, ensure the Constitution continues to support the effective operation of the Student Association, and align the document with current practice where appropriate.

The review focused on reducing repetition, improving the overall structure and separating the Constitution, Schedules and Appendices into clearly defined sections to make the document easier for students to navigate and understand. In addition, consideration was given to improving the clarity and consistency of the language used throughout the document, making it more accessible to students while retaining the integrity of the Association's governance framework. These changes are intended to enhance transparency, improve usability for students and officers alike, and ensure the Constitution remains a practical and effective governing document for the years ahead.

## Student Association Strategic Plan 2026 - 2029

Throughout the review period of the College's Strategic Plan the Student Association President and Vice President played an active role in refreshing the document. Working collaboratively with college staff, they contributed to reviewing the content, updating the wording and improving the overall presentation to ensure the document was clear, accessible and reflective of the College's current priorities.

The Student Association's involvement ensured that the student perspective was represented throughout the review process, reinforcing its commitment to working in partnership with the College to support continuous improvement and enhance the student experience.

## Student Partnership Agreement

A Student Partnership Agreement 2026–2030 is currently being developed by the College and the Student Association. It will outline a shared commitment to student engagement, focusing on strengthening student representation, promoting participation, and ensuring the student voice informs decision-making across the College. There will be a series of student-focused workshops organised to ensure that the College and the Student Association capture student and staff feedback which aims to strengthen the collaborative approach that already exists.

## Student Code of Conduct - Boundaries

The Student Association contributed to updates to the Student Code of Conduct, strengthening guidance on appropriate communication between students and staff. The revised guidance promotes the use o official College communication channels to maintain proessional, appropriate, and accountable interactions. These changes support a safe and respectful learning environment, reinforce professional boundaries, and help foster a positive College community based on mutual respect. The newly added boundaries section states:

'' We expect every student to keep relationships with staff professional, focusing on your academic success, guidance and wellbeing support. We expect you to maintain communication through appropriate channels, including college emails, Microsoft teams and college social media platforms, doing so within college hours. If you need additional support beyond your course, the lecturing team can direct you to appropriate services such as Student Guidance and Support Advisors, counselling, or the ELS team''

# Student Association Communications & Engagement

## SA Communication with SLC Students

Throughout the 2026/27 academic year, the Student Association plans to strengthen communication and engagement with students by building on existing communication methods while introducing new ways to share information and encourage participation. Annual initiatives, including the Student Association events planner and the induction presentation, will continue to provide students with key information about upcoming activities, opportunities and the support available throughout the academic year.

The induction presentation will incorporate photographs and Student Association contact details to help students become familiar with the elected representatives and the student engagement manager from the outset. To further enhance communication, the Student Association plans to establish a dedicated TikTok platform to increase visibility and student engagement, alongside making greater use of digital screens across the College to promote events, campaigns and opportunities.

The Student Association President and Vice President will also wear branded Student Association jumpers in the Association's new colour, displaying their names and roles to improve visibility and make it easier for students to identify and approach their elected representatives. The Student Association will also continue to develop its newsletter, regularly reviewing student engagement and adapting its content and format to ensure it remains relevant, engaging and effective in communicating with students.

## Student Association Communication with SLC Staff

The Student Association is committed to developing strong working relationships with departments across the College to enhance the student experience through effective partnership working. Throughout the 2026/27 academic year, the Student Association will continue to engage with curriculum teams, Quality, Marketing and Student Services to identify opportunities to improve student representation, respond to emerging student needs and enhance the support available to learners. This collaborative approach will also support the promotion of Student Association initiatives, increase the visibility of the Association through enhanced marketing and social media, and ensure the student voice continues to influence College initiatives, developments and decision-making.

Through this engagement, the Student Association aims to gather honest, first-hand insight into the student experience and meaningful feedback that can support the Senior Leadership Team and Board of Management in making informed decisions that enhance the welfare and overall experience of students.

## Student Association External Engagement

The Student Association President and Vice President participated in the sparqs Residential 2026, a national development programme designed to support Student Association officers from colleges and universities across Scotland. The Residential provided valuable opportunities to develop leadership skills, strengthen understanding of student representation and partnership working, and gain greater insight into the wider Scottish tertiary education sector. Engagement with fellow Student Association officers and sector professionals enabled the sharing of best practice and innovative approaches to student engagement, which will help inform the Student Association's work and support the continued enhancement of the student experience at South Lanarkshire College.

The Student Association is committed to building relationships with Student Associations across the further education sector to share best practice and enhance the student experience. During the 2026/27 academic year, the Student Association visited the Student Associations at City of Glasgow College and New College Lanarkshire to discuss successful approaches to student engagement, representation and communication. These visits provided valuable opportunities to exchange ideas, explore innovative initiatives and strengthen partnership working across the further education sector, with the aim of applying best practice to further enhance the student experience at South Lanarkshire College.

# 2026/2027 Events

**Delivered Meetings & Events**
**(May - August 2026)**

Mental Heath Week
*11 May 2026*

Carers Week
*8 June 2026*

CE End of Year Celebration
*3 June 2026*

Glasgow Pride
*18 July 2026*

Lanarkshire Pride
*1 August 2026*

**Up-coming Meetings & Events**
**(August - November 2026)**

Freshers Week
*15 -17 September 2026*

World Mental Health Day
*10 October 2026*

Halloween Celebrations
*29 October 2026*

Men's Mental Health Day
*10 October 2026*

Action Against Gender Based Violence
*25 Nov - 10 Dec 2026*

Period Poverty Stall
(*Running Throughout)*

SLC Students' Association

YOUR COLLEGE YOUR WAY

South Lanarkshire College East Kilbride

**LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE**

| | |
|---|---|
| **DATE** | 27 August 2027 |
| **TITLE OF REPORT** | Curriculum Report |
| **REFERENCE** | Agenda item 07 |
| **AUTHOR AND CONTACT DETAILS** | Wilma MacLeod<br>Wilma.macleod@slc.ac.uk |
| **PURPOSE:** | To provide Members with an overview of activities with regards the 25-26 credit target, 26-27 recruitment activity, curriculum restructure and |
| **KEY RECOMMENDATIONS/ DECISIONS:** | Members are recommended to note:<br>• the achievement of the College's 2025-2026 credit target;<br>• 2026-2027 current recruitment<br>• the merger of Construction Crafts and Carpentry and Joinery curriculum areas;<br>• key priorities for 2026-2027; and<br>• curriculum highlights |
| **RISK** | • That credits generated in session 2025-26 are negatively impacted due to the internal restructure.<br>• That the quality of learning, teaching and assessment declines, negatively impacting the student experience. |
| **RELEVANT STRATEGIC AIM:** | • The Student Experience<br>• Culture and People Development<br>• Growth and Innovation<br>• Sustainability |
| **SUMMARY OF REPORT:** | This paper provides an update on 2025-2026 curriculum credit performance, 2026-2027 recruitment activity, and the revised curriculum structure.<br>Key priorities for 2026-2027 include:<br>• improving participating in the Student Satisfaction Survey,<br>supporting lecturer induction and professional development;<br>• strengthening industry partnerships; and<br>• enhancing financial sustainability through community benefit initiatives.<br>Curriculum highlights include:<br>• Further Education (FE) Celebration of Success event;<br>• Autism Resources Co-ordination Hub (ARCH) speaker<br>• HND Photography Exhibition; and<br>• support from Royal Academy of Culinary Arts College Community Programme. |

## 1 INTRODUCTION

1.1 This paper provides an update on the credit activity for the 2025-26 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 2026 Committee meeting.

## 2 FINAL CREDIT OUT-TURN 2025-26

2.1 For the 2025-26 academic year, South Lanarkshire College had a core credit allocation of 43,600.

2.2 The college recorded an outturn of 43,652.75 core credits which is 52.75 credits more than the college target.

2.3 The College has therefore, met its credit target for 24-25 subject to final audit in Autum 2026.

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*

| Curriculum Area | Credit Target | Credits Generated | Variance |
|---|---|---|---|
| Built Environment and Low Carbon Industries | 6,376 | 6,387.5 | 11.5 |
| Business ,Hospitality, Tourism & Legal Services | 6,161 | 5,920 | -241 |
| Carpentry & Joinery | 6,579 | 5,924.5 | -654.5 |
| Construction Crafts | 4,769 | 4,368 | -401 |
| Early Education Childcare & Social Science | 5,100 | 4,992 | -108 |
| Hairdressing ,Beauty & Creative Industries | 5,326 | 5,104.75 | -221.25 |
| Health, Social Care & Science | 5,361 | 6,131 | 770 |
| Inclusive Learning & Languages | 3,800 | 4,807 | 1,007 |
| Learning Teaching & Innovation | 128 | 18 | -110 |
| **Total** | **43,600** | **43,652.75** | **52.75** |

## 3 RECRUITMENT ACTIVITY 2025 – 2026

3.1 The College overall recruitment target for year 2026-27 is 4,739.

3.2 The College has received a total of 4,959 applications for courses commencing in August 2025. This represents an increase of 661 compared applications received for August 2025 entry.

3.3 The table below provides a summary of the current position in relation to August 26 enrolments, for each curriculum area.

*Table 1: Recruitment and Enrolment Summary*

| Section | Target | Enrolled | % to target |
|---|---|---|---|
| Built Environment and Renewable Technologies | 596 | 235 | 39.43% |
| Business, Hospitality, Tourism and Legal Services | 605 | 420 | 69.42% |
| Construction Trades (Carpentry& Joinery and Construction Crafts) | 666 | 429 | 64.41% |
| Early Education, Childcare and Social Science | 431 | 230 | 53.36% |
| Hairdressing, Beauty and Creative Industries | 550 | 216 | 39.27% |
| Health, Social Care and Science | 420 | 290 | 69.05% |
| Inclusive Education, Languages and Counselling | 201 | 251 | 124.88% |
| **Total** | **3469** | **2071** | **59.7%** |

3.4 The current number of enrolments is 2071 which is 59.7% to target; this is expected to rise over the coming weeks.

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 2026-27

4.1 As part of the College's ongoing curriculum review and organisational development, it is proposed that the Construction Crafts and Carpentry & Joinery curriculum areas be amalgamated into a single department.

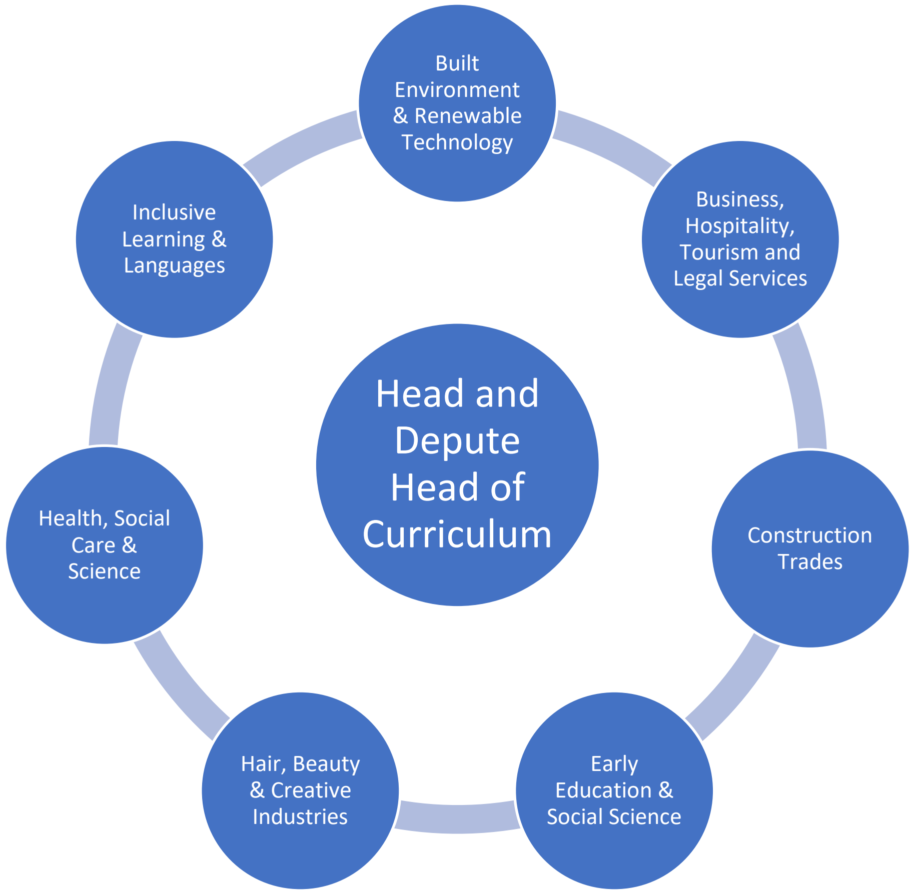
4.2 This opportunity has arisen following the departure of both Curriculum and Quality Managers during the 2025-26 academic year, creating an appropriate point at which to consider efficiencies, strengthen leadership capacity and enhance the learner experience.

4.3 Historically, neither area was supported by a Curriculum and Quality Leader (CQL); however, the new structure will establish a cohesive department led by a Curriculum and Quality Manager (CQM) and supported by a dedicated CQL.

4.4 Strategically, this approach will strengthen curriculum planning, quality assurance and operational resilience, while creating greater opportunities for collaboration across related disciplines. The revised structure will improve the consistency of learner journeys, optimise staff deployment, support succession planning and enable more effective use of resources. It will enhance the department's ability to respond to industry needs, develop coherent progression pathways and deliver a more integrated construction curriculum aligned to the College's ambitions for excellence, sustainability and growth.

4.5 In addition, the introduction of a CQL within the new department supports a more consistent curriculum management model across the College. Following this change, Inclusive Learning and Early Education and Childcare will be the only curriculum areas operating without a CQL, (due to size), thereby improving alignment and consistency in leadership structures across the wider curriculum portfolio.

*4.6 Revised Curriculum Team Structure*




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

## 5. OPERATIONAL AND ENHANCEMENT PLAN KEY PRIORITIES 2026-27

5.1 Increase participation in the Student Satisfaction Survey addressing actions highlighted to enhance the overall student experience.

5.2 Support people and culture development by ensuring all new lecturers receive a structure induction and complete mandatory training. Plan the delivery of the TQFE, TICT and A&V units collaboratively with the Quality Teaching, Learning Innovation Unit (QTLIU), supporting the ongoing professional development of teaching staff.

5.3 To build strong partnerships with industry that drive innovation, support sustainable growth and create opportunities for skills development.

5.4 To enhance financial and environmental sustainability by embedding and maximising community benefits within all contracted procurement and tendering activities.

## 6 CURRICULUM HIGHLIGHTS

6.1 The College welcomed more than 550 FE students, together with their family and friends, to Celebration of Success events, held across six award ceremonies. These events provided an opportunity for the College to recognise and acknowledge the success of our FE learners. Each ceremony was attended by a member of the Executive Team, as along with Head and Depute Head of Curriculum, Curriculum Managers, Curriculum Leads and lecturers from the relevant subject areas. Students were presented with certificates in recognition of their accomplishments. The Celebration of Success events reflected the College's commitment to enhancing the student experience.

6.2 HND Photography students held and exhibition of their work at EK Collective, Strathmore House from 28 May to 4 June. The exhibition featured a diverse selection of Graded Unit work, highlighting a range of photographic styles, themes and approaches developed throughout their studies. The exhibition was further supported by students from the HNC photography programme, providing them with valuable experience in the planning, preparation and presentation of a professional public exhibition.

6.3 Through the Royal Academy of Culinary Arts College Community Programme, the College secured a valuable development opportunity for students. The initiative has enhanced learning within hospitality and professional cookery through a range of guest chef masterclasses and industry visits, offering students direct exposure to professional expertise and real-world industry environments.

6.4 HNC Childhood Practice students welcomed a guests from ARCH, an organisation that provides guidance, advocacy, and practical support to children and young people with autism, as well as their families. The visit provided a valuable perspective on the experiences of families accessing support services and highlighted the importance of multi-agency collaboration. By linking theory to practice, the session strengthened students' knowledge and skills, helping to prepare them for future roles whin the childcare an education sectors.

