

BOARD OF MANAGEMENT

There will be a meeting of the Board of Management on 9 September 2025 at 1730 hours via Microsoft Teams or in the Boardroom at South Lanarkshire College

AGENDA

Agenda Item	Item	Paper (Yes or No)	Owner
1	Apologies for Absence Stella McManus	N	VA
2	Declaration of any potential Conflicts of Interest in relation to any Agenda items	N	All
3	Minutes of Previous Meetings Minutes of Board of Management	Y	DM
4	Matters Arising from the Previous Meeting	N	DM
	Matters for Approval		
5	Artificial Intelligence Policy and Supporting Documents	Y	EMcK
5.1	Guidance for Students		
5.2	Guidance for Staff		
5.3			
6	Environmental Sustainability Policy	Y	WMcL
7	Health and Safety Policy	Y	GMcl
8	RBS Overdraft Facility	Y	EMCK
9	Reserved Item: Commercially Sensitive Financial Forecast Review (FFR) Commentary and Supporting Documents	Y	PF
9.1	(Excel spreadsheet)		
10	Reserved Item: Commercially Sensitive Pension Settlement Approval	Y	GMcl
	Matters for Discussion		
11	Student Association Report	Y	CB
12	Chair's Update	Y	DM
13	Reserved Item: Commercially Sensitive SLC Board Metrics	Y	EMcK
13.1	Strategic Dashboard 1 Aug – 1 Sept 2025		
	Matters for Noting / Information		
14	Principal's Update	Y	SM
15	SFC: Self Evaluation and Action Plan Thematic Report	Y	SP
16	De Regionalisation Commercially Sensitive	Y	VA
17	Board Member Update	Y	VA
18	College Management Accounts to 31 July 2025	Y	PF
19	A Vision for the Delivery of Skills, Vocational and Technical Education by Professor Joe Little	Y	EMcK
20	Risk Register Update	Y	PF
20.1	Strategic Risk Register (excel spreadsheet)		
20.2	Cyber Risk Register and CRF 1.1 at (excel spreadsheet)		
20.3			

20.4	Data Protection – ICO accounting tracker (excel spreadsheet)		
21	Governance Rolling Review 21.0 and 21.1	Y	VA
22	Dundee University Lessons Learned	Y	EMcK
23	Reserved Item: Commercially Sensitive	Y	EMcK
23.1	Business Innovation: Pipeline of Activity 2025-26 (Excel spreadsheet)		
24	Symmetry Tender Acceptance	Y	VA
25	Draft Annual Report of the Audit & Risk Committee to the Board of Management	Y	PS
	Committee Updates		
26	Reports by Chairs of Committees		
26.1	Learning, Teaching and Student Experience		JG
26.2	Human Resources		HA
26.3	Audit and Risk		PS
26.4	Finance and Resources		LW
26.5	Remuneration		HA
27	Summation of Actions and Date of Next Meeting 9 December 2025	N	VA
28	Any Other Business		All

Key:

CB	Catriona Blacker	Executive Board Member and Student President
DM	Douglas Morrison	Chair – Board of Management
HA	Heather Anderson	Vice Chair – Board of Management. Chair - Human Resources Committee (HRC)
HM	Heather Meighan	Non-Executive Board Member
JG	Jo Gill	Chair - Learning Teaching and Student Experience Committee (LTSE)
JM	Jacqueline Morrison	Non-Executive Board Member
JW	Jack Whyte	Executive Board Member and Student Vice President
KP	Kirsty Pinnell	Non-Executive Board Member
LW	Laura Wright	Chair - Finance and Resources Committee (FRC)
OA	Odira Atueyi	Non-Executive Board Member
PS	Peter Sweeney	Chair – Audit and Risk Committee (ARC)
SC	Scott Coutts	Senior Independent Member
SG	Scott Gray	TU (Lecturing) Representative
SMcM	Stella McManus	Principal and Chief Executive
TR	Tarryn Robertson	Executive Board Member
<u>Invited Members / Invitees</u>		
EMcK	Elaine McKechnie	Vice Principal – Finance Resources and Sustainability
GMcl	Gary McIntosh	Head of Human Resources
PF	Paddy Feechan	Head of Finance
SP	Shona Pettigrew	Vice Principal – Finance Resources and Sustainability
VA	Vari Anderson	Governance Professional
WMacL	Wilma MacLeod	Head of Curriculum
CM	Candy Munro	External Effectiveness Reviewer

BOARD OF MANAGEMENT

Draft Minutes 04 June 2025

Board of Management Meeting on 04 June 2025 at 1730 hours via Microsoft Teams and in the Boardroom at South Lanarkshire College

Present

Douglas Morrison (Chair)
Stella McManus
Heather Anderson
Peter Sweeney
Scott Coutts
Laura Wright (online from 6.30pm)
Anne Doherty
Jack Whyte (until 6.30pm)
Scott Gray
Andriy Strehaliuk
Jacqueline Morrison
Heather Meighan
Kirsty Pinnell
Catriona Blacker (online)

In Attendance

Elaine McKechnie
Paddy Feechan

Vari Anderson (Governance Professional)
Christine Clark (Executive and Governance Administrator)

Minutes

Agenda Item	Item
1	Apologies for Absence Tarryn Robertson Jo Gill Ronnie Smith
2	Declaration of any potential Conflicts of Interest in relation to any Agenda items It was noted that SMcM/VA may have a conflict in relation to agenda item 18 depending on direction of conversation.
3	Minutes of Previous Meetings – 03 March 2025 Approved as an accurate record.
4	Matters Arising from the Previous Meeting Items 12 and 13 both confirmed as actioned with no further updates required.
	Matters for Approval
5	Board workplan

	The Board considered and approved the workplan noting an action point for information of the Board Development/Strategy, Student Performance and Credit Targets to be included. The Chair gave thanks to VA for input.
6	<p>Mid-Year Review</p> <p>EMcM provided an overview of the methodology used to input financial projections based on the financial modelling paper presented in Feb 2024 and provided to the SFC.</p> <p>The Board considered, discussed and approved the Mid-Year Review.</p>
7	<p>2025/26 Budget</p> <p>PF provided an overview noting the College's recognition that 2025/26 should see an exit period of transition with relevant departmental restructures in place by 01 August 2025. Improvements in financial reporting to drive better decision making to ensure the College operates effectively and efficiently within its limited resources.</p> <p>The Board considered, discussed and approved the 2025/26 Budget, requesting as an action point, that the Finance team provide an oversight on financial forecast trends with a 5-year projection.</p>
Matters for Discussion	
8	<p>Student Association Report</p> <p>The Board noted the terms of the Student Association Report, and the variety of events and activities achieved. Example posters for Free Breakfast/Lunch initiatives were tabled.</p> <p>The Board thanked CB and JW for their meaningful and impactful engagement across the campus.</p> <p>CB was congratulated on re-election as Student President.</p>
9	<p>Chair's Update</p> <p>The Board noted the content of the Chair's update</p> <p>Discussion included concerns around poorly communicated planning, coordination and clarity relating to the de-regionalisation of colleges.</p> <p>Three dates, during June 2025, are scheduled for Chair interviews. VA has provided a draft briefing document on SLC to the Scottish Government.</p> <p>The Chair noted the incredibly useful 1:1s to obtain feedback for continued improvement and requested contact with VA if an appointment is required.</p> <p>The Board were encouraged to support the interview process for Board recruitment by contacting VA to coordinate diaries. Suitable candidates are currently awaiting further instruction.</p> <p>A member of the Board made particular reference to the last paragraph of the Chair's Update, noting the Chair's valuable leadership during the recent past.</p>

10	<p>Principal's Update</p> <p>The Board noted the terms of the Principal's update.</p> <p>The Principal conveyed her thanks to LRSB, confirming the de-regionalisation is taking place on 30th July 2025.</p> <p>The Principal also highlighted:</p> <ul style="list-style-type: none"> Monday 9th June 2025 as the start date for Shona Pettigrew, the newly appointed VP (Student Experience & Innovation) The first meeting with SFC took place on 1st May 2025 with excellent feedback received on documentation produced. UNISON and Unite members have voted overwhelmingly to accept the refreshed proposals and approach to job evaluation.
11	<p>Final College Structure and Voluntary Severance Update</p> <p>The Board considered and discussed the update, noting the achieved savings required and the update around VS appeals.</p> <p>SMcM highlighted key changes including Table 1 (restructure overview) and innovation areas (Student Services Hub, Learning Support Centre, Business Innovation and Facilities moving from Health and Safety to within HR (People Services)).</p> <p>The Board noted the volume of engagement and consideration to student experience and events, the appointment of Head of Curriculum (Wilma MacLeod), regular updates with TU representatives, digital focus, and completion of the VS exercise.</p> <p>Focus is now required to maximise the strategy effectively and the Board agreed an additional meeting to consider support, evolution and delivery of the strategy.</p> <p>Thanks were extended to AS for input, and to VA for governance input.</p>
12	<p>Strategy 2025-2030 Reserved item – Commercially Sensitive in Draft Form</p> <p>The Board considered and fully discussed the draft Strategy, agreeing additional input is required around stress-testing and metrics.</p> <p>The Board approved the draft paper in principle whilst retaining the right and obligation to stress test to monitor targets set and agree measures in place. Action point noted for Chair and VA to consider date(s) around Board Strategy Session.</p> <p>[Clerk's note: additional meeting scheduled for Tuesday 1st July 2025 at 1pm].</p>
	Matters for Noting / Information
13	<p>SFC Approval for Voluntary Severance Applications Reserved item – Commercially Sensitive Information</p> <p>The Board noted the terms of the SFC Approval for VS applications.</p>