## 7 EQUALITIES

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

## 8 RISK AND ASSURANCE

- 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
- Note curriculum highlights.

South Lanarkshire College East Kilbride

**LEARNING, TEACHING & STUDENT EXPERIENCE COMMITTEE**

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| **DATE:** | 27 August 2027 |
| **TITLE OF REPORT:** | Quality and Learning and Teaching Innovation Update |
| **REFERENCE** | Agenda item 08 |
| **AUTHOR AND CONTACT DETAILS** | Lisa Doonan<br>lisa.doonan@slc.ac.uk |
| **PURPOSE:** | To update members on the high-level college-wide quality assurance, quality enhancement and learning & teaching innovation activity, since May 2026. |
| **KEY RECOMMENDATIONS/ DECISIONS:** | Members are asked to:<br>• note that the SLC Way the college's approach to quality has been refined for the 2026-27 academic year, with more in year enhancements likely;<br>• recognise that student voice continues to be strengthened and to be a key focus for 2026-27; and<br>• note that systems verification is planned for 2026-27. |
| **RISK** | • The College does not meet the quality enhancement requirements of regulatory and scrutiny bodies;<br>• The College does not meet the quality assurance requirements of awarding bodies;<br>• Institution-Led Quality Review/self-evaluation, and the associated action planning activities, do not demonstrate satisfactory progress against college, SFC/Education Scotland and QAA requirements; and<br>• That the College cannot provide a robust learner experience supporting them onto their positive destinations. |
| **RELEVANT STRATEGIC AIM:** | • Student Experience<br>• Culture and People Development<br>• Growth and Innovation<br>• Sustainability |
| **SUMMARY OF REPORT:** | • The SLC Way Cycle has been refreshed and updated for the 2026-27 academic year.<br>• Student voice remains central to the College's self-evaluation process, and engagement has improved.<br>• Evaluation processes have been, and will continue to be, further developed in response to SFC & QAA requirements. |

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| | • Quality and Learning and Teaching Innovation continue to engage with internal and external partners to promote enhancement, develop practice and knowledge share.<br>• A programme of continuous improvement underpins The SLC Way, with further enhancement planned throughout 2026-27, and beyond. |

## 1. INTRODUCTION

1.1 This paper seeks to provide members with an update on the high-level college-wide quality assurance, quality enhancement and learning and teaching innovation activity, since May 2026; noting how key activities support the College's strategic aims, and drive enhancement.

## 2 THE SLC WAY CYCLE

2.1 *The SLC Way Cycle 2026-27* will form a high-level plan to drive enhancement in: student experience, culture and people development, growth and innovation and sustainability. The SLC Way cycle, as presented in November 2025, will be further developed to support the reprioritisation of key mandatory and operational activities across the college.

2.2 The Quality and Learning and Teaching Innovation Team recruitment process has concluded. The Quality and Learning and Teaching Innovation Administrator and the Learning and Teaching Innovation Facilitator commence in August 2026.

2.3 In response to staff feedback, the refreshed Quality and Learning and Teaching Innovation Structure and the *SFC Guidance on Quality for Colleges and Universities 2024–25 to 2030–31 (refresh)*, The SLC Way will be updated and republished in September/October 2026, subject to Senior Leadership Team endorsement. The following sections will be included:

2.3.1 Qualification quality assurance;
2.3.2 Institution-Led Quality Review; and
2.3.3 Learning and Teaching Innovation.

2.4 The *Institution-Led Quality Review (ILQR): The SLC* Way guidance will be shared with the College's Quality Assurance Agency (QAA) Liaison, as requested. Refer to 5.2.

2.5 The SLC Way cycle will continue to be reviewed in response to the evolving quality landscape. Changes will be reported accordingly throughout 2026-27, and into 2027-28.

## 3 STUDENT VOICE AND EVALUATION - ENHANCING THE STUDENT EXPERIENCE

3.1 *The SLC Way Cycle 2025-26* and the associated evaluation and enhancement activity continued to build on the wealth of feedback from students via a series of mechanisms. *The Student Experience Survey: How is it going? 2025-26* was open for 6 weeks from 9th March 2026, as per the Scottish Funding Council's (SFC's) *College Student Satisfaction and Engagement Survey Guidance 2025-26*. The quantitative and qualitative data will inform the 2025-26 Annual Progress Review process, which is planned for September-October 2026.

3.2 *Table 1: The SFC's SSES 2025-26 Returns with 2024-25 Comparison*

| Mode | Returns | Yield SLC 2025-26 (%) | Yield SLC 2024-25 (%) | Yield SLC Year Comparison (%) | Yield National 2024-25 (%) |
|---|---|---|---|---|---|
| FE FT | 851/1044 | 81.5 | 53.0 | +28.5 | 59.6 |
| FE PT | 437/822 | 49.6 | 31.9 | +17.7 | 30.3 |
| HE FT | 472/549 | 86.0 | 44.7 | +41.3 | 54.2 |
| HE PT | 89/132 | 67.4 | 31.0 | +36.4 | 30.6 |

3.3 The College's response rates had been consistently low. However, great progress has been made in 2025-26.

3.4 *Table 2: SFC SSES 2025-26 Overall Satisfaction with 2024-25 Comparison*

| Mode | Yield SLC 2025-26 (%) | Satisfaction SLC 2025-26 (%) | Satisfaction SLC 2024-25 (%) | Satisfaction SLC Year Comparison (%) | Satisfaction National 2024-25 (%) |
|---|---|---|---|---|---|
| FE FT | 81.5 | 88 | 88 | = | 95.2 |
| FE PT | 49.6 | 89 | 92 | -3 | 96.7 |
| HE FT | 86.0 | 78 | 80 | -2 | 93.0 |
| HE PT | 67.4 | 80 | 89 | -9 | 92.3 |

3.5 Overall satisfaction remains below sectors norms. Cross-college enhancement activity is planned in partnership with the Student Association. All Heads of Department have been tasked to ensure that student feedback relevant to their areas of responsibility are considered and the associated actions included within their self-evaluations and action plans.

## 4 SELF-EVALUATION UPDATE 2025-26

4.1 The SLC Way Annual Progress Review cycle is planned to conclude in September-October 2026. The cycle has been adapted in response to the on-going extensive Data and Reports project, and the human resource deployment schedule.

4.2 A high-level summary will be shared with the Senior Leadership Team (SLT) and Learning, Teaching and Student Experience (LTSE) Committee by November 2026; the output of which will inform the 2025-26 South Lanarkshire College (SLC) Self-evaluation and Action Plan (SEAP) submission, in December 2026.

## 5 INSTITUTION-LED QUALITY REVIEW

5.1 All 4 of the College's *Strategic Aims 2030* will be further supported as the Institution-Led Quality Review process develops throughout 2026-27, and beyond. The *SFC Guidance on Quality for Colleges and Universities 2024–25 to 2030–31 (refresh)*, published in August 2026, reports that colleges should have effective and robust arrangements in place by 2027-28.

5.2 Operational guidance re. the College's approach has been drafted and was approved by the Senior Leadership Team in August 2026.

5.3 The Institution-Led Quality Review 2026-2032 high-level plan will be developed throughout August/September 2026 and shared with the College's Quality Assurance Agency (QAA) Liaison prior to final approval and publication. This is to provide assurance that the proposed plan meets requirements in advance of the internal approval submission providing an opportunity to further develop the plan; if required. This approach is being adopted to in response the guidance which states:

5.3.1 *'If an institution wishes to make changes to their planned ILQR schedule, which will mean the length of time between specific subject area or professional service reviews goes beyond six years, then they should notify SFC (copying in QAA) of these plans in advance. This notification should include a reason for the change(s) and any additional measures that may be put in place to address the oversight of provision in the interim. SFC/QAA reserve the right to follow up with the institution where they feel this may be necessary.*'

## 6 LEARNING AND TEACHING INNOVATION UPDATE

6.1 The Quality and Learning and Teaching Innovation have developed revised approaches to enhance student experience, culture and people development, growth and innovation and sustainability.

6.2 In August, the SLT approved 3 refreshed guidance documents; *Teach: The SLC Way*, *Professional Learning Journey for Lecturers* and *Institution-Led Quality Review: The SLC Way Operational Procedure*. All three approaches were approved at strategic level by the SLT/LTSE in 2025-26. The documents will be published on conclusion of awareness raising activity planned for August/September 2026.

6.3 Further enhancements will be reported to the committee as we progress throughout 2026-27.

## 7 QUALIFICATION APPROVAL UPDATE

7.1 Approval activity for 2026-27 will be reported in due course.

## 8 EXTERNAL VERIFICATION AND QUALITY ASSURANCE ACTIVITY

8.1 The college has not yet received notifications of 2026-27 activity. Updates will be reported in due course.

## 9 KEY ENGAGEMENTS WITH INTERNAL AND EXTERNAL STAKEHOLDERS

9.1 The Quality and Learning & Teaching Innovation team 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, College Development Network (CDN) Quality Steering Group and Qualifications Scotland's College Quality Focus Group.

9.2 The Head of Quality and Learning and Teaching Innovation has been appointed as the Vice Chair of CDN's College's Quality Network and will be representing the college sector in the universities' The Quality Forum.

## 10 SYSTEMS VERIFICATION

10.1 An internal Systems Verification review will be planned in 2026-27 as an internal quality control, in advance of the Qualifications Scotland Systems Verification Self-Assessment due later in 2026-27. Qualifications Scotland will review the Systems Verification Self-Assessment submission, meet with internal colleagues and may issue actions and recommendations in response. A plan for this activity will be shared with the Senior Leadership Team (SLT) and the Learning, Teaching and Student Experience (LTSE) Committee in due course.

## 11 RISK

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

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

11.3 Institution-Led Quality Review/self-evaluation, and the associated action planning activities, do not demonstrate satisfactory progress against college, Scottish Funding Council (SFC)/Education Scotland and Quality Assurance Agency (QAA) requirements; and

11.4 That the College cannot provide a robust learner experience supporting them onto their positive destinations.

## 12 EQUALITIES

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

## 13 RECOMMENDATIONS

13.1 Members are recommended to:

- 13.1.1 note that the SLC Way the college’s approach to quality has been refined for the 2026-27 academic year, with more in year enhancements likely;
- 13.1.2 recognise that student voice continues to be strengthened and to be a key focus for 2026-27; and
- 13.1.3 note that systems verification is planned for 2026-27.

**LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE**

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| **DATE** | 27 August 2026 |
| **TITLE OF REPORT** | Student Engagement and Partnership Report |
| **REFERENCE** | Agenda item 09 |
| **AUTHOR AND CONTACT DETAILS** | Rose Harkness<br>Head of Student Services<br>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:<br>• Note the ongoing activity to support the transition of ELS to Student Support;<br>• Note the update on number of ELS referrals and the case management numbers for AY 2026-27;<br>• Acknowledge the external engagement with other colleges to review learning support across the sector;<br>• Note the ASN Project and the planned timelines;<br>• Acknowledge the activity delivered during the summer to support the Refurbishment of Support Services project plan;<br>• Note the annual counselling and wellbeing report AY 2025-26 update;<br>• Acknowledge the activity and support for the LGBTQIA+ community;<br>• Endorse the College's approach and development plans on introducing a MCR Mentoring Programme; and<br>• Note the ongoing successful partnership with Aspire through the delivery of the Supporting Successful Transitions Pre-Entry Student Support workshops. |
| **RISK** | • Disruption to Learner Experience: Risk that the transition may impact the learner experience if not carefully managed.<br>• Operational Transition Challenges: Potential for short-term disruption during the handover of systems, responsibilities, and workflows.<br>• Staff Capacity and Role Clarity: Risk of role confusion or workload imbalance if responsibilities are not clearly defined post-transfer. |
| **RELEVANT STRATEGIC AIM:** | • The Student Experience<br>• Culture and People Development<br>• Growth and Innovation<br>• Sustainability |
| **SUMMARY OF REPORT:** | • Note the ongoing activity to support the transition of ELS to Student Support. |

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| | • Note the update on number of ELS referrals and the case management numbers for AY 2026-27.<br>• Acknowledge the external engagement with other colleges to review learning support across the sector.<br>• Acknowledge the activity delivered during the summer to support the Refurbishment of Support Services project plan.<br>• Note the annual counselling and wellbeing report update.<br>• Acknowledge the activity and support for the LGBTQIA+ community.<br>• Endorse the College’s approach and development plans on introducing a MCR Mentoring Programme.<br>• Note the ongoing successful partnership with Aspire. |

## 1. INTRODUCTION

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

## 2. EDUCATIONAL LEARNING SUPPORT (ELS) PROGRESS UPDATE

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

2.2 This activity remains a key priority and will be ongoing throughout Academic Year (AY) 2026-27 and 2027-28, to ensure a successful transition to Student Support.

2.3 Recruitment update includes:

- Successful recruitment and appointment of a 0.3 FTE ELS Advisor has strengthened the team's capacity to support students with additional support needs. Recruitment activity is continuing following internal staff progression, with vacancies for a 0.4 FTE ELS Advisor and a 0.6 FTE ELS Support Assistant.

2.4 As of 13 August 2026, there are 246 students recorded on the ELS Database. This includes 55 returning students and 191 new students, demonstrating continued demand for support services and highlighting the importance of early identification and engagement with students requiring additional support. The ELS team has continued its proactive engagement with students identified as potentially requiring support, allowing the team to refine caseloads and focus on students with active support needs. To date, a third communication has been issued this week to students who have not yet responded to previous correspondence. Follow-up activity will continue throughout the enrolment and induction period to ensure that all students with identified barriers to learning or additional support needs are given the opportunity to access support.

2.5 A key focus has been the professional development of the ELS team, with advisors undertaking a range of specialist training to enhance their knowledge and expertise in supporting students with additional support needs and barriers to learning. This includes engagement with dyslexia training through the Open University, which will form part of a wider structured training programme for advisors.

2.6 As part of service development, the team has recently undertaken benchmarking activity with Glasgow Clyde College, Edinburgh College and Dumfries and Galloway College to explore approaches to educational support delivery across the sector. These visits and discussions have provided valuable insight into alternative systems, processes and models of practice, allowing the team to reflect on how best to develop provision within the South Lanarkshire College context. A key learning point has been the importance of establishing clear communication pathways with students while maintaining expectations around individual responsibility and engagement. Following consideration of different delivery models, the team has concluded that developing advisor expertise around specific barriers to learning and additional support needs, rather than linking advisors to curriculum areas, will provide a stronger foundation for specialist support whilst maintaining a collaborative team approach.

2.7 Further progress has been made in strengthening monitoring, reporting and case management processes through enhancements to the ELS database and the development of bespoke Power BI reporting tools. Working in partnership with a systems developer, the team are working towards creating tailored reports that provide more accessible and meaningful management information, enabling more efficient analysis of student engagement, support requirements and outcomes. The database has also been refined to provide greater visibility of students' progression through the ELS process, supporting more robust monitoring of engagement, actions and review activity. In addition, work is underway to streamline the sharing of support recommendations with students and lecturers, ensuring that support planning remains collaborative, timely and effective.

2.8 As we progress to AY 2026-27, the ELS team is implementing a revised service model designed to ensure early engagement and proactive intervention. All new students with identified barriers to learning or additional support needs will be offered an appointment with an advisor during August, while returning students will be allocated an advisor and invited to attend a review meeting in September. The new approach will introduce regular review points to ensure support recommendations remain relevant and responsive to changing needs. Alongside this, a staged intervention framework based on universal, group and targeted support will be developed, ensuring resources are deployed effectively and proportionately.

## 3 ADDITIONAL SUPPORT NEEDS (ASN) PROJECT

3.1 Student Services has made significant progress in enhancing support provision and the student experience through a number of strategic developments. A key achievement has been the progression of the Additional Support Needs (ASN) project from a successful pilot into a formal tender process. During AY 2025-26, the College trialled an enhanced support model in partnership with Clear Links, utilising ASN funding to provide additional classroom-based support for students requiring learning support. Following positive outcomes and growing complexity of student need, an ASN tender has now been published, with implementation planned from September 2026.