14	Tender Acceptance The Board noted the terms of the Tender Acceptance.
15	Cost Recovery for Employment Tribunal Reserved item – Commercially Sensitive Information The Board noted the terms of the Cost Recovery for Employment Tribunal.
16	College Management Accounts to 30 April 2025 & cashflow The Board noted the terms of the College Management Accounts to 30 April 2025 and cashflow, including the explanation around net cash available.
17	Risk Register Update 17.1 Strategic Risk Register at 24 Apr 2025 17.2 Cyber Risk Register and CRF 1.1 at 25 Apr 2025 17.3 Data Protection – ICO accounting tracker 25 Apr 2025 17.4 Regional Strategic Risk Register 2 May 2025 The Board noted the term of the Risk Register updates and welcomed the evidence registers/live documents being monitored diligently. The Chair extended thanks to SLT and ARC members.
18	Disciplinary Procedure – Extension and Recommendation The Board noted the extension to the review date approved by the Human Resources Committee and amendments required due to the conflict between the Constitution and Scheme of Delegation, and the Disciplinary Procedure, for the roles of Principal & Chief Executive and the Governance Professional
19	Grievance Procedure – Extension The Board noted the JNC agreement to await the publication of a National Grievance Policy before undertaking local changes. A formal extension of review date being approved by HRC.
20	Public Interest Disclosure (Whistleblowing) Policy & Procedure – Extension The Board acknowledged the recommendations for the Public Interest Disclosure (Whistleblowing) Policy & Procedure extension request as approved by HRC following legal advice and guidance.
21	Governance Rolling Review The Board noted the latest version of the Rolling Governance Review and acknowledged the comment around formatting of the RAG status particularly for those who may be visually impaired.
	Committee Updates

<p>22</p> <p>22.1 22.1a</p> <p>22.2 22.2a</p> <p>22.3 22.3a</p> <p>22.4 22.4a</p>	<p>Reports by Chairs of Committees</p> <p>Learning Teaching and Student Experience</p> <ul style="list-style-type: none"> Draft LTSE Minutes 28 Apr 2025 <p>Human Resources</p> <ul style="list-style-type: none"> Draft HRC Minutes 15 May 2025 <p>Audit and Risk</p> <ul style="list-style-type: none"> Draft ARC Minutes 06 May 2025 <p>Finance and Resources</p> <ul style="list-style-type: none"> Draft FRC Minutes 13 May 2025 <p>The Chairs provided the Board with brief overviews.</p>
<p>23</p>	<p>Board Member Update</p> <p>The Board noted the terms of the Board Member Update, particularly the resignation of Tom Feely from the Board, effective as of 22 April 2025, and the ongoing recruitment process to remain compliant.</p> <p>Thanks extended to Tom Feely for his contribution to ARC and Board of Management.</p>
<p>24</p>	<p>Summation of Actions and Date of Next Meeting – 09 September 2025</p> <p>Approvals</p> <ul style="list-style-type: none"> Item 5 – Board workplan subject to action point below. Item 6 – Mid-Year Review. Item 7 – 2025/26 Budget. <p>Action Points</p> <ul style="list-style-type: none"> Item 5 - VA to add board development/strategy and student performance and credit targets to work plan Item 7 - Finance team to provide an oversight on financial forecast trends with 5-year projection. Item 12 – DM and VA Board Strategy Session to be arranged and Strategy 2025-30 approved.
<p>25</p>	<p>Any Other Business</p> <ul style="list-style-type: none"> SG – CECA Graduations 11/6/25. AD – highlighted CLIC winner ‘Outstanding Business Engagement by a College’ and SMcM extended her congratulations to the team for their input. HA – suggestion for Committee Updates to be included within the Chair’s Report. No objections received. <p>Further suggestion following new structure/new staff for engagement with Board around development; inviting different people to committee meetings; Board development eg. Local Authority and other areas invited to Board meeting around business continuity and organisational resilience; continuation of CMs attending/presenting at Board Planning Day.</p>

	<p>The Chair extended his appreciation for input over the academic session, and updates will follow in due course.</p> <p>Meeting closed 7.45pm.</p>
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Key:

DM	Douglas Morrison	Chair – Board of Management
HA	Heather Anderson	Vice Chair – Board of Management. Chair - Human Resources Committee (HRC)
SMcM	Stella McManus	Principal and Chief Executive
AD	Anne Doherty	Head of Alternative Funding
AS	Andriy Strehaliuk	Non-Executive Board Member
CB	Catriona Blacker	Executive Board Member and Student President
HM	Heather Meighan	Non-Executive Board Member
JG	Jo Gill	Chair - Learning Teaching and Student Experience Committee (LTSE)
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<u>Invited Members / Invitees</u>		
EMcK	Elaine McKechnie	Vice Principal – Finance Resources and Sustainability
GMcI	Gary McIntosh	Head of Human Resources
PF	Paddy Feechan	Head of Finance
VA	Vari Anderson	Governance Professional

BOARD OF MANAGEMENT

DATE	9 September 2025
TITLE OF REPORT	SLC Artificial Intelligence (AI) Policy
REFERENCE	05.0
AUTHOR AND CONTACT DETAILS	Chris Sumner, Head of Digital Chris.Sumner@slc.ac.uk
PURPOSE:	To request members to approve the draft AI Policy and the supporting guides for both students and staff
KEY RECOMMENDATIONS/ DECISIONS:	The Board is recommended to: <ul style="list-style-type: none"> • Note that the Policy has been approved for remit to the Board by the Audit & Risk Committee; and • Approve the AI Policy
EQUALITIES	There are no adverse implications for equalities identified within the attached report.
RISK	An AI Policy safeguards the College from risks to: <ul style="list-style-type: none"> • Data security, privacy and reliability. • Ensures regulatory compliance and enhances transparency and accountability through definitions of responsibilities. • Ethics and reputation, protecting brand reputation by ensuring responsible use of AI. • Operations, through the creation of a tool to monitor post-implementation performance and an ability to respond to incidents with clear protocols.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The report sets out the key principles of the AI Policy which exist to protect users. • With technological advancement and widespread deployment of artificial intelligence software, the Policy serves as a guide through the ever-evolving AI landscape. • Students must use AI without negatively impacting on student and academic integrity. • Staff should be sufficiently trained on AI softwares and should consider data protection in accordance with privacy laws and regulations. Relying on AI solutions without a critical evaluation as to data reliability is not appropriate.

	<ul style="list-style-type: none">• Third parties have a duty to contribute to responsible use of AI through transparency, accountability, fairness and collaboration to ensure that AI technologies benefit society while minimising potential risks and harms.
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ARTIFICIAL INTELLIGENCE POLICY

Version Number: 1.0

Document Information

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Owner:	Head of MIS
Approved by:	SLT
Equality Impact Assessment:	August 2025
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1.0	August 2025	Chris Sumner	Created Document

Quick Links

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1. Scope

This policy applies to the use of generative Artificial Intelligence (AI) systems by students, staff and third parties at South Lanarkshire College (SLC).

2. Responsibilities

All students and staff are responsible for using generative AI in an ethical way, in compliance with the law (with respect to human rights, data protection, equalities, and intellectual property). Use of AI should not harm, harass, discriminate, or invade the privacy of others. Individuals should be aware of the potential biases and limitations (functionality and accuracy) of AI systems and should avoid perpetuating or amplifying these biases.

Students and staff should strive to understand how AI systems work and be critical of their outputs. They should seek transparency from AI providers and question the basis of the recommendations or decisions made by AI systems. They should advocate for the development and use of AI systems that are explainable, auditable, and understandable.

Students and staff should respect the privacy of others when using AI tools or applications. They should not collect, store, or share personal information of others without their permission. They should be cautious while using AI-powered platforms or services and ensure that their personal information is adequately protected.

Students and staff should handle data responsibly when working with AI. They should ensure that the data they use for training or creating AI models is collected in a lawful and ethical manner. They should be mindful of data security and take appropriate measures to protect sensitive or confidential information.

The College's Senior Leadership Team is responsible for setting College policy on the use of generative AI systems.

The Generative AI Working Group is responsible originating and devising documents and training materials on this topic for use within the College.

3. Additional Policy for Students

It is important for students to be responsible users of AI technology, understanding the potential benefits and risks associated with its use. This policy serves as a guideline to promote ethical, transparent, and respectful engagement with AI systems while encouraging critical thinking and lifelong learning in the field of artificial intelligence.

3.1 Students and Academic Integrity

Students must uphold academic integrity when using AI tools or incorporating AI-generated content in their assignments. Proper citations and attributions must be given for AI-generated content used in academic work.

Students must not use AI to cheat, plagiarise, or gain unfair advantage in assessments, tests, or any academic activities, however they may use the technology as a study guide and aid recording the proper citations and attributions as directed the College guidance for students using AI.

3.2 Student Collaboration and Teamwork

Students should foster a collaborative and inclusive environment while working with AI technologies. They should respect diverse perspectives and contribute to discussions about the responsible and ethical use of AI. Students should be willing to share knowledge, insights, and resources related to AI to promote a positive learning experience for all.

3.3 Student Lifelong Learning

Where relevant students should stay updated with the latest advancements, debates, and ethical considerations in AI. They should engage in continuous learning to enhance their understanding of AI and its implications in various fields and should actively seek opportunities to develop their skills in AI while adhering to ethical guidelines.

4. Additional Policy for Staff

By adhering to this AI policy, staff members can contribute to the responsible and ethical use of AI within their organization. This policy emphasises the importance of continuous learning, transparency, collaboration, and the consideration of ethical implications when working with AI technologies.

4.1 Staff Professional Development

Staff members should receive adequate training and resources to understand the principles and best practices of AI. They should stay updated with the latest advancements, research, and ethical considerations in AI relevant to their roles. They should actively seek and engage in professional development opportunities to enhance their AI-related skills and knowledge.

4.2 Data Privacy and Security

Staff members should ensure that data is collected, stored, and used in compliance with applicable privacy laws and regulations. They should take appropriate measures to protect sensitive or confidential data from unauthorised access, loss or misuse.

4.3 Collaboration and Interdisciplinary Approaches

Staff members should foster a collaborative and interdisciplinary approach while working with AI technologies. They should actively collaborate with colleagues from

diverse backgrounds to ensure ethical considerations and best practices are incorporated into AI projects. Staff members should encourage open dialogue and knowledge sharing to promote the responsible and effective use of AI across departments.

4.4 Evaluation and Validation

Staff members should critically evaluate AI systems, algorithms, or models before deploying them in critical or decision-making processes. It is important to validate AI outputs against established standards, benchmarks, or domain-specific guidelines to ensure accuracy and reliability. Staff members should monitor and address any unintended consequences or biases that may arise from AI systems.

4.5 Ethical Decision-Making

Staff members should consider the ethical implications of AI applications and their potential impact on individuals, society, and the organisation. They should proactively identify and mitigate any biases or discriminatory outcomes that may arise from AI systems. Staff members should be prepared to raise concerns or report any ethical issues related to AI to the appropriate channels within the organisation.

5. Additional Policy for Third Parties

By adhering to this AI policy, third parties can contribute to the responsible and ethical development and use of AI systems. This policy emphasises the importance of transparency, accountability, fairness, and collaboration to ensure that AI technologies benefit society while minimising potential risks and harms.

5.1 Ethical and Legal Compliance

Third parties must comply with ethical standards and applicable laws and regulations when developing, deploying, or using AI systems. Third parties should ensure that AI systems do not violate privacy rights, discriminate against individuals, or cause harm to society.

5.2 Transparency and Accountability

Third parties should provide clear and accurate information about the capabilities, limitations, and potential risks associated with their AI systems. They should be accountable for the decisions made by their AI systems and be prepared to explain the underlying logic or algorithms upon request.

5.3 Data Usage and Privacy

Third parties should handle data responsibly and ensure that they have a legal basis to collect, store, or use personal data. They should protect the privacy and security of data entrusted to them, implementing appropriate measures to prevent unauthorised access or misuse.

5.4 Bias and Fairness

Third parties should strive to minimize biases in AI systems and ensure fairness in their design and implementation. They should regularly evaluate and address potential biases in their AI systems to mitigate adverse impacts on individuals or groups.

5.5 Collaboration and Partnerships

Third parties should actively collaborate with organisations, researchers, and policymakers to share knowledge and best practices related to AI ethics and

responsible AI development. They should be open to feedback and engage in dialogue to improve the ethical and responsible use of AI.

5.6 Auditing and Validation

Third parties should conduct regular audits and assessments of their AI systems to identify and address potential ethical or compliance issues. They should validate the performance, reliability, and safety of their AI systems through rigorous testing and evaluation.

5.7 Continuous Learning and Improvement

Third parties should invest in ongoing research and development to enhance the ethical and responsible use of AI. They should stay informed about the latest advancements, ethical guidelines, and regulations in AI and update their practices accordingly.

5.8 Compliance Reporting and Transparency

Third parties should be transparent about their AI systems' compliance with ethical standards and legal requirements. They should provide accessible channels for reporting concerns or incidents related to the ethical use of AI and take appropriate actions to address them.



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Student Guidance for the use of Artificial Intelligence (AI)

Version Number: 1.0

Document Information

Procedure Published/Created:	August 2025
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Owner:	Head of MIS
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1.0	August 2025	Head of MIS	Created Document

Quick Links

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Guidance for Learners on use of Artificial Intelligence (AI)

Using Artificial Intelligence (AI) in your education and assessment

Guidance for students on how you might engage with artificial intelligence (AI) in your learning assessments effectively and ethically.

The College is encouraging teaching staff and students to make the most of emergent AI tools at South Lanarkshire College. They are an effective support to your learning, but you should never attempt to pass off work that was generated by AI as your own work and if you use AI, you should on every occasion give it appropriate attribution.

What AI tools are we talking about?

Here are some examples of the tools you can access freely and a directory of new and emergent AI tools. The tools available are as follows:

- Jamworks - <https://jamworks.com/>
- Co-pilot - <https://m365.cloud.microsoft/> (provided with all college licenses)
- Adobe Express - <https://new.express.adobe.com/>
- Kahoot - <https://create.kahoot.it>
- Chat GPT - <https://chat.openai.com/>
- AI Tools Directory - <https://aitoolsdirectory.com/>

What Can AI do?

- Draft essays and short answer questions in a range of distinctive styles.
- Create rubrics and multiple-choice questions.
- Summarise articles, paraphrase passages.
- Complete translations
- Create images on request
- Writes computer code on request and much more.

How you can use AI

- Use it to generate a basic essay structure or help shape your thinking around a topic
- Use it to generate a potentially useful list of references
- Discuss topics with AI to test your own knowledge
- Use it to improve your grammar and writing structure – it can be especially helpful if English is a second language.
- But always give attribution when you have used AI and remember assessments must always be all your own work
- With your lecturer get AI to create some answers to essay questions and critique these.

What are the Limitations of AI?

AI is ok at basic reasoning, but it is just pulling and structuring information that is available to it, using blocks of information from a data bank, it is not always current.

It does make a lot of mistakes, and it does not know that it sometimes just makes things up. It can help you a lot, but it cannot do your learning. You still need to do this.

AI systems will generally require sign-up using personal data. The personal data may be transferred abroad, where it may not be subject to similar protection as provided by data protection law in the UK. Individuals using AI should be mindful as to whether they will be able to access their rights in relation to personal data, such as being able to access the information about themselves and to have the data corrected or deleted.

Academic misconduct

When you submit work the College via any assessment system (such as Teams, Moodle or Turnitin) you are reminded that you are making submission on the basis that the assessment is all your own work.

It is important you do not use AI tools to generate an essay and submit it as if it was your own work. The College has strict rules on plagiarism and academic misconduct which includes passing off someone else's work as your own.

Please be aware of the College's policies on academic integrity and if in doubt discuss how you have used an AI tool with your lecturer.

If teaching staff suspect that you are trying to pass off AI-generated output as your own work, then the College's policies on academic integrity will apply. You would be likely to be invited to an investigatory interview to probe the authorship of your work and the sanctions for misconduct can be severe.

If you choose to use AI in development of your work, you must acknowledge this in the same way you would reference any other source you have used in the completion of your work.

How to acknowledge AI

Example of how to acknowledge, describe and references

You must acknowledge its use – name the tool and how it was used using the following style.

"I acknowledge the use of <insert AI system(s) and link> to generate materials for background research and self-study in the drafting of this assessment."

"I acknowledge the use of <insert AI system(s) and link> to generate materials that were included within my final assessment in modified form."

Example of how to acknowledge, describe and reference

Acknowledgement

I acknowledge the use of ChatGPT (<https://chat.openai.com/>) to plan my essay and generate some initial ideas which I used in background research and self-study in the drafting of this assessment.

Description of use of AI

I used ChatGPT to create a high-level structure which I then adapted in my essay,

Paste – Chat GPT Query and response which you adapted.

I used one further ChatGPT prompt to generate some high-level ideas about topic which again I adapted in my essay

Paste – Chat GPT Query and response which you adapted.