3.2 This development will increase the capacity of the Educational Learning Support (ELS) service and provide access to a wider range of specialist support, including classroom support workers, mental health mentors, autism spectrum coordinators, study skills support and assessment support.

## 4 SUPPORT SERVICES REFURBISHMENT

4.1 A major refurbishment and rebranding programme has also been undertaken during the summer period across Student Services, creating a more accessible, modern and integrated support environment for students. The former Advice Centre has been transformed into the new Support & Wellbeing Centre, providing a dedicated hub for Guidance and Support, Student Funding and ELS services. Improvements include refurbished facilities, new one-to-one interview pods, confidential meeting spaces and enhanced signage, all designed to support a more welcoming and cohesive student experience.

4.2 Further investment has been made through the redevelopment of the existing Support & Wellbeing Services areas (Room 102 and counselling rooms), creating connected spaces across the campus with new signage, additional interview rooms, study support facilities and collaborative workspace for the ELS team. The anticipated introduction of an additional Guidance and Support Advisor post funded by the Colleges Tackling Child Poverty within this area will strengthen integrated working across wellbeing, educational support and MCR Pathways activity, ensuring students receive more joined-up and responsive support.

4.3 The College Library has also been reimagined as the new Study & Learning Centre, reflecting a broader focus on academic success and student engagement. Alongside traditional library services, the refreshed space will offer new bookable group study pods, enhanced independent study areas and workshop facilities. Planned workshops will cover topics such as UCAS applications, reference writing and study skills, creating a more dynamic learning environment that supports both academic achievement and student retention.

4.4 As part of the wider Student Services refurbishment programme, the College has established a new Business & Multi-Agency Hub, creating a dedicated and bookable space for external partners and stakeholders to engage directly with students on campus. This new facility complements the development of the Support and Wellbeing Centre, Support and Wellbeing Services area, and Study & Learn Centre, further strengthening the College's integrated approach to student support and success.

4.5 The hub located on the ground floor will provide a central location for a range of partner organisations, including Skills Development Scotland (SDS), Business Gateway, housing services, health and wellbeing providers, Citizens Advice, Rape Crisis, Women's Aid and other community agencies. By bringing these services together within the College environment, students will have improved access to specialist advice, employability support, wellbeing services and practical assistance, reducing barriers to engagement and enabling earlier intervention where required.

4.6 This development reflects the College's commitment to a holistic model of student support, recognising that student success is influenced by a range of academic, personal, financial and wellbeing factors. The creation of the Business & Multi-Agency Hub will enhance partnership working, strengthen referral pathways and increase opportunities for collaborative support, ensuring students can access a broad network of services within a familiar and accessible setting. Alongside the wider refurbishment programme, the hub represents a significant investment in creating a connected support infrastructure that promotes wellbeing, retention, progression and positive student outcomes.

## 5 ANNUAL COUNSELLING SERVICE REPORT AY 2025-26

5.1 The Student Counselling Service continued to make a significant contribution to student wellbeing, retention and success during AY 2025-26 alongside 13 hours of emotional support, using a flexible model that included face-to-face, telephone and Microsoft Teams appointments. Demand remained strong, with counselling provision focused on short-term therapeutic intervention, while retaining flexibility to extend support where clinical or safeguarding needs required it. The service also enhanced accessibility through sensory resources within counselling spaces to better support neurodivergent students.

5.2 Evidence of impact remains particularly strong. Using the CORE-OM clinical outcomes measure, students entered counselling with an average score of 66, indicating significant psychological distress, which reduced to 30 following counselling interventions. This substantial improvement demonstrates the effectiveness of the service in reducing mental health difficulties and improving overall wellbeing. Student feedback further reinforces this positive impact, with 95.5% of respondents stating they benefited from counselling, 95.5% reporting a positive therapeutic relationship with their counsellor, and 72.7% indicating that counselling supported them to remain engaged with their studies.

5.3 The most common presenting issues were anxiety (30.8%), followed by depression/low mood (14.2%), relationship difficulties (11.7%), trauma, ACEs and PTSD (10.8%), and stress (10%). The service supported students experiencing a wide range of complex challenges, including financial hardship, housing insecurity, neurodivergence, gender-based violence, bereavement, and trauma associated with war, displacement and torture. These trends highlight the continuing need for accessible, trauma-informed mental health support as a key component of the College's student support infrastructure.

5.4 Alongside one-to-one support, the service maintained a proactive wellbeing focus through the delivery of the Coping with College workshop on 41 occasions, helping students build resilience and awareness of support services. Staff development was also strengthened through the enhancement of the Self-Care and Boundaries programme, which became mandatory training for lecturing staff. The service further contributed to the wider profession by providing supervised placements for two trainee counsellors, increasing capacity while supporting practitioner development.

5.5 Looking ahead to AY 2026-27, key priorities include introducing an online booking system for emotional support drop-ins, creating an additional student counsellor placement opportunity, strengthening collaboration with ELS, increasing engagement in curriculum areas with lower uptake of counselling, and continuing investment in professional development. These developments are intended to further enhance the reach, responsiveness and effectiveness of the service, supporting the College's strategic objectives around wellbeing, retention and student achievement.

## 6 SUPPORTING THE LGBTQIA+ COMMUNITY

6.1 South Lanarkshire College proudly participated in the Glasgow Pride March on the 18 July as a visible demonstration of its commitment to equality, diversity, inclusion and belonging. Staff members attended the event to show solidarity with LGBTQIA+ students, colleagues and the wider community, reinforcing the College's dedication to creating a safe, welcoming and inclusive environment for all.

6.2 Participation in Glasgow Pride provided an opportunity to celebrate diversity, raise awareness of LGBTQIA+ issues and strengthen the College's role as an inclusive educational institution. The event enabled staff to engage with communities across Glasgow, promote the College's values, and demonstrate support for the rights, wellbeing and visibility of LGBTQIA+ individuals.

6.3 In addition, the College alongside Officers from the Student Association attended Lanarkshire Pride which was held on the 1 August. Lanarkshire Pride delivers support beyond the annual Pride event through its Pride Connect outreach programme, which provides ongoing support, weekly workshops and community sessions for both young people and adults. This year-round work helps foster connection, empowerment and wellbeing within the LGBTQIA+ community and aligns closely with the College's values of inclusion, respect and support for all.

6.4 Throughout the event, the College hosted an engagement stall, providing information about the College, student life and support services, while creating opportunities for meaningful conversations with attendees about inclusion, education and community support.

6.5 Staff and Students' Association representatives also participated in the Pride Lanarkshire March, joining local organisations, community groups and allies in a visible celebration of diversity and equality.

6.6 The College's involvement in Glasgow and Lanarkshire Pride strengthened relationships with local partners and community organisations while raising awareness of the College's ongoing work to create an inclusive learning and working environment. By supporting these, South Lanarkshire College continues to play an active role in promoting equality, fostering belonging and supporting positive outcomes for LGBTQIA+ individuals across the region.

## 7. MCR (Motivation, Commitment and Resilience) PATHWAYS MENTORING PROGRAMME – Development Update

7.1 South Lanarkshire College is exploring the introduction of the MCR Pathways mentoring programme as part of its commitment to widening access, enhancing student success and providing additional support for learners who may face barriers to education and progression.

7.2 MCR Pathways is an award-winning mentoring charity founded in Scotland in 2007. The programme supports care-experienced young people and other young people facing disadvantage by matching them with trained volunteer mentors. These mentors provide consistent one-to-one support, meeting regularly with students to build confidence, raise aspirations, develop resilience and help them realise their full potential. The programme has been widely recognised for its positive impact on educational attainment, progression and personal development.

7.3 During the reporting period, the College has undertaken exploratory discussions with representatives from MCR Pathways and colleagues from Forth Valley College, which has successfully introduced and embedded the programme within its student support framework. These discussions have provided valuable insight into the operational, safeguarding and partnership requirements necessary to support effective implementation. Particular focus has been given to the role of mentoring in supporting students to navigate challenges, sustain engagement with learning and develop positive future pathways.

7.4 The College has also reviewed documentation and resources developed by Forth Valley College, highlighting the importance of strong safeguarding arrangements, effective communication protocols, dedicated programme coordination and close collaboration between mentors and student support services. The model demonstrates how mentoring can complement existing student support provision by providing learners with access to a trusted adult who can offer encouragement, guidance and motivation throughout their college journey.

7.5 To facilitate implementation, work is currently underway to develop a Data Sharing Agreement between South Lanarkshire College and MCR Pathways. This is a critical element of the project and will ensure that appropriate information governance and data protection arrangements are in place to support referrals, participant engagement and programme monitoring.

7.6 Subject to the completion of governance requirements, the College is aiming to introduce the programme through a small-scale pilot between October and

December 2026. This phased approach will enable processes to be tested, referral pathways to be established and student engagement levels to be evaluated before considering any wider rollout.

7.7 In summary, the proposed initiative aligns closely with the College's strategic priorities around inclusion, wellbeing, widening participation and student success. The introduction of MCR Pathways has the potential to provide an additional layer of personalised support for learners who may benefit from positive mentoring relationships, helping to improve confidence, resilience, retention and progression outcomes.

**7.8 Next steps include:**

- Identify staffing resource to co-ordinate the initiative.
- Finalise the Data Sharing Agreement with MCR Pathways.
- Continue collaborative discussions with MCR Pathways and Forth Valley College to identify and adopt best practice.
- Develop local referral, safeguarding and operational procedures.
- Identify an initial cohort of students to participate in the pilot.
- Launch a pilot mentoring programme during October to December 2026.
- Monitor participation and evaluate outcomes to inform future recommendations regarding programme expansion.

## 8. EMPLOYABILITY ASPIRE WORKSHOPS – Pre-Entry Student Support

8.1 As part of South Lanarkshire College's commitment to supporting students before they begin their studies, Student Services delivered a series of transition workshops during the summer period for Aspire learners due to start College in August. The sessions were designed to build confidence, reduce anxiety around progression to further education and ensure learners were aware of the extensive support available to help them succeed both academically and personally.

8.2 The workshops brought together a number of specialist support teams, providing learners with a comprehensive introduction to college life and the key services available throughout their student journey. Key support teams and their roles included:

- **IT Services** - Provided guidance on accessing college systems and digital resources, ensuring learners understood how to use the technology required to support their studies.

- **Guidance & Support** - Delivered information on mental health, wellbeing and personal support services available within the College, while also leading campus tours to help familiarise learners with the College environment.

- **Educational Learning Support (ELS)** - Highlighted the range of tailored support available for students with additional support needs, helping learners understand how individual barriers to learning can be addressed.

- **Student Association and Student Engagement** - Introduced learners to the wider student experience, including opportunities to get involved in college life, influence decision-making through student voice activities and access peer support networks.

- **Student Funding** - Provided detailed information on financial support, funding entitlements and application processes, with additional one-to-one support available to assist learners in completing applications and uploading supporting evidence.

- **Head/Depute Head of Student Services -** Delivered a session on expectations of college life, including attendance, learner responsibilities and the Student Code of Conduct, helping learners prepare for a successful transition into further education.

8.3 The workshops offered learners an opportunity to explore the campus, meet key staff, ask questions and gain a greater understanding of the support available throughout their studies. By bringing together a range of specialist services in a welcoming and accessible format, the programme helped learners feel informed, reassured and prepared for the start of their college journey.

8.4 Feedback from Aspire colleagues and participants was positive, with the sessions contributing to a smoother transition process and helping learners feel informed, supported and prepared to begin their studies. The collaborative approach between Student Services, Aspire and other College support teams demonstrated the College's commitment to promoting inclusion, accessibility and student success from the earliest stages of the learner journey.

## 9 EQUALITIES

9.1 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 our student at the College.

## 10 RISK AND ASSURANCE

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

## 11. RECOMMENDATIONS

11.1 Members are recommended to:

- Note the ongoing activity to support the transition of ELS to Student Support;
- Note the update on number of ELS referrals and the case management numbers for AY 2026-27;
- Acknowledge the external engagement with other colleges to review learning support across the sector;
- Note the ASN Project and the planned timelines;
- Acknowledge the activity delivered during the summer to support the Refurbishment of Support Services project plan;
- Note the annual counselling and wellbeing report AY 2025-26 update;
- Acknowledge the activity and support for the LGBTQIA+ community;

- Endorse the College’s approach and development plans on introducing a MCR Mentoring Programme; and
- Note the ongoing successful partnership with Aspire through the delivery of the Supporting Successful Transitions Pre-Entry Student Support workshops.

# LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

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| **DATE** | 27 August 2027 |
| **TITLE OF REPORT** | Vice Principal Strategic Overview: 2025-26 & 2026-27 |
| **REFERENCE** | Agenda item 10 |
| **AUTHOR AND CONTACT DETAILS** | Shona Pettigrew<br>shona.pettigrew@slc.ac.uk |
| **PURPOSE:** | To provide members with a strategic overview of progress within the Student Experience and Innovation portfolio during 2025-26 and to outline key priorities and planned developments for academic session 2026-27. |
| **KEY RECOMMENDATIONS /DECISIONS:** | Members are recommended to:<br>• Note the progress made during the foundational phase of portfolio development during 2025-26;<br>• Endorse the strategic priorities identified for 2026-27;<br>• Note the alignment of proposed activity with College strategic objectives, TQEF principles and Scottish Government priorities; and<br>• Consider the opportunities and risks associated with implementation. |
| **RISK** | • Failure to fully embed quality assurance and enhancement processes may impact consistency of student experience and outcomes;<br>• Failure to effectively utilise learner, stakeholder and employer insight may reduce responsiveness to local and national skills needs;<br>• Failure to develop effective tertiary partnerships may limit progression opportunities for learners; and<br>• Failure to utilise data effectively may impact timely decision making and continuous improvement. |
| **RELEVANT STRATEGIC AIM:** | • Student Experience<br>• Culture and People Development<br>• Growth and Innovation<br>• Sustainability |
| **SUMMARY OF REPORT:** | This report provides a strategic overview of progress across the Student Experience and Innovation portfolio and outlines priorities for 2026-27. Following a foundational year focused on establishing leadership, structures and processes aligned to TQEF principles, the focus now shifts to embedding quality enhancement, strengthening student voice, developing learner pathways, enhancing employer engagement, demonstrating social value and supporting data-informed decision making. |

## 1. INTRODUCTION

1.1 This report provides a strategic overview of progress across the Student Experience and Innovation portfolio and complements the more detailed reports presented separately on Student Experience, Curriculum, Quality and Learning and Teaching Innovation.

1.2 The report focuses on portfolio-wide developments, strategic themes and the future direction of activity designed to support learner success, institutional effectiveness and alignment with regional and national priorities.

## 2. REFLECTION ON 2025-26: A FOUNDATIONAL YEAR

2.1 The 2025-26 academic year represented a significant period of transition and development for the College.

2.2 A key priority during the year was establishing the leadership, structures, systems and processes necessary to support a more integrated approach to learning, teaching and the student experience. Significant investment was made in recruiting key staff into newly developed roles and creating clearer accountability across curriculum, quality and student experience functions.

2.3 Alongside structural developments, new operational processes were introduced to strengthen collaboration between teams, improve communication, enhance responsiveness to learner needs and support more effective decision making.

2.4 A particular focus was placed on aligning developments with the principles of Scotland's Tertiary Quality Enhancement Framework (TQEF), creating a culture where enhancement, reflection, evidence-informed practice and continuous improvement sit at the heart of decision making.

2.5 As a result, the College enters 2026-27 with a fully established leadership team, strengthened governance arrangements, improved reporting mechanisms and a more coherent framework for delivering strategic priorities.

2.6 The emphasis now shifts from implementation of structures to evidencing impact and continuous enhancement.

## 3. STRATEGIC CONTEXT FOR 2026-27

3.1 The priorities outlined within this report align closely with:

- The South Lanarkshire College Strategic Plan;
- Scottish Government priorities for post-school education and skills;
- The Purpose and Principles for Post-School Education, Research and Skills;
- The National Strategy for Economic Transformation;
- Scotland's Careers Strategy;
- The Tertiary Quality Enhancement Framework; and
- Outcomes associated with widening access, community wealth building, poverty reduction and inclusive economic growth.