Reference

OpenAI, ChatGPT, 15 Feb 2025, <https://chat.openai.com/> APA example: AI response (with citation) Alternatively, you can cite AI technologies for example

Example:

OpenAI. (2025, March 8th). [ChatGPT response to a prompt about three prominent themes in Robert Burns's poetry]

Open AI What are three of the main themes in Robert Burns poetry

Robert Burns was a famous Scottish poet who lived during the 18th century. His works are known for their lyrical beauty, profound emotion, and insightful observations of human nature. Three main themes that are prominent in Burns' poetry are:

Love: Burns was a passionate romantic, and his poetry often explores the complexities of love and relationships. Many of his most famous works, such as "A

"Red, Red Rose" and "Ae Fond Kiss," are love poems that express deep emotion and a longing for connection.

Nature: Burns was also deeply connected to the natural world, and his poetry often celebrates the beauty of the Scottish countryside. He was particularly fond of writing about the changing seasons and the ways in which nature can reflect human emotions and experiences.

Scottish identity: As a proud Scot, Burns was deeply invested in preserving and celebrating the cultural heritage of his homeland. Many of his poems explore the themes of national pride, patriotism, and the struggles of the Scottish people. Some of his most famous works, such as "A Man's a Man for A' That," reflect his commitment to social justice and equality.

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Staff Guidance for the use of Artificial Intelligence (AI)

(Artificial Intelligence)

Version Number: 1.0

Document Information

Procedure Published/Created:	August 2025
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Version History

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1.0	August 2025	Chris Sumner	Creation of Document

Quick Links

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Guidance for Staff on use of Artificial Intelligence (AI)

Artificial intelligence (AI) tools such as ChatGPT, Gemini and Apple Intelligence have grown in popularity over the last few years since the initial introduction in 2022. This has caused a change in both interest and concern across all businesses, especially in the education sector. AI has both pros and cons to its usage, in some areas it can save time and effort for document creation, images, critiquing work or note taking (for example). AI can also create plausible answers to assignments, construct essays, and write computer code, which in an education setting is not always helpful for a student trying to understand a subject.

In some cases, institutions have reported that students have attempted to pass off AI-generated work as their own, and some are banning it. The College is embracing the use of AI with guidance, and on what tools are and are not acceptable. It is essential that all SLC staff are alert to this new technology, and aware of what actions to take.

Various SLC staff have been working with AI over the previous years and the College is now in a position to take advantage of the many opportunities posed by this fast-evolving technology. This guidance has been compiled through feedback from staff, digital champions and other colleges and outlines some immediate advice and actions for teaching staff, together with an explanation of the technologies, their strengths and limitations. Due to on-going technological change, it is possible that this guidance will change significantly in the future. This document will have practical tips based on the best available guidance to date.

If you need assistance with this guidance, please contact your section's digital champion or speak to your CQM/CQL. Digital Champions can be found from the following IT FAQ's page.

SLC's Position

Whilst AI technologies such as ChatGPT can be disruptive, especially for assessment, a blanket prohibition on their use or engaging in an arms race to try to outwit or detect them is not a productive strategy. Their use is already widespread in some workplaces and students and staff will need to be supported to use them ethically and transparently.

The College's current advice to teaching staff is to be clear with students what you regard as a permissible use of AI in your particular assignment, and how they should acknowledge that use.

General AI Guidance

The College is encouraging teaching staff and students to make the most of emergent AI tools at SLC. They are an effective support to learning, but students should never attempt to pass off work that was generated by AI as their own work and if they use AI, they should on every occasion give it appropriate attribution.

What AI tools are we talking about?

Here are some examples of the tools you can access freely and a directory of new and emergent AI tools. The tools available are as follows:

- Jamworks - <https://jamworks.com/>
- Co-pilot - <https://m365.cloud.microsoft/> (provided with all college licenses)
- Adobe Express - <https://new.express.adobe.com/>
- Kahoot - <https://create.kahoot.it>
- Chat GPT - <https://chat.openai.com/>
- AI Tools Directory - <https://aitoolsdirectory.com/>

What can AI do?

- Draft essays and short answer questions in a range of distinctive styles.
- Create rubrics and multiple-choice questions.

- Summarise articles, paraphrase passages.
- Complete translations
- Create images on request
- Writes computer code on request and much more.

How you can use AI

- Can be used to help create lesson plans including example questions
- Generate a basic essay structure or help shape your thinking around a topic
- Use it to generate a potentially useful list of references
- Discuss topics with AI to test your own knowledge
- Use it to improve your grammar and writing structure – it can be especially helpful if English is a second language.
- But always give attribution when you have used AI and remember assessments must always be all your own work

What are the Limitations of AI?

AI is ok at basic reasoning, but it is just pulling and structuring information that is available to it, using blocks of information from a data bank, it is not always current.

It does make a lot of mistakes, and it does not know that it sometimes just makes things up. It can help you a lot, but it is not a substitute for individual learning.

AI systems will generally require sign-up using personal data. The personal data may be transferred abroad where it may not be subject to similar protection as provided by data protection law in the UK. Individuals using AI should be mindful as to whether they will be able to access their rights in relation to personal data, such as being able to access the information about themselves and to have the data corrected or deleted.

Academic misconduct

When you submit work to the College via any assessment system (such as Teams, Moodle or Turnitin) you are reminded that you are making a submission on the basis that the assessment is all your own work.

Students must not use AI tools to generate an essay and submit it as if it was their own work. The College has strict rules on plagiarism and academic misconduct which includes passing off someone else's work as your own.

If teaching staff suspect that students are trying to pass off AI-generated output as their own work, then the Colleges policies on academic integrity will apply. Students would be likely to be invited to an investigatory interview to probe the authorship of their work and the sanctions for misconduct can be severe.

If students choose to use AI in development of their work, they must acknowledge this in the same way as any other source used in the completion of their work. How students should acknowledge AI

Example of how to acknowledge, describe and references

You must acknowledge its use – name the tool and how it was used using the following style.

"I acknowledge the use of <insert AI system(s) and link> to generate materials for background research and self-study in the drafting of this assessment."

"I acknowledge the use of <insert AI system(s) and link> to generate materials that were included within my final assessment in modified form."

Example of how to acknowledge, describe and reference.

Acknowledgement

I acknowledge the use of ChatGPT (<https://chat.openai.com/>) to plan my essay and generate some initial ideas which I used in background research and self-study in the drafting of this assessment.

Description of use of AI

I used ChatGPT to create a high-level structure which I then adapted in my essay,

Paste – Chat GPT Query and response which you adapted.

I used one further ChatGPT prompt to generate some high-level ideas about topic which again I adapted in my essay

Paste – Chat GPT Query and response which you adapted.

Reference

OpenAI, ChatGPT, 15Feb 2023, <https://chat.openai.com/>APA example: AI response (with citation) Alternatively, you can cite AI technologies for example

Example:

OpenAI. (2023, March 8th). [ChatGPT response to a prompt about three prominent themes in Robert Burns's poetry

Open AI What are three of the main themes in Robert Burns poetry

Robert Burns was a famous Scottish poet who lived during the 18th century. His works are known for their lyrical beauty, profound emotion, and insightful observations of human nature. Three main themes that are prominent in Burns' poetry are:

Love: Burns was a passionate romantic, and his poetry often explores the complexities of love and relationships. Many of his most famous works, such as "A Red, Red Rose" and "Ae Fond Kiss," are love poems that express deep emotion and a longing for connection.

Nature: Burns was also deeply connected to the natural world, and his poetry often celebrates the beauty of the Scottish countryside. He was particularly fond of writing about the changing seasons and the ways in which nature can reflect human emotions and experiences.

Scottish identity: As a proud Scot, Burns was deeply invested in preserving and celebrating the cultural heritage of his homeland. Many of his poems explore the themes of national pride, patriotism, and the struggles of the Scottish people. Some of his most famous works, such as "A Man's a Man for A' That," reflect his commitment to social justice and equality.

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BOARD OF MANAGEMENT

DATE	9 September 2025
TITLE OF REPORT	Environmental Sustainability Policy
REFERENCE	06.0
AUTHOR AND CONTACT DETAILS	Climate Change Operational Leads (CCOL): Craig Ferguson, Head of Facilities Craig.Ferguson@slc.ac.uk Wilma MacLeod, Head of Curriculum Wilma.MacLeod@slc.ac.uk James Jamieson, Depute Head of Curriculum James.Jamieson@slc.ac.uk
PURPOSE:	To provide an overview and request members to approve the Environmental Sustainability Policy.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • Note the Finance & Resources Committee approved the policy for remit to the Board; and • Approve the Environmental Sustainability Policy
EQUALITIES	There are no adverse implications for equalities identified within the attached report.
RISK	The main risks to the College of failing to implement an Environmental Sustainability Policy are: <ul style="list-style-type: none"> • That the College fails to meet sustainability objectives and cannot contribute towards net zero targets by 2040; • That the College fails to comply with environmental regulatory bodies, damaging the College's reputation and incurring legal penalties; • That the College contributes towards environmental harm through practices like excessive resource consumption and inefficient waste disposal; and • That the College does not have up to date policies in place to safeguard and future proof the organisation, ensuring proper use of public funds.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The report sets out the key contents of the Policy, describing guiding principles for each College priority area: <ul style="list-style-type: none"> • Climate Action and Carbon Reduction; • Resource Efficiency and Waste Reduction;

	<ul style="list-style-type: none"> • Sustainable Procurement and Community Engagement; • Biodiversity and Ecosystem Protection; and • Learning and Teaching <ul style="list-style-type: none"> • The CCOL (authors of the report) are responsible for monitoring the progress of climate change initiatives, actions and legislative requirements, as well as providing quarterly updates to the Senior Leadership Team and Board of Management. • To ensure the College remains vigilant and proactive in its pursuit of environmental sustainability, this Policy will be reviewed annually by CCOL in recognition of the pace of legislative changes and technological advancements in the field of sustainability.
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1 INTRODUCTION

1.1 The purpose of this paper is to provide an overview of the College's Environmental Sustainability Policy and request member approval.

2. THE POLICY

2.1 The Policy applies to all employees, students, contractors, and stakeholders associated with South Lanarkshire College (SLC).

2.2 SLC recognises its responsibility to safeguard the environment for current and future generations. The Policy outlines the College's approach to reducing waste, conserving energy, influencing sustainable practices, and achieving Net Zero by 2040.

3 SCOPE

3.1 The Policy covers the following sections:

- 3.1.1 Climate Action and Carbon Reduction;
- 3.1.2 Resource Efficiency and Waste Reduction;
- 3.1.3 Sustainable Procurement and Community Engagement;
- 3.1.4 Biodiversity and Ecosystem Protection; and
- 3.1.5 Learning and Teaching

3.2 The Climate Change Operational Leads (listed as owners of this accompanying paper) have responsibility for monitoring progress of climate change initiatives, actions and legislative requirements, as well as providing quarterly updates to the Senior Leadership Team and Board of Management.

4 REVIEW

4.1 To ensure the College remains vigilant and proactive in its pursuit of environmental sustainability, this Policy will be reviewed annually by CCOL in recognition of the pace of legislative changes and technological advancements in the field of sustainability.

5 EQUALITIES

5.1 There are no adverse implications for equalities identified within the attached report.

6 RISK AND ASSURANCES

6.1 The main risks to the College of failing to implement an Environmental Sustainability Policy are:

- 6.1.1 That the College fails to meet sustainability objectives and cannot contribute towards net zero targets by 2040;

- 6.1.2 That the College fails to comply with environmental regulatory bodies, damaging the College's reputation and incurring legal penalties
- 6.1.3 That the College contributes towards environmental harm through practices like excessive resource consumption and inefficient waste disposal; and
- 6.1.4 That the College does not have up to date policies in place to safeguard and future proof the organisation, ensuring proper use of public funds.

7 RECOMMENDATIONS

7.1 Members are recommended to:

- 7.1.1 Note the Finance & Resources Committee approved the policy for remit to the Board; and
- 7.1.2 Approve the Environmental Sustainability Policy.



Environmental Sustainability Policy

Owner: Head of Facilities

**Date February 2025
Version: 1.0**

Document Information

Procedure Published/Created:	April 2025
Reviewed Date:	
Owner:	Head of Facilities
Approved by:	
Equality Impact Assessment:	
Next Review Date:	February 2026

Version History

Version Number	Date	Author	Rationale
1.0	April 2025	W. MacLeod C.Ferguson J.Jamieson	Document Creation

Quick Links

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2. Introduction

South Lanarkshire College (SLC) recognises its responsibility to safeguard the environment for current and future generations. The College is committed to reducing its environmental impact and promoting sustainable practice by improving energy efficiency, reducing its carbon footprint, and encouraging sustainable behaviours among staff, students, stakeholders including contractors, and the wider community.

This Environmental Policy outlines the College's approach to reducing waste, conserving energy, influencing sustainable practices, and achieving Net Zero by 2040.

The College Climate Change Emergency Action Plan (CCEAP) and Public Body Climate Change Duties Report (PBCCDR), which detail our commitment to sustainability, are available on the College website

<https://sustainablesotlandnetwork.org/reports/south-lanarkshire-college>

3. Purpose of the Policy

The purpose of this Policy is to outline SLC's commitment to environmental sustainability and resource management. In line the Environment Association of Universities and Colleges (EAUC) guidelines, this policy provides a framework to integrate sustainable environmental practices into all aspects of our activities, and to ensure continuous improvement by:

- complying with all relevant environmental legislation, regulations and best practices;
- reducing our environmental impact by improving energy efficiency;
- managing waste responsibly;
- encouraging recycling and circular behaviours;
- enhancing sustainability through responsible procurement, biodiversity protection, and water conservation;
- working closely with local, regional and national stakeholders actively involved in actions and training to tackle climate emergency; and

- creating a culture of sustainability among staff students, stakeholders and the wider community and stimulate actions tangible actions and initiatives with targeted impact towards our journey to net zero.

4. Scope of the Policy

This policy applies to all employees, students, contractors, and stakeholders associated with South Lanarkshire College

5. Policy Statement

5.1 Climate Action and Carbon Reduction

- aim to achieve net-zero carbon emissions by 2040;
- increase energy efficiency; and
- promote sustainable travel options;

5.2 Resource Efficiency and Waste Reduction

- implement a circular economy approach by reducing, reusing and recycling materials;
- minimise single-use plastics and promote responsible consumption; and
- optimise water use and reduce waste generation.

5.3 Sustainable Procurement and Community Engagement

- prioritise ethical and environmentally responsible suppliers;
- encourage procurement of sustainable and locally sourced goods and services; and
- collaborate with other College in pursuit of similar procurement initiatives.

5.4 Biodiversity and Ecosystem Protection

- protect and enhance biodiversity on and around the College campus;
- support conservation initiatives and sustainable land use;

5.5 Learning and Teaching

- integrate environmental sustainability into the curriculum, equipping students to shape a more sustainable future through the provision of training that keeps pace with growing green skills demand within the economy; and
- support the development of staff by providing CPD opportunities that encourage sustainable behaviours
- encouraging students and staff to host events and run workshops to raise awareness about environmental issues e.g. Climate Change Week;

6. Governance

6.1 The Head of Facilities has responsibility for implementing this policy, with support from the Climate Change Operational Leads (CCOL) and the Climate Change Action Team.

6.2 The CCOL are responsible for monitoring the progress of climate change initiatives, actions and legislative requirements, as well as providing quarterly updates to the Senior Leadership Team and Board of Management.

7. Review

7.1 To ensure the College remains vigilant and proactive in its pursuit of environmental sustainability, this Policy will be reviewed annually by CCOL in recognition of the pace of legislative changes and technological advancements in the field of sustainability.



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BOARD OF MANAGEMENT

DATE	9 September2025
TITLE OF REPORT	Health & Safety Policy
REFERENCE	07
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of People Services gary.mcintosh@slc.ac.uk
PURPOSE:	To update members on the development of the Health & Safety Policy and seek approval for the Policy.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • note the updates to the Health & Safety Policy; and • approve the Health & Safety Policy.
RISK	The following risks apply, should the Policy not be updated and approved: <ul style="list-style-type: none"> • Legal Liability: Personal prosecution, fines, or disqualification under UK law. • Financial Risk: Significant fines and compensation payouts; disruption to operations. • Reputational Damage: Loss of stakeholder trust and negative media exposure. • Governance Failures: Breach of duty to lead on safety; undermines strategic oversight.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • People and Culture Development
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The Policy captures the scope, organisational approach and clarifies responsibilities. • Key changes in this Policy are: • The Health & Safety function has moved into the newly created People Services department. • The Head of Facilities will continue to support Health & Safety and, as an experienced Health & Safety professional, will provide technical back-up to the Health & Safety Advisor role.



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HEALTH AND SAFETY POLICY

Version Number: 6.2

Document Information

Procedure Published/Created:	Health and Safety Policy
Reviewed Date:	August 2024
Owner:	Gary McIntosh
Approved by:	
Equality Impact Assessment:	Yes
Next Review Date:	July 2026

Version History

Version Number	Date	Author	Rationale
2.0	August 2022	Stella McManus	Statutory duty
2.1	August 2023	Craig Ferguson	Annual Verification of update
6.0	February 2024	Craig Ferguson	V number in line with previous
6.1	August 2024	Craig Ferguson	Annual Verification of update
6.2	August 2025	John Dick	Annual Verification of update

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STATEMENT OF GENERAL POLICY

The Board of Management, the Principal, the Vice Principals, and the Senior Leadership Team (SLT) recognise that provision of a safe and healthy working environment is essential to the well-being of staff and students and the success of South Lanarkshire College.