3.2 Collectively, these national priorities place increasing emphasis on learner-centred provision, equitable access, skills development, employer engagement, regional collaboration, evidence-based improvement and clear pathways into employment and further study.

3.3 The College is well positioned to contribute positively to these ambitions through the work outlined below.

## 4. STRATEGIC PRIORITIES FOR 2026-27

### 4.1 Embedding a Culture of Quality Assurance and Enhancement

4.1.1 With revised structures now in place, a key focus for 2026-27 will be the full embedding of quality assurance and quality enhancement processes across all areas of the College.

4.1.2 Priority will be given to ensuring that quality is understood not as a compliance exercise but as a shared responsibility that supports continuous improvement and enhanced learner outcomes.

4.1.3 Activity will focus on:

- Embedding revised quality frameworks and processes;
- Strengthening self-evaluation and action planning;
- Increasing stakeholder ownership of quality processes;
- Enhancing the use of evidence to inform improvement activity; and
- Ensuring greater alignment between quality, curriculum and student experience functions.

4.1.4 Success will be measured through improved consistency, stronger engagement with enhancement activity and demonstrable improvements in learner outcomes and experience.

### 4.2 Strengthening Student Voice and Learner Engagement

4.2.1 A central priority for the year ahead is ensuring that student voice is embedded throughout all stages of service and curriculum design, delivery and evaluation.

4.2.2 While effective mechanisms already exist, the next phase of development will focus on moving beyond consultation towards genuine partnership with learners.

4.2.3 Key developments will include:

- Strengthening learner representation structures;
- Increasing opportunities for co-creation and co-design;
- Embedding learner feedback within quality processes;
- Enhancing the visibility of actions taken as a result of student feedback; and
- Developing stronger links between student experience, curriculum planning and service evaluation.

4.2.4 This work will support the College's commitment to learner-centred practice and continuous improvement.

## 4.3 Developing Strategic Partnerships and Learner Pathways

4.3.1 The College will continue to strengthen relationships with Local Economic Partnership stakeholders, universities, colleges, innovation centres and other regional partners to create clearer progression opportunities for learners.

4.3.2 Particular emphasis will be placed on:

- Developing more robust articulation agreements;
- Expanding progression pathways into higher education;
- Strengthening collaboration with tertiary partners;
- Enhancing learner awareness of future opportunities; and
- Improving careers education and progression support.

4.3.3 The objective is to ensure that learners experience seamless pathways into further study, apprenticeships and employment while supporting regional and national skills priorities.

4.3.4 This priority will build on the partnerships developed with the University of Strathclyde, Glasgow School of Art and five other City Region Colleges throughout 2025-26.

## 4.4 Delivering a Personalised Learner Journey

4.4.1 An important strategic ambition for 2026-27 is the transition towards a more personalised learner journey that places individual skills, aspirations and development needs at the centre of recruitment, admissions and learner support processes.

4.4.2 Skillsminer will play a central role within this approach and will become increasingly embedded within:

- The College website;
- Recruitment activity;
- Admissions processes;
- Induction and onboarding;
- Personal learning support planning; and
- Ongoing learner review processes.

4.4.3 The intention is to create a more tailored learner experience whilst providing meaningful measures of progress and "distance travelled" throughout an individual's learning journey.

## 4.5 Strengthening Employer Engagement and Curriculum Co-Design

4.5.1 A further strategic priority is the closer alignment of Business Innovation and Development activity with curriculum planning and delivery.

4.5.2 This will involve a significant enhancement of employer engagement activity, ensuring that curriculum development is increasingly informed by labour market intelligence, employer demand and emerging skills priorities.

4.5.3 Areas of focus include:

- Employer involvement in curriculum design and review;
- Enhanced engagement with regional employers;
- Expansion of work-based learning opportunities;
- Co-design of micro-credentials designed to support industry innovation;
- Closer alignment of alternative funding activity with curriculum priorities; and
- Increased responsiveness to emerging skills requirements.

4.5.4 This approach will support both learner employability and regional economic development.

**4.6 Embedding a Social Value Framework**

4.6.1 The College has taken an important step towards understanding and articulating its wider impact through investment in the Social Value Engine platform.

4.6.2 This development presents an opportunity to move beyond traditional measures of success and demonstrate how College activity contributes to wider social, economic and environmental outcomes.

4.6.3 During 2026-27 the focus will be on:

- Establishing baseline social value measures;
- Understanding the impact of key initiatives;
- Quantifying outcomes for learners, employers and communities;
- Supporting evaluation of programmes such as RISE and FWDF; and
- Strengthening evidence for funding and partnership opportunities.

4.6.4 This work will enable the College to better demonstrate its contribution to communities, regional growth and social prosperity.

**4.7 Delivering a Data-Informed Culture**

4.7.1 Underpinning all strategic priorities will be a continued focus on data-informed decision making.

4.7.2 Significant progress has been made in strengthening reporting capability through enhanced Power BI infrastructure and improved data governance processes.

4.7.3 During 2026-27 activity will focus on:

- Expanding strategic performance dashboards;
- Improving access to timely management information;
- Strengthening predictive and trend analysis;
- Enhancing monitoring of learner outcomes and service performance; and
- Supporting evidence-based decision making at operational and strategic levels.

4.7.4 The objective is to ensure that decisions are consistently informed by robust evidence, allowing resources and interventions to be targeted where they will have greatest impact.

## 5. PERFORMANCE MEASUREMENT AND FUTURE REPORTING

5.1 As this report relates to activity undertaken during 2025-26 and priorities for 2026-27, a number of outcome measures and sector performance indicators for 2025-26 are not yet fully available. A follow-up report will therefore be presented through the next committee reporting cycle to provide:

- A detailed evaluation of portfolio performance and achievements during 2025-26;
- Analysis of learner, quality, progression and stakeholder outcomes where data has become available;
- A refined performance framework and success measures for 2026-27 priorities;
- Progress against strategic objectives and planned developments; and
- An updated assessment of strategic risks, mitigations and emerging opportunities.

5.2 This phased approach will enable the Committee to consider both the strategic direction of the portfolio and, at the appropriate point in the academic cycle, the evidence of impact and associated performance measures.

## 6. CONCLUSION

6.1 The 2025-26 academic year established many of the foundations required to support long-term transformation across the Student Experience and Innovation portfolio.

6.2 With structures, leadership and systems now in place, 2026-27 presents an opportunity to focus on embedding practice, evidencing impact and delivering tangible benefits for learners, employers and communities.

6.3 The priorities outlined within this report are designed to strengthen quality, enhance the learner experience, improve progression opportunities, increase employer engagement, demonstrate social value and support a culture of evidence-based decision making. Collectively, these activities will further the College's strategic ambitions while contributing to wider Scottish Government priorities for skills, inclusion and economic growth.

## 7. EQUALITIES

7.1 The strategic priorities outlined within this report are intended to positively support the College's commitment to equality, diversity and inclusion.

7.2 Particular emphasis will be placed on ensuring that student voice mechanisms, learner pathway development, admissions processes and support services are accessible, inclusive and responsive to the needs of all learners, including those with protected characteristics, those from areas of socio-economic disadvantage and those groups under review through the ILQR process.

7.3 The implementation of Skillsminer, enhanced learner support planning, strengthened articulation pathways and improved stakeholder engagement are expected to further promote equitable access, participation, progression and successful outcomes for all learners.

## 8. RISK AND ASSURANCE

8.1 The successful delivery of the priorities outlined within this report is dependent upon continued stakeholder engagement, effective change management and the robust implementation of agreed processes and systems.

8.2 Key risks include:

- Failure to fully embed quality assurance and enhancement processes may impact consistency of student experience and outcomes;
- Failure to effectively utilise learner, stakeholder and employer insight may reduce responsiveness to local and national skills needs;
- Failure to develop effective tertiary partnerships may limit progression opportunities for learners; and
- Failure to utilise data effectively may impact timely decision making and continuous improvement.

## 9. RECOMMENDATIONS

9.1 Members are recommended to:

- Note the progress achieved during the foundational phase of portfolio development during 2025-26.
- Endorse the strategic priorities identified for 2026-27.
- Note the alignment with College and national priorities.
- Consider and note the planned approach to measuring impact and progress during the forthcoming academic year.

**LEARNING, TEACHING AND STUDENT EXPERIENCE (LTSE) COMMITTEE**

| | |
|---|---|
| **DATE:** | 27 August 2026 |
| **TITLE OF REPORT:** | Marketing and Communications update |
| **REFERENCE** | Agenda Item 11 |
| **AUTHOR AND CONTACT DETAILS** | Marie King, Marketing and Comms Manager<br>Marie.King@slc.ac.uk<br><br>Grant Costello, Interim Marketing and Comms Manager<br>Grant.Costello@slc.ac.uk<br><br>Rose Harkness, Head of Student Services<br>Rose.Harkness@slc.ac.uk |
| **PURPOSE:** | To provide the Board with a summary of marketing, communications and student recruitment activities that have taken place over the past few months. |
| **KEY RECOMMENDATIONS/ DECISIONS:** | Members are asked to note:<br>• The ongoing success of the College's 26-27 recruitment campaign.<br>• The strong attendance and outcome of the May Open Evening.<br>• Delivery of student and College-focused events, and partnership working goals. |
| **RISKS** | • Negative press stories remain a risk. |
| **RELEVANT STRATEGIC AIM:** | • Successful Students.<br>• The Highest Quality Education and Support.<br>• Sustainable Behaviours. |
| **SUMMARY OF REPORT:** | This paper highlights solid application stats, strong engagement through events and digital channels, positive media coverage, and continued progress on branding and website improvements. Recruitment remains the primary focus, alongside enhancing the College's reputation and digital presence. |

## 1 INTRODUCTION

1.1 This report provides an overview of marketing and communications activity from the start of May until early-August 2026. During this three-month period the August recruitment campaign and laterally, Final Places message has remained a key priority.

1.2 There have been a range of activities, events, campaigns, and projects taking place during this period, which are highlighted below.

## 2 REPORT HIGHLIGHTS

2.1 Highlights over the past three months include:

- Ongoing success of the August 26-27 recruitment campaign;
- Activity to leverage the College's status as the Top Performing FE College;
- 107 attendees at the Open Evening on 19 May 2026;
- Focus on supporting Principalship with partnership working goals and political engagement; and
- The continued roll out of the brand.

## 3 AUGUST RECRUITMENT STATS

3.1 To date (12.8.26), the College has received a total of 4928 applications for August 2026 courses. Student recruitment figures are positive and remain consistent with this time last year. Based on a recruitment target of 1782, 1952 offers have been made (110% of target) with 1685 accepted unconditional or conditional places. Total applications are divided into full-time and part-time programs, with 4216 for full-time courses and 712 for part-time courses.

3.2 To support recruitment targets, digital campaigns are regularly reviewed, alongside website content, which are updated as necessary to drive enquiries and applications across the suite of courses available.

## 4 EVENTS

4.1 The Open Evening on 19 May saw a total of 107 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. Eleven applications were submitted on the night, with many more coming in overnight. Twenty-five visitor feedback forms were also completed, with lots of positive comments about the event. Many visitors also enjoyed tours of the facilities with support from the Student Services team.

4.2 Following discussions with Student Services and CQMs, a review is taking place, including data from feedback forms, of the College's current Open Evening process.

*Table 1: Overview of 25-26 Open Evenings and planned Open Evenings for 26-27*

| OPEN EVENING DATE | NUMBERS | NOTE |
|---|---|---|
| **Thursday 21 August 2025**<br><br>Open Evening for final August places | 146 Attendees | A well-attended Open Evening with a focus on filling final August places. |

| | | |
|---|---|---|
| **Tuesday 25 November 2025**<br><br>Open Evening for Winter Recruitment | 167 Attendees | Strong Open Evening turnout with a focus on students seeking January starts. |
| **Tuesday 13 January 2026**<br><br>Open Evening for final Winter Recruitment | 214 Attendees | An extremely well attended Open Evening, although many attendees were also interested in our August course launch which had not yet occurred. |
| **Tuesday 10 March 2026**<br><br>Open Evening for August 26-27 starts | 101 Attendees<br><br>12 apps on the night<br>25 apps overnight | A well-attended Open Evening. It was great to have Admissions staff on hand to deal with applications. |
| **Proposed 26-27 dates:**<br><br>Tuesday 24 November 2026<br><br>Thursday 21 January 2027<br><br>Tuesday 9 March 2027<br><br>Tuesday 18 May 2027 | | |

4.3 The FE Student Celebration of Success Event took place on 9, 10 and 11 June. Building on the success of the annual Graduation for HE students, this was an opportunity for FE students across all curriculum areas to celebrate their journey with the College. Across six ceremonies, each student was presented with a certificate surrounded by their peers, friends, and family. There are plans to make this an annual end of year event.

4.4 On 18 June, the College hosted a Modern Apprenticeship Business Breakfast. The event was for employers who are considering taking on an apprentice. Future planned events include are listed below.

*4.5 Table 2: Upcoming 26-27 events*

| EVENT DATE | TARGET MARKET | PURPOSE |
|---|---|---|
| **20 August 2026**<br><br>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 2026. |

| | | |
|---|---|---|
| **15-17 September 2026**<br><br>Freshers' Week | New SLC students | Week of events providing a warm welcome to the SLC community for new students. |
| **20 October 2026**<br><br>Volunteering Event | New SLC students | Showcase event hosted by charities and third sector contacts – opportunity to sign explore volunteering opportunities. |
| **STEM**<br><br>TBC (potentially before October week) | | |
| **4 November 2026**<br><br>UCAS Event | SLC students | Showcase event from universities – providing info study progression opportunities. |
| **10 November 2026 at Hamilton Town House**<br><br>Graduation Class of 2026 | Graduands, friends and families | To celebrate graduate success. |

## 5 CAMPAIGN ACTIVITY

5.1 The following activity has taken place to support the College's August multi-channel recruitment campaign incorporating digital advertising across social media and Google, outdoor print, radio advertising, and event support.

5.2 Update of the main billboard in East Kilbride to support the College's status as the Top Performing FE College and tie in with Scotland playing in the FIFA World Cup.

5.3 Digital marketing campaigns across all key SLC social media channels and Google aimed at raising brand awareness, attracting new students, and converting warm prospects.

5.4 Direct communications with SDS careers advisors, schools, DYW and JCP on current available courses and possible application routes.

5.5 Open Evening (19 May), and various Webinars for Childcare, Social Work and Social Services Webinar.

5.6 Capital Radio advertising focusing on August recruitment with a call to action for the Open Evening(s).

5.7 Advertising in the Commonwealth Games All Events programme incorporating the message of *Keeping students on track to success since 1948* and

5.8 Banners and digital screens updated to support the College's key messages around campus and East Kilbride.

## 6 DIGITAL AND WEBSITE IMPROVEMENTS

6.1 As part of the plans for refreshing the website, some tweaks were made to the site via a Browse by Career section. Moving forward, this will be expanded with the launch of a Not Sure? campaign and unique landing page. The purpose of which is to encourage potential students, who do not wish to complete the application form, to complete the contact form and receive guidance on the best course options available to them.

6.2 To secure a higher click through via one clear Call To Action (CTA), the website is being reviewed so lesser viewed content can be removed and more frequently viewed content is repurposed and optimised.

6.3 There are plans to introduce website software that assists with web accessibility, accuracy, and user experience. This is the first step towards fully scoping out what is required to improve the website, promote the College and enhance the user experience.

6.4 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 SLC BRAND AND TOOLKIT

7.1 As part of a wider project, the current suite of branded items in the marketing toolkit are being reviewed. These will be updated alongside the creation of a SLC Toolkit for College use. This will function as one stop shop for the SLC brand with easy access to items such as word and PowerPoint templates, and support around using newly created suite of items, while adhering to brand guidelines.

7.2 An ongoing focus is to review and update messaging on all large digital screens throughout the College to standardise both operational information/instructions and key messaging.