In line with the Health and Safety at Work Act 1974 the College is aware of its duty to ensure, so far as is reasonably practicable, the health, safety and welfare of all employees, students, visitors, contractors, and others who may be affected by its activities. The College understands its statutory duties to include:

- a. the provision and maintenance of plant and systems of work that are, so far as is reasonably practicable, safe and without risks to health;
- b. arrangements for ensuring, so far as is reasonably practicable, safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances;
- c. the provision of such information, instruction, training and supervision as is necessary to ensure, so far as is reasonably practicable, the health and safety at work of their employees;
- d. so far as is reasonably practicable as regards any place of work under the employer's control, the maintenance of it in a condition that is safe and without risks to health and the provision and maintenance of means of access to and egress from it that are safe and without such risks;
- e. the provision and maintenance of a working environment for his employees that is, so far as is reasonably practicable, safe, without risks to health, and adequate as regards facilities and arrangements for their welfare at work.

(General Duties of Employers to Employees, Health and Safety at Work Act, 1974)

The effectiveness of the Board's Health and Safety Policy will be monitored regularly and reviewed, in consultation with employees and their representatives as well as other stakeholders such as internal auditors. The Board is committed to continual improvement in the management of health and safety and the development of a positive and robust health and safety culture. To support this policy the Senior Leadership Team will ensure adequate resources are provided to enable the aims of this policy.

The College will:

- aim to prevent accidents and cases of work-related ill health;
- provide adequate control of health and safety risks arising from work activities including systematically identifying hazards to assess and control risks.
- implement and maintain an effective and properly resourced health and management system;
- define and delegate specific health and safety responsibilities;
- on an annual basis set health and safety targets and objectives which will be reviewed periodically;
- provide adequate health and safety information, training and supervision;
- maintain effective systems of communications on health and safety matters;
- consult with employees and their representatives on health and safety matters; and
- comply with legal requirements, approved codes of practice, guidance, and recognised sector best practice.

The Senior Manager with overall responsibility for Health and Safety is the Principal and the management appointee with responsibility for coordinating Health and Safety is the Head of People Services. The specialists with responsibility and technical expertise are the Health & Safety Advisor and Head of Facilities.

Health and Safety responsibilities are included in job descriptions, as appropriate to each post. In addition, all employees, students, visitors, contractors and others on College premises have a duty to take reasonable care of themselves and all other persons who may be affected by what they do or fail to do.

Overall responsibility for effective Health and Safety lies with the Principal and SLT. All employees must co-operate with the College in fulfilling its statutory duties and the aims of the Health and Safety Policy.

To enable the College to meet its statutory duties and commitments set out above, a comprehensive management system will be operated, which will include written procedures and arrangements for all relevant areas of health and safety management. The management system covers all College activities on campus. To ensure that the Health and Safety Policy is kept up to date it will be reviewed annually by the Health and Safety Committee, the Senior Leadership Team (SLT) and the Board of Management to ensure that account is taken of any applicable legislative changes, new guidance or best practice and to identify and correct deficiencies. The Chair of the Board of Management signs on behalf of the full Board.

	Date	
Principal of South Lanarkshire College		
	Date	
Chair of Board of Management of South Lanarkshire College		

SPECIFIC POLICY AND SCOPE

The Board regards these health and safety obligations as a minimum standard to be achieved throughout all College activities and requires staff, at every level, and students to accept the promotion of high standards in health and safety as a core objective.

The College will provide a safe environment for all employees, students, contractors, and visitors which comply with current health and safety legislation so far as reasonably practical, including, making reasonable adjustments to comply with College policy for equalities and inclusiveness.

The College will:

- provide and maintain places of work that are, safe and without undue risks to health. Ensure that all premises, means of access and egress, plant equipment and vehicles under college control are designed, constructed, maintained, and used, with due regard to health and safety;
- make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances. Assess the risks to health of harmful substances used by employees and students and introduce measures to remove/minimise such risk, so far as is reasonably practicable;
- ensure adequate information is available with respect to machinery and equipment used, detailing the conditions and precautions necessary to ensure they are used without risk to health and safety;
- provide information, instruction, training, and supervision as is necessary to ensure the health and safety at work of employees, students, contractors and visitors.
- adopt the 'hierarchy of risk management' approach, whereby hazards are eliminated or substituted where reasonably practicable before considering the need for engineering control and then segregation. Only where this cannot be reasonably achieved will Personal Protective Equipment (PPE) be considered;
- provide protective clothing and equipment as necessary and ensure that personnel are adequately trained in the correct use of this and that it is worn/used when required and that it is checked and maintained regularly;
- provide facilities as appropriate to enable staff's health and safety;
- support Trade Union and other staff representatives to perform their functions and consult with them in promoting and developing measures to ensure high standards of health and safety at work and promote, through the consultative machinery, joint consultation on health and safety matters and encourage effective participation in such matters by employees;
- always ensure that there is suitable training and retraining available for first aiders and arrange for the provision of first aid services to ensure, prompt and appropriate treatment of illness and injury occurring during the course of work;
- ensure that a satisfactory system is maintained for reporting, collecting, analysing, and presenting information on accidents, incidents, and sickness at work in order to facilitate all necessary investigative and corrective action;
- arrange for medical advice to be provided on any aspect of health at work including the rehabilitation of employees returning to work following illness or injury; and
- provide and maintain a health surveillance programme where appropriate.

THE ORGANISATION

Table 1: Reporting Structure for Health and Safety Concerns

Board of Management		
Principal and Chief Executive Officer		
Vice Principal of Student Experience and Innovation and Vice Principal of Finance, Resources and Sustainability		
Curriculum Management	Head of People Services Head of Facilities	Professional Services Management
Health and Safety Advisor		
Teaching and Support Staff		
Students		

It is the role of every member of staff, student and visitor to the College to ensure that all Health and Safety concerns, hazards, issues or incidents should be reported directly either to the appropriate line manager or the Health and Safety Advisor.

RESPONSIBILITIES AND ARRANGEMENTS

It is recognised that the successful management of health and safety requires the commitment of all people within the organisation. The purpose of this policy is, therefore, to define the health and safety roles, responsibilities, and accountability of college employees, from senior management throughout the management chain.

The College recognises that **all** individuals within the organisation have a responsibility to ensure their own safety and that of others. Consequently, all employees will have the potential to be held liable if their negligent acts or omissions result in harm being caused to any other persons. Those in positions of responsibility have additional obligations, by virtue of their 'managerial' functions. Indeed, the Health and Safety Executive (HSE) document *Enforcement Policy Statement*, HSE 41, Paragraph 43, notes the following on 'Prosecution of individuals':

"... enforcing authorities should identify and prosecute or recommend prosecution of individuals if they consider that a prosecution is warranted. In particular, they should consider the management chain and the role played by individual directors and managers and should take action against them where the inspection or investigation reveals that the offence was committed with their consent or connivance or to have been attributable to neglect on their part, and where it would be appropriate to do so in accordance with this policy. Where appropriate, enforcing authorities should seek disqualification of directors under the Company Directors Disqualification Act 1986."

The following sections set out the principal health and safety related responsibilities of individuals within the organisation. These duties will be in addition to the general duty on all individuals to ensure the health, safety and welfare of themselves and all others who may be affected by their undertakings.

In addition to the *individual* liability of senior staff, the *Corporate Manslaughter and Corporate Homicide Act 2007* allow *companies* and *corporations* to be prosecuted for corporate homicide (in Scotland) where serious management failures result in death. Under this Act there is no longer the need to identify a 'controlling mind' (i.e., one individual whose negligence or recklessness caused the death) to convict an organisation of homicide, thus making it easier to prosecute organisations.

The management responsibilities defined within this Policy should ensure that adequate and appropriate managerial control is exercised over health and safety issues to prevent events occurring and that all staff, students and visitors are kept safe through their adherence to these controls.

Responsibilities – The Board of Management

The Board of Management, headed by a Chairperson, comprises non-executive and executive members, provide professional, community and stakeholder representation and is accountable to the Scottish Government (SG) through the Scottish Funding Council. They are the employer of College staff and have a duty of care for their employees. They are required to ensure the quality of the provision of health and safety across all College activities and locations.

It is recognised that the Board of Management, while not actively involved in the daily running of the College, has certain responsibilities in terms of health and safety and the following procedures will be adopted to ensure these responsibilities are effectively discharged. The Board of Management will:

- approve the vision and overall strategy for the direction of health and safety management within the College and drive forward continual health and safety improvements;
- consider health and safety under the risk standing item on the agenda of all Board of Management meetings;
- ensure that College management provides monitoring and reporting of health and safety performance to the Board of Management and/or an appropriate standing committee;
- review the College's health and safety performance annually against its health and safety team development plan;
- ensure that the College's Health and Safety Policy reflects current legislation and Board of Management priorities;
- review any significant health and safety failures and results of any subsequent independent investigations; and
- ensure that health and safety systems are in place and remain effective.

On behalf of the Board of Management the Chair will sign to recognise their overall responsibilities.

	Date:	
Chair of Board of Management of South Lanarkshire College		

Responsibilities – The People Services and Transformation Committee

The People Services and Transformation Committee will place Health and Safety as a standing item on the agenda of all general meetings. This will allow reporting on safety performance, funding requirements, safety failures and other health and safety related issues. The Committee will give all such issues due consideration and will make available all reasonable funding and support as may be required.

The People Services and Transformation Committee will consider the findings of all internal and external health and safety audits carried out within the organisation and will authorise the use of all reasonable support required to rectify any significant non-compliance issues by such audits.

The People Services and Transformation Committee will take an active interest in the investigation of any significant safety failure, making available all reasonable resources for a full investigation and for the taking of adequate measures to rectify any deficiencies in the existing arrangements.

Signature		Date	
People Services Committee Chair			

Responsibilities – The Principal and Chief Executive Officer

The Principal and Chief Executive Officer holds responsibility for the day to day running of the College and it is recognised that this function also incurs the overall responsibility for health and safety management within the organisation. The Principal and Chief Executive is responsible for ensuring the implementation of the policy and arrangements supported by the Head of People Services and Health and Safety.

The Principal may be held liable where health and safety offences are committed with their consent or connivance or as a result of their negligence.

The Principal and Chief Executive will:

- approve the Health and Safety Policy and will sign the Health and Safety Policy along with the Chair of the Board of Management, where there is a change of Principal, the incoming Principal will sign the documentation upon appointment to demonstrate commitment and acceptance of responsibilities;
- approve the appointment of the Head of People Services and Health and Safety (who will have accountability for the day-to-day health and safety management and performance) by ensuring that they have the requisite competence and are provided with resources to effectively fulfil the role;
- be responsible for reviewing relevant reports, documentation and information provided by the Head of People Services and Health and Safety and for taking appropriate action to ensure adequate resources are made available to rectify any safety failures and to improve health and safety performance;
- be responsible for the reporting of health and safety performance to the Board of Management but may delegate this task to either Vice Principal or the Head of People Services and Health and Safety; and
- ensure that adequate resources are provided to achieve compliance with the Health and Safety Policy and associated arrangements and will take all appropriate action to rectify failures that require intervention above the management grade of the Head of People Services and Health and Safety.

Signature		Date	
Principal and Chief Executive of South Lanarkshire College			

Responsibilities – Head of People Services & Head of Facilities

The Head of People Services and Head of Facilities have been given specific responsibility for the performance of the College against the Health and Safety Policy and associated arrangements. Therefore, the Head of People Services and Head of Facilities will be responsible for implementing the policy and arrangements that have been approved by the Board of Management, the Principal and the Senior Leadership Team.

The Head of People Services, supported by the Head of Facilities will:

- be responsible for reporting to the Principal health and safety performance, funding requirements, resource implications, safety failures and other health and safety related issues;
- ensure that health and safety considerations are taken into account for all new investment opportunities and in the organisation's purchasing policy. The objective will be to minimise risks as early in the purchasing chain as is reasonably practicable. Where required, the Head of People Services will refer decisions to the Principal;
- develop, review, and update annually the College Health and Safety Policy and Procedures;
- prompt and encourage the promotion of a positive health and safety culture across the College in order to secure the effective implementation of the Health and Safety Policy;
- be responsible for all health and safety planning including the setting of objectives and priorities;
- assist in identifying hazards, assessing risks, and identifying suitable means of control;
- implement plans and monitor control measures employing active and reactive techniques;
- review performance and ensure the routine auditing of the whole of the health and safety management system;
- maintain adequate information systems on relevant laws and safety management practices;
- provide interpretation of health and safety laws and their implications for the organisation;
- assist in the establishment, development and maintenance of risk control standards relating to 'software' (such as procedures, systems and people);
- maintain the procedures for recording, reporting, investigation and analysis of accidents, incidents, and cases of ill-health;
- establish and maintain adequate and appropriate active monitoring and auditing systems;
- establish and develop professional relationships at all levels within and outside of the organisation (including the Health and Safety Executive, Trade Bodies, Colleges Scotland.);
- be responsible for dealing with all health and safety issues referred to him/her/them by managers, staff, students and trade union safety representatives and Committees;
- be responsible for maintaining an adequate programme of staff training in health and safety, ensuring that all staff are given appropriate instruction, information and training to reduce the risks associated with their work to an acceptable level.
- be responsible for planning and approving all health and safety training;
- ensure that adequate communication channels exist throughout the entire organisation to allow health and safety issues to be dealt with in a timely and effective manner.
- be responsible for reviewing all reports and documentation provided by departments and faculties in accordance with the Health and Safety policy and for taking appropriate action to rectify non-compliance and to achieve continual improvement;
- be responsible for reviewing and taking appropriate actions for any health and safety related issues raised via the appropriate channels;
- will ensure that where any amendment that is made to the text or other content of the Health and Safety Policy and supporting documents, it is duly authorised, referenced and communicated; and
- The Head of People Services will work with other staff such as the Health and Safety Advisor to:
 - -be responsible for maintaining records of all health and safety information provided to contractors;
 - -be responsible for communicating with contractors in respect of health and safety and for

arranging responses to any health and safety related questions and queries. Records of all communications will be retained by the People Services Department; and

- -be responsible for operating a 'Permit to Work' system for all contractors. Records of all such permits will be retained by the Facilities Department.

Signature	Date
Head of People Services	

Signature	Date
Head of Facilities	

Responsibilities – The Senior Leadership Team

Due to the senior ‘managerial’ function performed by the Senior Leadership Team, it is recognised that they may be held liable where health and safety offences are committed with their consent or connivance or as a result of their negligence. The Senior Leadership Team will:

- ensure the active participation of their areas in the Health and Safety Committee. This will involve the identification of health and safety concerns within their areas, the raising of pertinent issues for consideration by the Committee and the actioning of all measures identified by the Committee and management staff as required;
- , so far as reasonably practicable, implement all relevant policies, procedures, and arrangements within their areas, as required by the Health and Safety Policy, Health and Safety Committee and other direction from senior staff and other relevant groups;
- so far as reasonably practicable ensure that adequate communication channels exist throughout their areas of responsibilities to allow health and safety issues to be dealt with in a timely and effective manner. All staff will be given the opportunity to raise any safety related queries with their line managers, or a member of the Senior Leadership Team;
- so far as is reasonably practicable, ensure that all departmental staff adhere to all relevant risk assessments, adopt safe working procedures, work in accordance with any training provided and effectively use control measures, protective equipment or other health and safety materials, and that they are appropriate for the nature of the work carried out;
- raise without undue delay with the Head of People Services and Health and Safety
- where the need for further training or any other form of risk control for staff is identified;
- where any significant breach of Health and Safety procedures is identified, ensure appropriate action is taken to reduce the immediate risk and report the issue to the Head of People Services and Health and Safety without undue delay. All such incidents will be reported to the Health and Safety Committee; and
- the Senior Leadership Team will be responsible for the risk assessment process within their areas of responsibilities. This will include ensuring that all appropriate risk assessments are completed and reviewed in a timely and effective manner and that all identified risk control measures are implemented.

Signature			Date	
	Vice Principal of Finance, Resources and Sustainability			
Signature			Date	
	Vice Principal of Student Experience and Innovation			
Signature			Date	
	Head of Curriculum			
Signature			Date	
	Head of Finance			
Signature			Date	
	Head of Quality			
Signature			Date	
	Head of Student Services			
Signature			Date	
	Head of Digital			

Responsibilities – Head of People Services

The Head of People Services will be responsible for ensuring that effective recruitment and selection processes are in place to ensure the competency of those selected for employment.

The Head of People Services will be responsible for ensuring that reference to staff health and safety responsibilities is contained within standard written statements of employment.

The Head of People Services is responsible for ensuring appropriate health and safety training is in place for all employees.

Responsibilities – Heads, Managers (including Curriculum Quality Managers) Depute Heads, and Supervisors.

It is recognised that Heads, Managers (including Curriculum Quality Managers) Depute Heads and Supervisors. may be held liable where health and safety offences are committed with their consent or connivance or as a result of their negligence.