## 8 GRADUATION

8.1 The next Graduation date is planned for Tuesday 10 November 2026 at Hamilton Town House.

## 9 STAKEHOLDER ENGAGEMENT

9.1 The College has developed a new partnership with the East Kilbride Rugby Club (EKRFC), following on from successful interactions with EKRFC during the College's CLIC Project. The new partnership agreement between the College and EKRFC focuses on the delivery of workshops by SLC counselling staff and students to promote positive mental health, wellbeing, and resilience amongst players both on and off the pitch.

9.2 Alongside colleagues from the Construction Crafts curriculum, the Marketing and Communications team supported in the delivery of a successful Trades Day at the College sponsored by Howdens. The initial pilot trade day was a success, and the team will continue to work to maintain and build the positive College-business relationship with Howdens to enable the curriculum teams to deliver similar events over the next 12-month period.

9.3 The Marketing and Communications team has continued to build on and support the College's growing partnership with Kilbryde Hospice, both by participating in the hospice's re-branding working group and press coverage of the College donation of an award-winning garden design to the hospice.

9.4 The College participated in Colleges Scotland's *'Pass the Ball for Scotland'* campaign, marking the Scotland's men's team's participation at the World Cup. The Marketing and Communications team used the collaboration to highlight a student success story, former SLC student Rebecca Henderson's thriving *Cakes By Rebecca* business, to promote the College while building links with Colleges Scotland.

9.5 The Marketing and Communications team continues to provide support to the College Principalship on all aspects of stakeholder engagement, with planned engagement events with Scottish Government Minister aimed to be held across the next 3-month period on the return of Holyrood's summer recess and of students to the College.

## 10 STAFF COMMUNICATION

10.1 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.

## 11 IN THE PRESS

11.1 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 combat any potential negative press.

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

- South Lanarkshire College named best performing in Scotland again (3 June)
- College's billboard campaign cheers on World Cup team (11 June)

- It's thyme to shine for SLC Horticulture students (29 June)

11.2 There has been no negative press at a local or national level since the previous committee meeting.

## 12 SOCIAL MEDIA

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

- Facebook – the Facebook page has had over 694K views. Reels have performed exceptionally well with over 45K (3 second views) and over 1.3K (1-minute views). While overall views are down which can be attributed to a pause on paid digital campaigns, reels are performing over 250% higher than the last three months. The platform gained 112 new followers.
- Instagram – the Instagram account has had over 294K views. The number of followers has increased by 20.
- Twitter (X) – access to any free analytics on this platform has now changed so we can only report on followers, which is now 3303. While content is still posted on X, content is prioritised across the other SLC social platforms.
- Linkedin – there have been over 33K impressions and 137 new followers.
- TikTok – we have 858 followers and 2260 likes.

12.2 Engagement continues to be consistently high across all platforms, driven by a variety of engaging content. Top performing organic posts include the FE Celebration – Come on Scotland! (SLC is cheering you on) videos, student success stories, and course specific posts to promote areas such as Beauty Therapy and HNC Childhood Practice.

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

## 13 AWARDS

13.1 Six award entries were submitted for the next College Development Network (CDN) Awards 2026 – the shortlist is expected in September.

13.2 Three award entries were submitted for the Chartered Governance Institute UK & Ireland (CGIUKI) Awards 202 - the shortlist is expected in September.

## 14. MARKET RESEARCH, DATA ANALYSIS AND MEASURING IMPACT

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

14.2 The marketing and communications budget is split across some key areas including student recruitment, events, brand development, and/or awareness and ongoing digital improvements. Currently the budget is split approximately as follows - student recruitment (75%), events including Graduation (12%), brand (6.5%) and digital improvements (6.5%).

14.3 Investment versus success is measured using a range of performance tools rather than one single metric. This includes performance metrics across digital campaigns via Google and social media analytics where we can clearly see ROI. Performance is also measured through content engagement, stakeholder engagement, attendance at events, enquiries, applications (Power Bi), and press coverage.

## 15 MARKETING AND COMMUNICATIONS RECRUITMENT

15.1 The Marketing and Communications team structure is being reviewed to ensure the team is fully equipped to build on its current successes. This will help identify opportunities to further strengthen skills, enhance capacity, and maximise the positive impact of marketing and communications activity across the College.

## 16 KEY PRIORITIES

16.1 Some key priorities over the next 3 months include:

- Successful completion of the August recruitment and clearing campaigns and the launch of the Not Sure recruitment campaign;
- Delivery of the Sky AdSmart TV campaign in August and November;
- An overhaul of the Business & Training section of the website to support activity in the Business Innovation team;
- Strengthening relationships with local secondary schools to increase student recruitment, improve progression routes, and promote the College as the destination of choice for further education;
- Continued delivery of internal and external communications to highlight good news stories to stakeholders;
- Continued engagement with curriculum teams; and
- Website project planning starting with the introduction of website software that assists with web accessibility, accuracy and user experience.

## 14 RISK

14.1 That there is further negative press due to the historic governance enquiry.
14.2 That the College does not achieve recruitment targets.
14.3 That there are challenges owing to difficult financial circumstances within the sector.

## 15 EQUALITIES

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

## 16 RECOMMENDATIONS

- Members are recommended to note:
- The successful completion of the August recruitment activity;
- The success of the Open Evening(s);
- The effectiveness of social media/digital strategies; and
- The continued delivery of strategic marketing and comms activity noted in this paper.


# Self-Evaluation and Action Plan Thematic Report 2026

Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

**SFC CORPORATE PUBLICATION**

**REFERENCE:** SFC/CP/07/2026

**ISSUE DATE:** 03/08/2026

# Self-Evaluation and Action Plan Thematic Report 2026

Issue Date: 3 August 2026

Reference: SFC/CP/07/2026

Summary: Purpose of this publication is to present to the sector a thematic summary of the SEAP submissions for 2024–25, submitted in December 2025.

FAO: Principals and directors, Quality managers and practitioners of Scotland's colleges and universities, Quality Assurance Agency (QAA), College Development Network (CDN), student partnerships in quality Scotland (sparqs), Scottish Credit and Qualifications Framework Partnership (SCQFP) and the general public.

Further Information: **EMAIL**: quality@sfc.ac.uk

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## Introduction and context

1. Institutional Self-Evaluation and Action Plans (SEAPs) are an important output of the internal quality assurance and enhancement activity that all institutions undertake. They are designed to enable institutions to report on these activities both internally and externally. Externally, the SEAPs form part of two of the key delivery mechanisms of Scotland's Tertiary Quality Enhancement Framework (TQEF) i.e. the annual quality engagements (AQE) with the Scottish Funding Council (SFC) and the institutional liaison meetings (ILMs) with the Quality Assurance Agency (QAA). They are also used to contribute to the evidence base for and action planning as a result of, the Tertiary Quality Enhancement Review (TQER).

2. The SEAP is one part of the evidence that will be used by SFC to evaluate and assure the "High Quality Learning and Teaching" outcome of the Outcomes Framework and Assurance Model (OFAM), and the annual quality engagement informs the monitoring thereof. These meetings serve the dual purpose of meeting the requirements of the TQEF and are also one of the quarterly engagements undertaken as part of the OFAM engagements. The SEAP also contributes to the monitoring of Student Interests Access and Success outcome of the OFAM.

3. Institutions are not required to submit a SEAP in those years of the review cycle where they undergo a TQER. In those years colleges and universities will instead submit a Strategic Impact Analysis (SIA) to the QAA focusing on self-evaluation against the principles of the TQEF. In using these underpinning principles, the SIA complements the approach taken in the development of the SEAP and is intended to support institutions to reflect on their effectiveness.

4. For those institutions undergoing a TQER and so submitting a SIA to the QAA, SFC will gain assurance on quality for that year from the external review itself and from SFC's ongoing review of annual student data submissions and other routine monitoring information (e.g., student satisfaction surveys).

5. The SEAP guidance is based on the principles of the TQEF. In 2025, the guidance was refreshed to address feedback from the first year of the process and can be found within the SFC Guidance on Quality for Colleges and Universities. Guidance on the drafting of the SIA can be found in Annex D of the TQER Guide for Institutions, produced by QAA.

## SFC SEAP Review Process

6. The 2024-25 SEAPs were submitted to the Scottish Funding Council on the 2 December 2026. In total, 35 SEAPs were received, 21 from colleges (including UHI academic partners) and 14 from universities (including UHI and SRUC). Eight institutions are undergoing Tertiary Quality Enhancement Review (TQER) in 2025-26 and were not required to submit SEAPs.

7. The SEAPs were shared with the QAA. Within SFC, the SEAPs were reviewed by the relevant institutional OM and a member of the Student Interests, Access and Quality (SIAQ) Team. Each SEAP is read and reviewed by at least four staff across SFC and QAA.

8. Feedback from all reviewers was collated, discussed and used to inform the preparations for the individual annual quality engagement meetings that OMs undertook with their respective institutions.

9. As outlined in the guidance, during the annual quality engagements the focus is mainly on the institutional data highlighted in the SEAP and the provision of feedback on the completion of the SEAP.

10. This thematic review has been prepared by SFC staff drawing on the outputs of the individual review of the SEAPs, internal discussions and the engagement with QAA. Copilot, SFC's secure artificial intelligence application, was used only as a supporting aid to help organise and cross-check the key themes across the source material. The analysis, interpretation and judgements in this report remain those of SFC staff and all content has been reviewed and validated through established staff-led processes. The use of Copilot has enabled us to interrogate the source material in more detail and while the outputs of this activity have not been used verbatim, they have been used to augment the report, including being able to include more specific actions and activities that are included in institutional plans.

## General feedback on the completion of the SEAPs

11. All institutions are to be thanked for their efforts in preparing and submitting their SEAPs reflecting on the 2024-25 academic year. It is clear that in most cases, the feedback provided in 2025 has informed the submissions, with many reports including less detail of standard processes and instead focusing on in-year progress and developments.

12. During the review and discussion of the SEAPs some concerns were raised about how clearly the purpose of the SEAP is understood. This often arose because of the highly polished presentation of some SEAPs, focusing heavily on strengths, rather than providing a balanced account identifying what institutions are doing well and where further improvement is needed. Ideally SEAPs should be practical working documents designed for internal use not for an external audience, with institutions demonstrating the thread of improvement from one year to the next through self-evaluation and progress updates relating to the actions identified.

13. The signalling of progress against actions identified in the previous year's SEAP was inconsistent. In some reports it was clear from the narrative where progress had been made while in others, updates had been made to the action plan which gave a similar indication. However, in some instances it was not clear why actions had been removed from the action plan and whether this was because they were complete or if it was because they were no longer of strategic importance. Institutions should give a clear indication either through the narrative or in the action plan, where actions from the previous year have been completed, deprioritised (with a rationale) or are still in progress.

14. In most reports the actions identified clearly linked to the self-evaluation narrative, but we would encourage institutions to review their action plans and actions to ensure that they are specific, measurable, achievable and clearly time-bound so that they can be effectively updated and progress reported on an annual basis. We do not expect all actions to be achieved in a single year; however, we do expect that the majority of actions will have an end date at which progress can be reviewed and impact and outcomes reported.

## Themes arising organised according to the principles

### Principle 1: Excellence in learning, teaching and assessment

15. In many SEAPs, the “Excellence in Learning, Teaching and Assessment” principle includes the most detail with many institutions once again highlighting a focus on curriculum review linked to the labour market and employer needs, showcasing portfolio planning activity and highlighting strong employer/industry partnership in shaping the curriculum. This focus on curriculum review could be strengthened through clearer evaluation of the impact and outcomes of changes to the curriculum.

16. It was noted that some institutions were at an early stage of implementing new strategies and initiatives, and the evaluation of the outcomes and impact of these changes will need to be considered and included in future iterations of the SEAP. Similarly, while there is a clear focus on professional development, it is at times difficult to assess overall engagement with, and impact of, these activities due to a lack of quantitative and qualitative evaluation.

**Good practice**

17. **Externality:** the impact of externality and the role of External Examiners and External Verifiers across both colleges and universities was evidenced throughout the SEAPs, with clear examples of how institutions utilise external expertise to inform their academic standards and align learning outcomes, assessment practice and professional standards. This could in some instances be enhanced by further mention of the themes arising from these activities. It is known that reports from these activities are a rich source of evidence of aspects of Learning, Teaching and Assessment that are going well or where further focus might be required.

18. **Digital infrastructure**: a number of institutions highlighted significant investment in digital infrastructure and blended learning spaces, including Artificial Intelligence (AI) and Virtual Reality (VR) technology and development of their Virtual Learning Environments (VLE). There was also a focus on institutions developing clear advice and guidance on the use of AI. This was coupled with evidence of positive student feedback on these developments and improvements in their accessibility.

19. **Staff development**: continues to be a strong theme in SEAPs with most institutions citing extensive examples of this, including structured CPD frameworks and teaching qualifications with reference to Advance HE routes and Post Graduate Certificates.

20. There were also several examples of the development of communities of practice and peer-learning opportunities, with targeted training around AI, digital skills and inclusive practice highlighted. Similarly, there was mention of the development of peer review models and observation approaches in some institutions.

21. **Currency of learning and teaching**: many institutions highlighted examples of how they maintain the currency of learning and teaching, citing examples of the integration of industry practice and employability skills and ensuring that consideration is given to emerging priorities like AI, digital advancements and sustainability in the curriculum. Innovations in the use of AI and digital spaces were mentioned alongside changes to assessment design and developments in work based and applied learning.

**Areas of enhancement**

22. **Curriculum planning, review and transformation:** as noted above, there continues to be a focus on curriculum planning and review, with many institutions identifying curriculum development and review as a central means of improving student outcomes, institutional agility and employability. A review of the action plans identified some commonality among the actions being taken including:

    - Developing curriculum frameworks, curriculum transformation projects or curriculum planning cycles.
    - Reviewing curriculum portfolios, programme viability and programme performance alongside reviews of approval, amendment and validation processes.
    - Aligning curriculum with labour market intelligence, regional skills needs, employer demand and institutional strategy.
    - Developing progression pathways, introducing new courses and /or introducing more flexible delivery models or work-integrated learning provision.
    - Embedding sustainability, employability, meta-skills, digital skills and inclusive practice into curriculum design.

23. **Governance and strategy:** several institutions provided evidence of a clear focus on further developing or adapting governance structures and increasing engagement with senior leadership. A significant number of actions focus on improving structures, accountability and alignment between strategy, quality and delivery. Common examples include:

    - Reviewing governance structures, terms of reference, committee remits and reporting lines, ensuring that student and staff representation is embedded within governance and clarifying roles, responsibilities and ownership of enhancement activity.
    - Aligning strategies with operational plans, curriculum plans, quality frameworks and SEAP reporting and developing action plans, monitoring arrangements and quarterly reporting.

- Improving communication of strategy, governance processes and decision-making routes.

24. **Assessment and feedback:** in addition to a number of actions that support staff development in learning, teaching and assessment, actions to maintain academic standards and integrity and improve assessment and feedback are also included in multiple institutional action plans. These include themes around:

    - Reviewing assessment and feedback policies and principles, trackers and turnaround expectations, with a view to improving consistency, timeliness and quality of assessment feedback.
    - Introducing or enhancing digital assessment platforms and online assessment and invigilation approaches, with consideration of assessment integrity and generative AI.
    - Reviewing external examiner processes, exam boards, moderation, verification and assessment governance.
    - There is also evidence of institutions undertaking revisions of a number of policies relating to assessment/extenuating/mitigating circumstances, specifically considering submission windows or self-certification to help deal with the volume of students requiring these mitigations.

25. **Digital infrastructure and pedagogy:** while there is some existing good practice in this area, it is also clearly an area for enhancement as the hardware and associated software develops and institutions respond by developing or reviewing digital strategies and digital skills plans and developing digital pedagogy and emerging technology training for staff. Some institutions highlighted examples of inconsistent use and accessibility of digital platforms with work ongoing to enhance virtual learning environment (VLE) platforms such as Moodle, Brightspace, Canvas, Blackboard or iLearn and the introduction of standardised VLE templates, accessibility tools and online learning resources.

## Principle 2: Supporting Student Success

26. Student support continues to be a strong theme within the majority of the reports with the ongoing development of holistic approaches to supporting students being mentioned. Targeted interventions to support students to stay on their chosen programmes also continues to be a strong focus.

### Good practice

27. **Student outcomes:** following feedback in the previous SEAP thematic report about the inclusion and evaluation of student outcomes, institutions responded positively by increasing their focus on this aspect of their reporting. Previously, institutions had identified actions to address retention and progression, and it was positive to note that, across a number of institutions, there was evidence of improvements in both retention and progression and some mention of improvements in positive destinations alongside strong performance against widening access targets.

28. **Proactive support**: a number of institutions highlighted initiatives to provide specific support for disabled and care -experienced students. This included embedding inclusive practice such as disability coordinators and support for students on application and during transition. In one instance an institution highlighted a fully inclusive approach to providing additional support by providing every student with an opportunity to meet with the student support team on admission, to discuss and identify possible support needs from the outset of their course.

29. **Transitions:** examples of successful transition approaches were mentioned by a number of institutions with clear evidence of well-planned and structured transition programmes in place, while some institutions highlighted further activity to redesign their transition models, including the implementation of improved pre-entry engagement and onboarding processes. This focus aligns well with one of the priority areas (i.e. Supporting transitions and exploring pathways) identified within current STEP topic, “Supporting diverse learner journeys”.

30. **Employability and skills development:** there is an ongoing focus on employability, skills development and lifelong learning, with examples of employability being integrated across curricula, through work-based learning and the embedding of meta-skills. There was also evidence of strong employer engagement models being used, such as establishing employer representative groups, mentoring, placements and internships. Further examples referenced the use of dedicated careers services and employability initiatives with evidence of some award-winning services.

31. **Complaints Handling:** following feedback about the inclusion of the complaints outcomes in the previous SEAPs, it was positive to note there was evidence of improved complaints-handling approaches and processes, with examples of feedback and complaints data being used to inform enhancement approaches. There were also instances of institutions taking a partnership approach to student concerns by collaborating with their Students’ Association to develop policy and practice, although for some, there is still some work to do to improve student awareness of complaints and concerns processes and the analysis of themes emerging.

**Areas of enhancement**

32. In some SEAPs there was limited evaluation of the impact of support for students and of professional support services. Institution-led Quality Review (ILQR) of support services needs to be considered alongside ILQR of subject provision and should include both quantitative and qualitative evaluation of support services.

33. **Student outcomes: student success, retention, attainment and progression** is one of the strongest themes across the action plans, aligning effectively with SFC's focus on the data, which is used to evaluate both the "High-Quality Learning and Teaching" outcome and the "Student Interests Access and Success" outcomes of the OFAM. Institutions frequently describe activities aimed at improving student outcomes, including:

    - Developing or implementing student success, retention or wellbeing strategies.
    - Using attendance, engagement, attainment and progression data to identify students at risk.
    - Introducing dashboards, warning systems or student support flags to enable implementation of early interventions to support students to stay on their programme of study.
    - Strengthening wellbeing, mental health, counselling, trauma-informed and compassionate support.

34. **Inclusion, equality, accessibility and widening participation:** many institutions describe actions focused on equitable outcomes, inclusive practice and reducing barriers for particular learner groups. Allied to the good practice noted, several institutions identified and acknowledged persistent gaps in attainment across a range of specific groups, with actions identified to address these gaps going forward, including (as noted previously) targeted support for care-experienced and disabled students, however in some this extended to widening participation learners, SIMD groups, minority ethnic students, mature learners, apprentices and students with protected characteristics. Examples of the types of recurring activities include:

    - Further developing equality outcome action plans, widening participation strategies and inclusion plans.
    - Reviewing disability support, personal learning support plans and alternative assessment arrangements, allied to generally improving the accessibility of learning materials.
    - Developing staff training on inclusion, accessibility, behaviour support, safeguarding and equality and embedding trauma-informed practice, compassionate and inclusive pedagogies.
    - Introducing reporting tools or campaigns around safety, respect, hate crime, safeguarding or wellbeing.

## Principle 3: Enhancement and Quality Culture

35. It was clear from the review process that a number of institutions are continuing to take steps to align their internal processes with the principles of the TQEF, including a more data/ evidence focused approach to internal analysis and reporting to support the annual SEAP submission and continuous improvement.

**Good practice**

36. **Quality culture**: there is ongoing evidence of the embedding of institution wide approaches to quality assurance, improvement and enhancement highlighting alignment between internal governance and processes and external standards including the TQEF and the UK Quality Code. There continues to be a focus on developments in the use of data to inform institutional evaluation, utilising dashboards, analytics and monitoring systems to drive improvement. While there was reference to capacity constraints impacting on progress in some institutions, there were also some very good examples of staff engagement in shared development and ownership of new approaches.

37. **Collaboration:** as with the previous submissions, institutions provided evidence of strong employer and partner collaboration across regional, national and international partnerships contributing to the enhancement of their provision. In some institutions there was evidence of an increasing focus on international collaboration in particular and expanding Transnational Education (TNE) activity. Reference was also made to global benchmarking and integrating international activity into enhancement processes and the student experience.

**Areas of enhancement**

38. **Institution-Led Quality Review (ILQR),** the Tertiary Quality Enhancement Framework (TQEF) sets an expectation that institutions manage their quality activities across all provision and support services in a way that aligns with SFC's guidance on ILQR.

39. While colleges previously undertook activities that support an institution-led approach, we recognise this is a transition of practice and as such, through the SEAPs, we considered how effectively ILQR was being developed and implemented. While it is still early days, reference to ILQR in the college SEAPs was variable with some demonstrating a clear focus on this requirement, while others are still considering how to address it.

40. **Institution-Led Quality Review of Support Services** remains an action from the last Quality Enhancement and Standards Review (QESR) for a small number of universities. Progress in these specific institutions and more widely with this aspect of ILQR, will be monitored by QAA.

41. **Scotland's Tertiary Enhancement Programme (STEP)**, details of institutional engagement with STEP was variable with some institutions including explicit reference to the STEP projects while others made brief or no reference at all to their engagement in the projects. While the nature and extent of engagement with STEP will vary depending on institutional context and capacity, institutions should consider how they share the outputs of the STEP projects internally with staff and how their engagement is presented in the SEAP.

## Principle 4: Student Engagement and Partnership

42. The "Student Engagement and Partnership" principle was the most uniform in terms of content across the SEAPs although it was notable that the focus was on representation rather than partnership.

43. There were a few excellent examples of students being involved in developing and reviewing the content of the SEAP, however in most SEAPs it was not clear what input the students had into the process. We would encourage institutions and students to consider how to build on student partnership generally as well as in the SEAP process and make this more explicit in the reports.

44. Some institutions would benefit from greater analysis of their student feedback and inclusion of the student perspective across a wider range of principles in the SEAP i.e. using some of the themes arising from the National Student Survey, Student Satisfaction and Engagement Survey or institutional surveys to illustrate strengths or identify areas for enhancement across all the principles.

**Good practice**

45. **Student representation:** across the majority of the SEAPs, there were good examples of effective and robust student representation highlighting strong formal structures, such as engagement in working groups, partnership agreements and governance frameworks. There were some references to improvements to student representative recruitment, training and induction although some institutions reported poor take-up of training opportunities and inconsistent engagement of student representatives in related activities, consequently some actions relating to student representation are included under the student partnership heading below.

46. **Student Voice:** some institutions described well developed and varied approaches to gathering student voice via the traditional surveys, but also through bespoke institutional approaches like short pulse surveys, focus groups and working groups. This widened approach to engagement saw improvements for some in the visibility of the Students' Association through their involvement too. Similarly, several institutions highlighted a variety of mechanisms to respond to student feedback including task forces and action trackers, also emphasising how they closed the feedback loop to students.

47. **Student Learning Experience model**: it was positive to see most SEAPs included reference to the use of the Student Learning Experience model, with some innovative examples of how the model is being used in practice for example using specific building blocks from the model to gather feedback about specific topics. There was some mention of the Student Partnership Ambition Statement, however this was more limited and would benefit from wider utilisation.

**Areas of enhancement**

48. **Student Partnership**: is developing well in some institutions with examples of students being involved in policy development, wellbeing initiatives, the triangulation of data, recruitment of senior staff and regulatory developments. However, in some instances there were missed opportunities to engage students as partners in ongoing developments which suggests that student partnership will continue to be an area for enhancement for some time to come. Some of the common activities associated with student engagement, representation and partnership appearing in the actions plans include:

- Reviewing or redesigning student voice and representation models and working with Students' Associations to increase student representative recruitment, visibility and training.

49. Further embedding students in governance, curriculum review, quality processes and action planning and in some instances developing or refreshing Student Partnership Agreements and/or Student Charters

## Underpinning Principles – Data and Evidence and Externality

50. Reference to externality is embedded in the headline principles so has not been referenced here.

51. The data included in the SEAP guidance is the key data that is used in the OFAM and SFC colleagues triangulate the data included in the SEAPs with the data we hold for each institution. While it is up to institutions to decide what data to include in the SEAP submission, it is best practice for data that is included, to reference the three-year trend and analysis thereof. SFC colleagues will consider the data in some detail and note if there are trends in the metrics that have not been picked up in the SEAP or aspects of the data that don't match our understanding of the institution's data. The discussion at the institutional meeting is an important opportunity to check our understanding and add any context that may have been missed in the report.

**Good practice**

52. The inclusion of data has improved in the latest submissions with a greater focus on the key metrics described in the guidance. Some institutions have included well developed analysis of the data, including trend analysis over three years and have effectively linked the analysis in the narrative to key actions in the action plan. The use of data annexes tracking the three-year trend across data sets is positive, particularly where the narrative in the main document refers to, and aligns with, the trends illustrated.

**Area for enhancement**

53. Many institutions have identified data as a mechanism for improving decision-making, monitoring impact and supporting targeted intervention, some of which has already been included in the headline principles. However, other activities commonly mentioned in the action plans relate to improving data quality, consistency and integration across systems, establishing common datasets for annual review and training staff in data interpretation, Power BI and dashboard use.

## Supporting the next SEAP submission

54. SFC is in the process of reviewing the SFC guidance on quality for colleges and universities but there is no plan to make substantive changes to the SEAP guidance. Any changes to the guidance overall will be highlighted in the introduction to the refreshed guidance.

55. CDN continues to develop and deliver Tertiary Quality Enhancement Resources including the Tertiary Self-Evaluation Toolkit in partnership with SFC, QAA, sparqs, colleges and universities and is available on the CDN LearnOnline.

56. sparqs resources provide valuable reference tools for institutions and students, key items include the Self Evaluation and Action Plan Guidance for students' associations and student officers the sparqs Student Learning Experience Model, sparqs Scotland's Ambition for Student Partnership and sparqs SEAP: Practical Guide to Student Partnership.

57. The next SEAP, reflecting on academic year 2025-26 is due for submission on the 30 November, but as this is a public holiday, the submission deadline will be **1 December**. Institutions should submit their SEAPs to SFC via quality@sfc.ac.uk

## Further information

58. If you have any queries or require any further information, please contact the Learning and Quality Team, email: quality@sfc.ac.uk

Students' Association

YOUR COLLEGE YOUR WAY

# Strategic Plan

# 2026 – 2029

## MISSION

To empower, represent and celebrate students whilst maintaining a creative, nurturing, and supportive environment.

## VISION

To be a sustainable, independent, inclusive Student Association that will enhance the student experience.

## VALUES

**Inclusion** – we embrace all students, celebrating diverse backgrounds and cultures.

**Respect** – actively listening to students and supporting them towards positive pathways.

**Integrity** – being open, honest, and transparent with students and staff.

### Student-led

Identify areas for improvement through effective relationships with staff, students and class representatives to ensure a high quality, positive learning experience

### Connected

Building connections with curriculum teams, support services, class representatives and wider stakeholders to benefit all students.

### Community

Engage with students through innovative events and activities, creating a sense of belonging and celebrate their success.

### Sustainability

Promoting sustainability and climate action awareness and practices to all students, in alignment with the SLC Way.

**South Lanarkshire College**
**Learning, Teaching and Student Experience Committee Work Plan**
**Academic Year: 26/27**

| | | August | November | February | May |
|---|---|---|---|---|---|
| **Standing Items** | Student Association Report | 2026-27 Operational Update | Freshers Fayre Review & Refreshers Planning | Refreshers Review | Student Elections |
| | | SA Constitution | Student Welcome Update | 16 Days of Activity Update | SAAS workshops |
| | | SA Strategic Plan | Class Visits and Representatives | Forthcoming Events | Forthcoming Events |
| | | Student Partnership Agreement | Forthcoming Events | Mens Mental Health Activity | Student Poverty/Cost of Living |
| | | External Engagement | Student Poverty/Cost of Living | Student Poverty/Cost of Living | 2026-27 Operational Update |
| | | Annual Calendar of Events and Activities | 2026-27 Operational Update | 2026-27 Operational Update | |
| | Curriculum Report | Final Credit Out turn 25-26 | Final enrolment numbers August 26 | Enrolments - January 27 start courses | Credits Generated 26-27 |
| | | Targets for Session 2026-27 | Credits Generated 26-27 | Credits Generated To Date 26-27 | Retention Update 26-27 |
| | | Application and Enrolments 26-27 | Early Retention 2026-27 | Operational Plan and Key Projects 26-27 | Operational Plan and Key Projects 26-27 |
| | | Operational and Enhancement Plan Key Priorities 26-27 | 27-28 Curriculum Planning | Curriculum Growth and Diversification | Curriculum Plan 27-28 |
| | | Curriculum Restructure | Operational Plan and Key Projects 26-27 | Curriculum Highlights | Curriculum Highlights |
| | | Curriculum Highlights | Curriculum Highlights | | |
| | Quality & Learning and Teaching Innovation Report | Student Voice and Course Evaluation | The SLC Quality Cycle | The SLC Quality Cycle | The SLC Quality Cycle |
| | | Course team and Curriculum Self-evaluation | Course team and Curriculum self-evaluation | Course team and Curriculum self-evaluation | Course team and Curriculum self-evaluation |
| | | ILQR - The SLC Way | Quality Audit Group & Internal Audit | Quality Audit Group | Quality Audit Group |
| | | Qualifcation Approval Activity | Qualifcation Approval Activity | Qualifcation Approval Activity | Qualifcation 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 |
| | Student Engagement and Partnership Report | Educational Learning Support Transition | Counselling and Wellbeing Team | Counselling and Wellbeing Team | Counselling and Wellbeing Team |
| | | Refurbishment of Support Services | Educational Learning Support | Educational Learning Support | Educational Learning Support |
| | | Key Stakeholder Engagement | Supporting Vulnerable Groups | Supporting Vulnerable Groups | Supporting Vulnerable Groups |
| | | Counselling Annual Report | Key Stakeholder Engagement | Key Stakeholder Engagement | Key Stakeholder Engagement |
| | **Deep Dives** | N/A | | | |
| | **Additional Papers** | Marketing and Communication Report | Vice Principal Strategic Update | Marketing and Communication Report | Vice Principal Strategic Update |
| | | Vice Principal Strategic Update August 2026 | | Vice Principal Strategic Update | |
| | | LTSE Workplan 2026-27 | | | |
| | | Student Partnership Agreement | | | |
| | | Student Association Strategic Plan | | | |
| | | Student Association Constitution | | | |
| | | Scottish Funding Council - Self-Evaluation and Action Plan Thematic Report 2026 | | | |

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|---|
| For Approval |
| For Discussion |
| For Information |

**LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE**

| | |
|---|---|
| **DATE** | 25 August 2026 |
| **TITLE OF REPORT** | 2025-2026 Quarter 4 Complaints Handling Report |
| **REFERENCE** | 17.0 |
| **AUTHOR AND CONTACT DETAILS** | Vari Anderson<br>Vari.anderson@slc.ac.uk |
| **PURPOSE:** | To provide Committee Members with an overview of the: complaints received by the College during Quarter 4 (1 May 2026 to 31 July 2026), and an update on the continuing governance of the complaints handling process. |
| **KEY RECOMMENDATIONS/ DECISIONS:** | Members are recommended to note:<br>• all complaints are logged on the College complaints handling system;<br>• the College complies with Scottish Public Service Ombudsman (SPSO) governance; |
| **RISK** | That the College does not deal with complaints within the time scales required by the SPSO resulting in a poor experience for our learners and stakeholders. |
| **RELEVANT STRATEGIC AIM:** | • The Student Experience<br>• People and Culture Development<br>• Growth and Innovation<br>• Sustainability |
| **SUMMARY OF REPORT:** | • Five complaints were received, all of which were closed within the timescales set by the SPSO.<br>• This represents an increase in complaint volumes compared with Quarter 4 of 2024/25.<br>• Lessons learned from complaints have been identified and appropriate improvement actions are being taken.<br>• Of the give complaints received, two were upheld and three were not upheld. |

# South Lanarkshire College

## Complaints Report

## Quarter 4

## 1. Introduction

**1.1** South Lanarkshire College (SLC) has adopted the Scottish Public Services Ombudsman (SPSO) Model Complaints Handing Procedure for Further Education Institutions, ensuring that all complaints are recorded, investigated, and concluded within the prescribed timescales.

**1.2** There are four mandatory Key Performance Indicators (KPIs) applicable to further education institutions, which require formal reporting. These are:

- The total number of complaints received;
- The number and percentage of complaints at each stage that were closed in full within the set timescales of five and 20 working days.
- The average time in working days for a full responses to complaints at each stage
- The outcome of complaints at each stage

**1.3** There are four complaints outcomes:

- Upheld (where the organisation is at fault)
- Not Upheld (where the organisation is not at fault)
- Partially Upheld (where some parts of the complaint are upheld and others are not) and;
- Resolved (when both the organisation and the customer agree what action (if any) will be taken to provide full and final resolution for the customer, without making a decision about whether the complaint is upheld or not upheld).

**1.4** In addition to publishing the four mandatory KPIs, the College also provides an overview on complaint trends and any actions taken to improve service delivery.

**1.5** South Lanarkshire College reports quarterly to senior management on the KPIs and analysis of the trends and outcomes of complaints. These reports are also considered at Committee level and published on the SLC website.

**1.6** An annual complaints performance report is published detailing KPIs, complaint trends and actions that have been taken or will be taken to improve services as a result.

## 2. Scottish Public Service Ombudsman (SPSO) KPIs and Mandatory Reporting Data

### 2.1 Indicator One: Total Number of Complaints Received

This indicator records the total number of complaints received. This is the sum of the number of complaints received at Stage 1 (this includes escalated complaints, as they were first received at Stage 1), and the number of complaints received directly at Stage 2.

| Complaints Received Stage 1 | Complaints Received Stage 2 | Total Number of Complaints as % of College Population (4014) |
|---|---|---|
| 5 | 0 | 0.12% |

### 2.2 Indicator Two: Number and Percentage of Complaints at each stage that were closed in full within the set timescales of five and 20 working days.

| Stage | Percentage of Complaints Closed | Number of Complaints |
|---|---|---|
| Stage 1 Complaints | 100% | 4 |
| Stage 2 Complaints | N/A | 0 |
| Complaints After Escalation | 100% | 1 |

During the reporting period, five complaints were recorded. Four complaints were considered at Stage 1 and all were closed, resulting in a 100% closure rate. No stage 2 complaints were received. One complaint was escalated to Stage 2 following the customer's dissatisfaction with the Stage 1 response, this complaint was also successfully concluded.

### 2.3 Indicator Three: The average time in working days for a full response to complaints at each stage.

| Stage | Average Time for Response |
|---|---|
| Stage 1 Complaints | 4 days |
| Stage 2 Complaints | N/A |
| Complaint After Escalation | 17 days |

The average response time for Stage 1 complaints was 4 days, indicating that complaints were addressed promptly and within a relatively short time frame. The escalated complaint took an average of 17 days to conclude due to the greater complexity and more detailed investigation required. Overall, complaint response times indicate an effective and timely complaints-handling process.

### 2.4 Indicator Four: The outcome of complaints at each stage

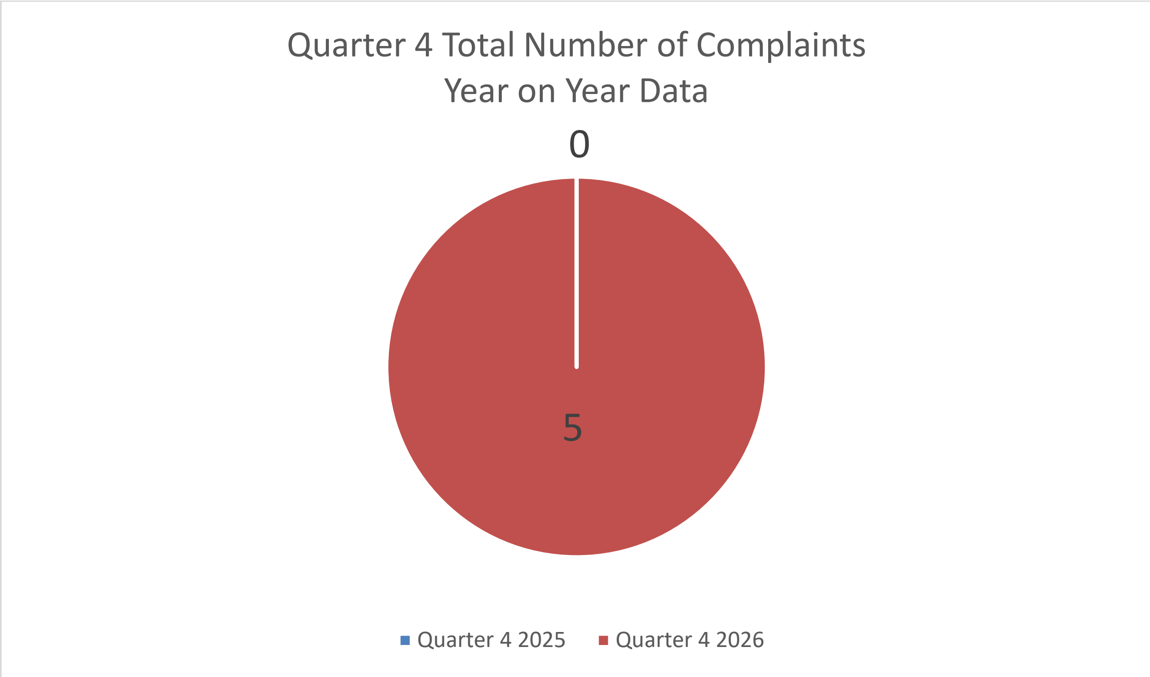
| Outcome | Stage 1 | Stage 2 | After Escalation | Total |
|---|---|---|---|---|
| Upheld | 1 | | 1 | 2 |
| Partially Upheld | | | | |
| Not Upheld | 3 | | | 3 |
| Resolved | | | | |
| Total | | | | 5 |

| Outcome | Stage 1 | Stage 2 | After Escalation |
|---|---|---|---|
| Upheld | 25% | | 100% |
| Partially Upheld | | | |
| Not Upheld | 75% | | |
| Resolved | | | |
| Total | 100% | | 100% |

Five complaints were concluded during the reporting period. Of the four complaints considered at Stage 1, one was upheld (25%) and three (75%) were not upheld. One complaint was escalated to stage 2 which was upheld following further investigation.

### 3. Trends and Lessons Learned

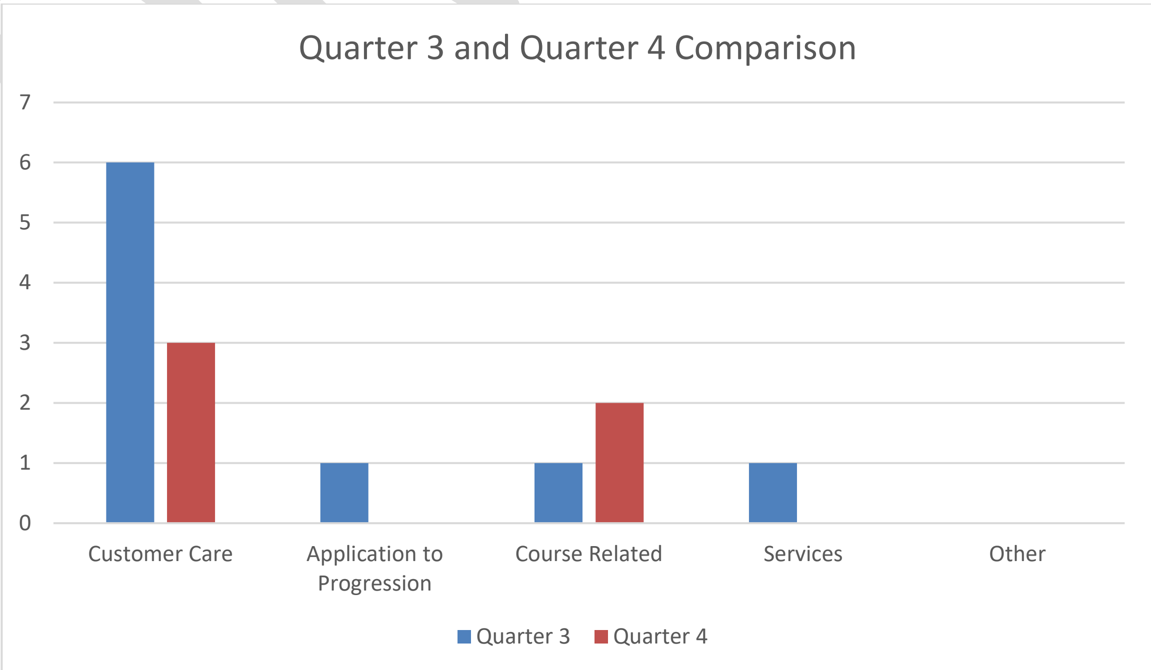
#### 3.1 Total Complaints Quarter 4 Year on Year Data




3.1.1 Five complaints were received during Quarter 4 2026, compared with no complaints during Quarter 4 2025. While this represents a year-on-year increase, complaint volumes remain low overall.

3.1.2 While no formal complaints were recorded in Quarter 4 of 2024/25, five submissions were received via the complaints inbox and were subsequently dealt with under other College policies and procedures.

#### 3.2 Complaint Category Quarter on Quarter Data



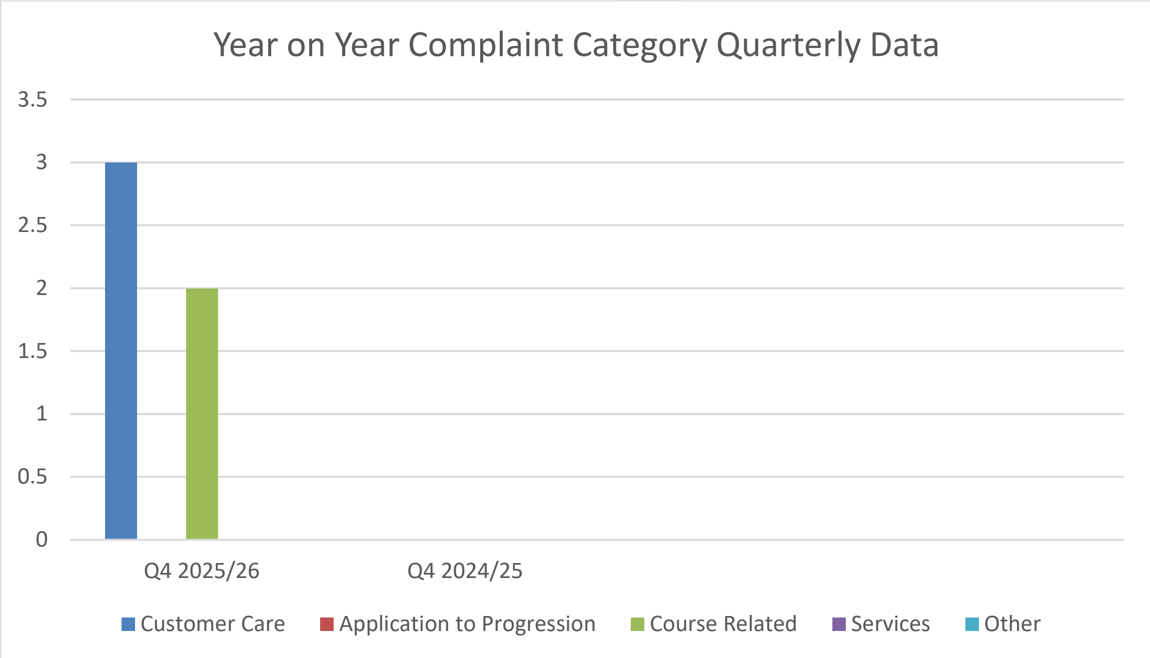
3.2.1 Total complaints fell from 9 in Quarter 3 to 5 in Quarter 4, representing at 44% decrease.

3.2.2 Customer Care complaints reduced significantly from 6 to 3 complaints. Despite the improvement, Customer Care remains the largest complaint category accounting for:

- 67% of all complaints in Quarter 3
- 60% of all complaints in Quarter 4

3.2.3 This indicates that customer interactions continue to be the primary area requiring attention. Analysis of complaint content has identified the need for a new complaint category, 'Staff Conduct', which will be implemented for the next academic year.

### 3.3 Year on Year Complaint Category Quarterly Data




3.3.1 Customer Care was the largest complaint category, comprising 60% of all complaints received. The College will continue to monitor complaint trends and themes to identify any underlying issues and support continuous improvement in service delivery.

### 3.4 Lessons Learned/Action Points

| Curriculum/Subject Area | Action |
|---|---|
| Student Fees | • **Clearer Fee Communication Process –** students will be encouraged at enrolment to seek guidance from the Student Fees Team to confirm the correct fee level for their programme. Lecturing staff will be expected to signpost students to the Student Fees Team, particularly where a learner on a PTFG structure considers taking on additional units that may increase their total fee liability beyond the full-time rate.<br>• **Central Fee Information** – the College will undertake a review of its website to ensure that tuition-fee information is transparent, |

| | |
|---|---|
| | consistent and easily accessible, supporting students to make informed decisions about course choices and likely fees. |
| Customer Care | • **Staff Conduct** – a new complaint category will be introduced for academic year 2026/27 to reflect themes identified through complaint analysis. |

**LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE**

| | |
|---|---|
| **DATE** | 25 August 2026 |
| **TITLE OF REPORT** | 2025-2026 Annual Complaints Handling Report |
| **REFERENCE** | 18.0 |
| **AUTHOR AND CONTACT DETAILS** | Vari Anderson<br>Vari.anderson@slc.ac.uk |
| **PURPOSE:** | To provide Committee Members with an overview of the 2025/26 Annual Complaints Handling Report, and an update of the continuing governance of the complaints handling process |
| **KEY RECOMMENDATIONS/ DECISIONS:** | Members are asked to:<br>• Remit the Annual Complaints Handling Report for approval to the Board of Management.<br>• Note that it must published on the College website by November 2026. |
| **RISK** | • That the College does not meet its statutory requirements to publish the report within the required SPSO time scale. |
| **RELEVANT STRATEGIC AIM:** | • The Student Experience<br>• People and Culture Development<br>• Growth and Innovation<br>• Sustainability |
| **SUMMARY OF REPORT:** | • In 2025-2026, 26 complaints were received, this is an increase of 2 (8.3%) from 2024-25.<br>• 77% (20) of complaints were handled at Stage 1, with only six complaints being considered at Stage 2.<br>• The College achieved 96% compliance with published complaint response times. One complaint was considered late in terms of the SPSO's guidance due to an extension being granted due to the complexity of the complaint.<br>• Analysis of complaint categories shows that Customer Care was the most common source of complaints, accounting for 13 of the 26 complaints received.<br>• Complaint numbers have remained stable over the past three years.<br>• A Lessons Learned and Actions to Improve plan has been created |

## 1. INTRODUCTION

1.1. This paper provides an overview the 2025-2026 Annual Complaints Handling report and the continuing governance of the complaints handling process.

## 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 time scale.

2.2 In addition, to publishing the four mandatory Key Performance Indicators, the College also provides reports on complaint trends and any actions taken to improve service delivery.

2.3 The College's Annual Complaints Handling Report for 2025-2026 must be approved and published by November 2026 to comply with statutory requirements.

2.4 In 2025-2026 academic year, 26 complaints were received, an increase of 2 complaints compared to the previous year. This represents an increase of 8.3%.

2.5 The College achieved 96% compliance with published complaint response times. One complaint was considered late in terms of the SPSO's guidance due to an extension being granted due to the complexity of the complaint.

2.6 Most of the complaints received were within the Customer Care category, which is a shift from previous year, where the majority were related to the Application to Progression category.

2.7 Ten areas of improvement were identified with progress being made to close these recommendations.

## 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 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.

4.1.1 **RECOMMENDATIONS**
4.1.2 Members are recommended to:
4.1.3 remit the Annual Complaints Handling Report for approval to the Board of Management.
4.1.4 note that it must published on the College website by November 2026.

# South Lanarkshire College

## Annual Complaints Handling Report

## Academic Year 2025-26

## 1. Introduction

1.1 South Lanarkshire College (SLC) has adopted the Scottish Public Services Ombudsman (SPSO) Model Complaints Handing Procedure for Further Education Institutions, ensuring that all complaints are recorded, investigated, and concluded within the prescribed timescales.

1.2 There are four mandatory Key Performance Indicators (KPIs) applicable to further education institutions, which require formal reporting. These are:

- The total number of complaints received;
- The number and percentage of complaints at each stage that were closed in full within the set timescales of five and 20 working days.
- The average time in working days for a full responses to complaints at each stage
- The outcome of complaints at each stage

1.3 The complaint stages are:

- Stage One: for issues that are straightforward and require little to no investigation.  These complaints are responded to within 5 working days.
- Stage Two: for issues that are more complex and require investigation or where the customer remains dissatisfied with a Stage 1 response.  These complaints are responded to within 20 working days.
- Escalation to the Scottish Public Sector Ombudsman (SPSO) where the customer is dissatisfied with the Stage 2 response.

1.4 There are four complaints outcomes:

- Upheld (where the organisation is at fault)
- Not Upheld (where the organisation is not at fault)
- Partially Upheld (where some parts of the complaint are upheld and others are not) and;
- Resolved (when both the organisation and the customer agree what action (if any) will be taken to provide full and final resolution for the customer, without making a decision about whether the complaint is upheld or not upheld).

1.5 In addition to publishing the four mandatory KPIs, the College also provides an overview on complaint trends and any actions taken to improve service delivery.

1.6 South Lanarkshire College reports quarterly to the Learning, Teaching and Student Experience (LTSE) sub-committee on the KPIs and analysis of the trends and outcomes of complaints. These reports are also published on the SLC website.

## 2. Academic Year 2025-26 Key Performance Indicators

### 2.1 Indicator One: Total Number of Complaints Received

| Quarter | Complaints Received Stage 1 | Complaints Received Stage 2 | Total (and as a % of College Population) |
|---|---|---|---|
| **Quarter 1** | 7 | 1 | 8 (0.20%) |
| **Quarter 2** | 3 | 1 | 4 (0.10%) |
| **Quarter 3** | 5 | 4 | 9 (0.225%) |
| **Quarter 4** | 5 | 0 | 5 (0.125%) |
| **Total** | **20** | **6** | **26 (0.65%)** |

2.1.1 During the reporting period, 26 complaints were received, representing 0.65% of the College population. Most complaints (77%) were handled at Stage 1, with only six complaints being considered at Stage 2. Complaint volumes peaked in Quarter 3, when

9 complaints were received, including 4 Stage 2 complaints. Overall complaint volumes remain low when considered in the context of the College population.

2.2 **Indicator Two: Number and Percentage of Complaints at Each Stage that were closed in full within set timescales of five and 20 working days.**

| **Complaint Indicator** | **Quarter 1** | | **Quarter 2** | | **Quarter 3** | | **Quarter 4** | | **Yearly Total** | |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of complaints closed at Stage 1 and % of total closed in full within the set timescales of five days. | **7** | **100%** | **2** | **100%** | **5** | **100%** | **4** | **100%** | **18** | **100%** |
| Number of complaints closed at Stage 1 and % of total closed in full within the set timescales of 10 days when an extension has been granted. | | | **1** | **100%** | | | | | **1** | **100%** |
| Number of complaints closed at Stage 2 and % of total closed in full within the set timescales of 20 days. | **1** | **100%** | **0** | **0%** | **4** | **100%** | | | **5** | **83%** |
| Number of complaints closed at Stage 2 after escalation and % of total closed in full within the set timescales of 20 days. | | | | | | | **1** | **100%** | **1** | **100%** |
| Total Complaints | **8** | | **3*** | | **9** | | **5** | | **25** | |

2.2.1 The College achieved 96% compliance with published complaint response times. At Stage 1, 18 complaints were closed within the standard five-working day target. In addition, one Stage 1 complaint required an extension to allow for resolution. At Stage 2, five complaints were resolved within the 20-working day timeframe. *One complaint stage 2 complaint was considered late in terms of the SPSO's guidance due to an extension being granted due to the complexity of the complaint.

2.3 **Indicator Three: The average time in working days for a full response to complaints at each stage**

2.3.1

| Complaint Stage | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|---|---|---|---|
| Average time in working days to respond in full at stage 1 | 5 days | 8 days* | 6 days | 4 days |
| Average time in working days to respond in full at stage 2 | 0 | 32 days** | 20 days | 0 |

* The figure is elevated due to one complaint being extended to allow the investigation to be concluded.

**This number is inflated due to a complex complaint which was lodged in November. On the morning the complaint was due for a response, the customer submitted additional information that required further investigation. Due to the Christmas break, enquiries could not be made until January.

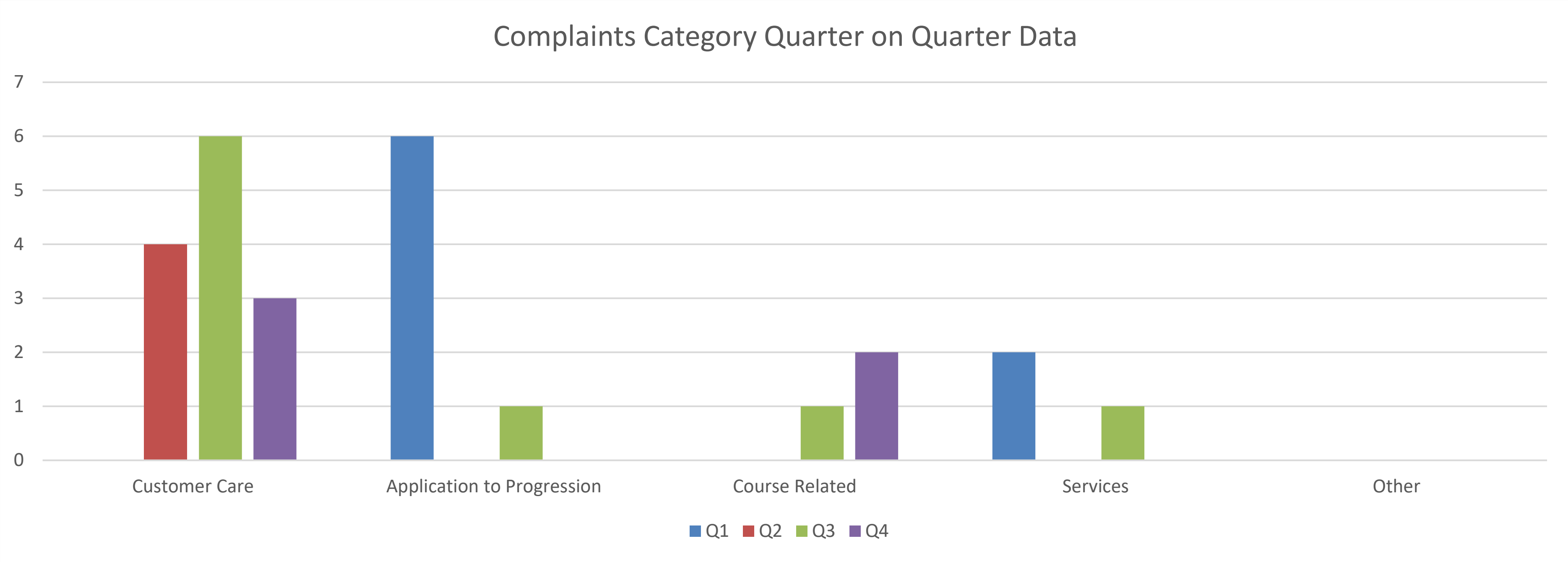
2.4 **Indicator Four: The outcome of complaints at each stage**

| Complaint Indicator | Quarter 1 | | Quarter 2 | | Quarter 3 | | Quarter 4 | | Yearly Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| Number and % of complaints **resolved** at **Stage 1** | | | 2 | 50% | | | | | 2 | 7.69% |
| Number and % of complaints **partially upheld** at **Stage 1** | | | | | 1 | 11.11% | | | 1 | 3.85% |
| Number and % of complaints **upheld** at **Stage 1** | 1 | 12.5% | | | 3 | 33.33% | 1 | 20% | 5 | 19.23% |
| Number and % of complaints **not upheld** at **Stage 1** | 6 | 75% | | | 1 | 11.11% | 3 | 70% | 10 | 38.46% |
| Number and % of complaints **resolved** at **Stage 2** | | | | | | | | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Number and % of complaints **partially upheld** at **Stage 2** | | | 1 | 25% | 3 | 33.33% | | | 4 | 15.38% |
| Number and % of complaints **upheld** at **Stage 2** | | | | | | | | | | |
| Number and % of complaints **not upheld** at **Stage 2** | 1 | 12.5% | 1 | 25% | 1 | 11.11% | | | 3 | 11.54% |
| Number and % of complaints **resolved** at **Stage 2 after escalation** | | | | | | | | | | |
| Number and % of complaints **partially upheld** at **Stage 2 after escalation** | | | | | | | | | | |
| Number and % of complaints **upheld** at **Stage 2 after escalation** | | | | | | | 1 | 20% | 1 | 3.85% |
| Number and % of complaints **not upheld** at **Stage 2 after escalation** | | | | | | | | | | |
| Total | 8 | 100% | 4 | 100% | 9 | 100% | 4 | 100% | 26 | 100% |

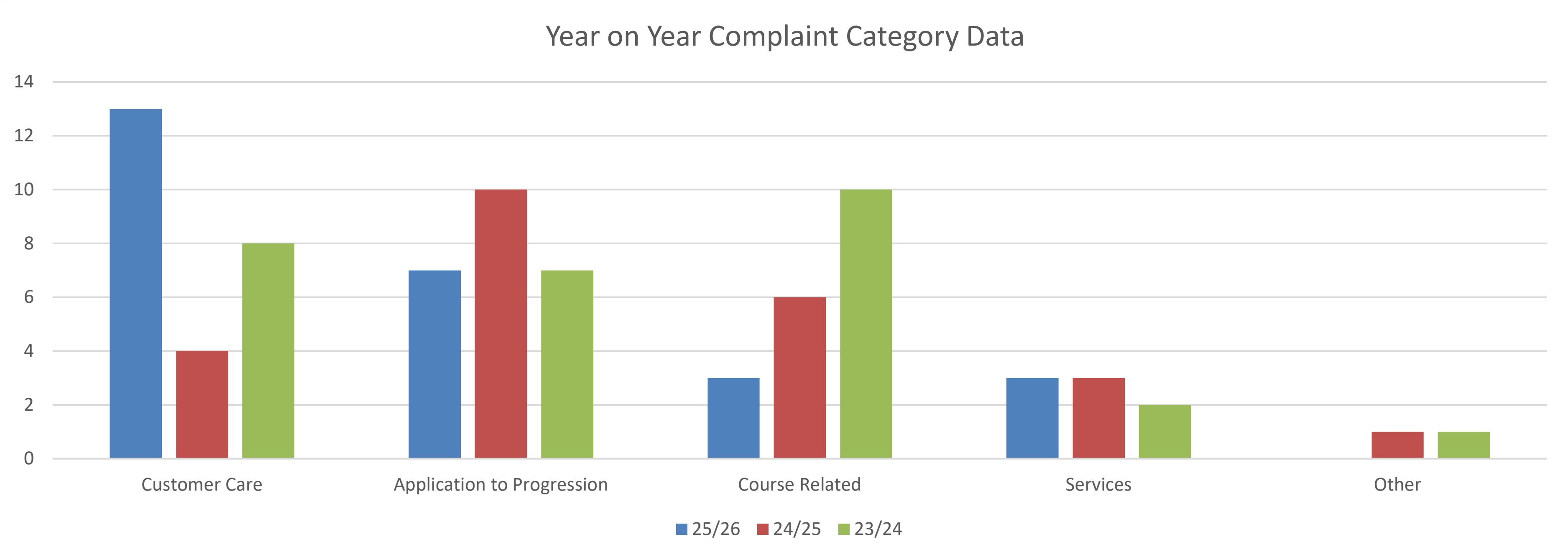
## 3. Trends and Lessons Learned

3.1 Total Complaints Quarter and Quarter Data




3.1.1 Analysis of complaint categories shows that Customer Care was the most common source of complaints during the year, accounting for 13 of the 26 complaints received. Application to Progression complaints were primarily concentrated in Quarter 1 which aligns with the start of the academic year. Similarly, Course Related complaints increased in Quarters 3 and 4 suggesting a greater focus on academic and learning issues as the year progressed.

3.2




3.2.1 Complaint volumes have remained stable over the past three years. In 2023/24, 28 complaints were received, this number decreased to 24 in 2024/25 before rising again in 2025/6 to 26. Customer care complaints have more than tripled since 2024/25 and this category now accounts for 50% of all complaints received in 2025/26. Following analysis of complaints, a new complaint category will be introduced for 2026-27 for 'Staff Conduct' allowing the College to distinguish complaints relating to staff behaviour from wider customer care issues.

## 4. Lessons Learned and Actions to Improve

4.1 Where appropriate, the College captures lessons learned and implements actions to support continuous improvement. Ten improvement areas were identified within the quarterly reports, and the corresponding target dates and progress updates are provided below.

| Category of Complaint | Actions to Improve | Lead | Target Date/Progress Update |
|---|---|---|---|
| Customer Care | Head of Curriculum to arrange for member of staff to complete CPD in classroom management | Head of Curriculum | Complete. |
| Customer Care | Staff to be reminded when contacting students that it is best practice to use Teams call function. | Head of Curriculum | Complete. |
| Customer Care | Staff to uphold consistently professional standards even in challenging situations | Head of Curriculum | Complete. |
| Customer Care | Staff to be reminded in the value of reflective practice | Head of Curriculum | Complete |
| Customer Care | Staff to be recognise the impact of behaviour on student experience – students interpret staff behaviour as representative of College's values | Head of Curriculum | Complete |
| Customer Care | Need for clear expectations and regular training | Head of Curriculum | Ongoing |
| Application to Progression | Wording on 'welcome interview' e-mail to be updated to provide clarity | CQMs | Complete. |
| Course Related – Fees | Clearer Fee Communication Process – students will be encouraged at enrolment to seek guidance from the Student Fees Team to confirm the correct fee level for their programme. Lecturing staff will be expected to signpost students to the Student Fees Team, particularly where a learner on a PTFG structure considers taking on additional units that may increase their total fee liability beyond the full-time rate. | Lecturing Staff | Start of academic sessions |

| | | | |
|---|---|---|---|
| Course Related – Fees | College to undertake a review of its website to ensure that tuition fee information is transparent, consistent and easily accessible. | CQMs, Finance Dept | Start of academic sessions |
| Customer Care | New complaint category to be introduced for academic year 26-27 for 'staff conduct' | Complaints Handler | Complete. |