Heads, Managers (including Curriculum Quality Managers) Depute Heads and Supervisors have responsibilities which are listed below. All managers.:

- must be conversant with the Board's safety policies and procedures;
- will ensure that staff, students, or visiting workers for whom they are responsible receive suitable induction training and information about emergency procedures;
- will ensure the necessary risk and Control of Substances Hazardous to Health (COSHH) assessments have been carried out and are reviewed routinely and that the safety provisions relating to the work discussed with those conducting the activity;
- will ensure that relevant safety documentation is readily available for reference to auditors and/or regulating authorities;
- are to ensure that personnel for whom they are responsible have received training appropriate to their needs and that all such training is documented;
- will ensure that they conduct regular Health and Safety 'toolbox talks' with staff for whom they are responsible. These 'toolbox talks' can be carried out during routine staff / team meetings;
- should ensure that the work environment and equipment are safe and well maintained, identifying, and correcting hazardous conditions;
- may be required, after consultation with the Head of People Services and Health and Safety or the Health and Safety Advisor, to assist in the investigation of accidents or incidents revising risk assessments, where necessary;
- will assist the Head of People Services and Health and Safety and/or the Health and Safety Advisor in the identification of relevant staff for occupational health surveillance. Further, they will ensure that these individuals, who are registered with the Occupational Health Service, attend health surveillance appointments as and when required;
- will monitor staff compliance with risk assessment and COSHH control measures and censure those who fail to comply;
- will ensure proper disposal of waste materials in accordance with college procedures;
- will ensure that the levels of supervision provided are influenced by the severity of risk in the workplace and the competence of the employees/students involved;
- will ensure that the levels of supervision provided are sufficient to accommodate the particular needs of:
 - those who undertake high risk tasks;
 - new employees;
 - young persons (A young person is anyone under 18);
 - new or expectant mothers; and

- Lone workers.
- will ensure that the levels of supervision are suitable and sufficient to accommodate staff handovers;
- should recognise and promote the benefit of on-the-job coaching and team building to develop a positive health and safety culture within their area of responsibility;

Responsibilities – Employees

All staff have general duties to ensure their own safety and that of others. The Health and Safety at Work Act 1974 notes the following in respect of staffs' duties:

“It shall be the duty of every employee while at work –

- a) to take reasonable care for the health and safety of himself/herself/themselves and of other persons who may be affected by his/her/their acts or omissions at work;and
- b) as regards any duty or requirement imposed on his/her/their employer or any other person by or under any of the relevant statutory provisions, to co- operate with him/her/them so far as is necessary to enable that duty or requirement to be performed or complied with.”

The following procedures will, therefore, be adopted by all staff to ensure these duties are adequately discharged. Staff will comply with the policies, procedures and arrangements and with any information, instruction and training provided. In addition, any risk control measures, and equipment provided to ensure safe working practices will be properly used. All staff:

- shall report immediately any identified breaches of health and safety procedures, any accidents or safety related incidents and any aspect which appears to them to give rise to a significant risk to the Health and Safety of staff or other persons to the Head of People Services and Health and Safety and to their line-management;
- will inform their line-manager, the Head of People Services and Health and Safety or the appropriate member of the Senior Leadership Team without undue delay where they believe that further training or other risk control measures would be beneficial. Where the employee believes significant risk to be present those tasks will not be carried out and the Head of People Services and Health and Safety or the Health and Safety Advisor should be informed without delay;
- will co-operate in all safety programmes, training, risk assessments and other initiatives that are intended to reduce risk and are to actively implement any control measures identified to them as being required;
- will not participate in horseplay, practical jokes or other acts which may result in harm being caused to themselves or to other individuals; and
- will note that any non-compliance will result in the Disciplinary procedure being applied.

Responsibilities – Students

Safety is an integrated function of college management, and each manager are responsible for safety performance in his/her/their sphere. The active co-operation and understanding of safety procedures by students is a vital element of the College safety approach. The avoidance of accidents is a common interest of all employees and students.

The Board of Management requires all students to:

- comply with the letter and spirit of current Health and Safety legislation, Approved Codes of Practice, authoritative guidance, and College Health and Safety Rules;
- recognise that each person is responsible not only for his or her own safety but also for the safety of anyone else who could be affected by his or her acts or omissions;
- support actively and co-operate with the pursuit and maintenance of standards of health, safety and welfare that are exemplary to the education sector;
- not interfere with or misuse anything which has been provided by the College in the interest of health, safety or welfare;
- use any safety equipment and safe systems of works as instructed by academic and management staff; and
- not participate in horseplay, practical jokes or other acts which may result in harm being caused to themselves or to other individuals, and /or result in situations with the potential to cause harm.
- understand that any breach of health safety will result in the Student Disciplinary procedures being enforced.

Responsibilities – Health and Safety Committee

The Health and Safety Committee will provide an open forum for the discussion of all health and safety related issues raised by members of the Committee and by any other relevant sources. The Committee allows representation from health and safety representatives appointed by recognised trades unions and individual employees, thus allowing access to all employees and employee groups.

- The Committee will meet at regular intervals throughout the academic year with meeting dates published at the commencement of each academic year;
- Other than the absence of the Head of People Services and Health and Safety or the Health and Safety Advisor, a meeting should not be cancelled or postponed except in exceptional circumstances with the rearranged date being announced as soon as is practicable;
- If a member of the Committee is unable to attend a meeting, the member should nominate a named substitute;
- The quorum for the Health and Safety Committee will be five members;
- All Committee members will undergo suitable training, which will include as a minimum 'Health and Safety Awareness'. This will ensure that all members have a working knowledge of the topic, commensurate with their role in the Committee and within the organisation as a whole;
- The Head of People Services and Health and Safety and / or the Health and Safety Advisor will present a Health and Safety update report to the Committee at each meeting. The Committee will review routinely health and safety performance, analyse accident statistics, reported breaches of policy and procedures, audit and inspection reports and data from other information gathering exercises. Recommendations on options to improve safety performance will be made to the Principal and Chief Executive Officer without undue delay;
- The Committee will propose via meeting minutes and subject to the Principal's approval, members and to other appropriate persons within the organisation, actions required to be taken to implement policies, procedures, arrangements, and any other initiatives; and
- The Committee will suggest solutions and initiatives for issues arising, which will be minuted and presented to the Senior Leadership Team following each meeting, without undue delay and will form part of the Health and Safety report presented to the People Services Committee. Where

appropriate, the Committee will propose policy revisions, procedures, and arrangements, for ultimate approval by the Board of Management.

Responsibilities – Contractors

A contractor is an individual or company that the College does not employ but who is commissioned/contracted, to carry out a set task or tasks during the duration of contract, whether or not this is on a formal contract basis.

Contractors shall:

- always comply with the Health and Safety at Work etc. Act 1974 (HSAWA) and all subordinate legislation;
- adhere to the Construction (Design and Management) Regulations 2015 (CDM);
- at all times, whilst engaged on a contract, ensure that their operations are executed under the controlled supervision of a named individual on site;
- inform the Head of Facilities, the Head of People Services and Health and Safety Advisor of the named individuals on site; and
- prior to commencing work undertake appropriate risk assessments, with method statements and follow and provide the Head of Facilities, the Head of People Services and Health and Safety Advisor with both completed risk assessments and method statements for the work to be carried out;
- inform the Head of Facilities, the Head of People Services and the Health and Safety Advisor of any changes to the method statements or risk assessments provided;
- comply with all safety instructions issued by the College and undertake the contractor on boarding scheme;
- work to a permit-to-work system for certain operations indicated or arising from the initial method statement and risk assessment stage which are considered to pose high risks; and
- at all times use their own equipment and tools unless it has been pre-arranged with the Head of Facilities, the Head of People Services and the Health and Safety Advisor.

Accidents, First Aid and Work-Related ill Health

The Head of People Services will be responsible for:

- maintaining an Occupational Health provision with suitable external consultancy;
- maintaining a recording keeping system for all Health and Safety surveillance records which relate to individual employees. This record keeping system should include the effective reporting of near misses.
- assisting Managers conduct Individual Stress Risk Assessments; and
- maintaining records of work-related ill health.

The College has undertaken a risk assessment related to the provision of First Aid and First Aiders. This will be reviewed on an annual basis. The risk assessment has identified the number and spread of First Aid personnel required by the College.

A list of appointed First Aiders will be maintained by the Head of People Services and will be displayed in appropriate places in the College estate.

First-aiders will be responsible for:

- administering first-aid in line with their training, competence, and confidence where situations dictate;
- recording all accidents on the College accident report form.
- recording all incidents/near misses on the College incident form.
- Incident forms are kept on the intranet and hard copies will be kept at the reception area; and
- Informing Head of People Services with regards accidents resulting in injury so that they be entered onto the College Accident Management System.

Responsibility for reporting all RIDDOR-reportable occurrences to the enforcing authority lies with

- Head of People Services and Health and Safety Manager

First Aid rooms are located at:

- Lower ground floor LG63
- 1st Floor Room 147

Distribution of the Health and Safety & associated Policies

The College Health and Safety Policy will be available as follows:

- College Website and staff intranet
- Issued to all new staff through the induction process.
- All H&S associated policies/procedures available through college website.



South
Lanarkshire
College

East Kilbride

BOARD OF MANAGMENT

DATE	9 September 2025
TITLE OF REPORT	Royal Bank of Scotland (RBS) Overdraft Facility Review
REFERENCE	08.0
AUTHOR AND CONTACT DETAILS	Elaine McKechnie, Vice Principal – Finance, Resources & Sustainability Elaine.mckechnie@slc.ac.uk
PURPOSE:	To request Board approval for the cancellation of the RBS Overdraft Facility.
KEY RECOMMENDATIONS/ DECISIONS:	The Board is asked to: <ul style="list-style-type: none"> • Note the contents of the report; and • Approve the cancellation of the RBS Overdraft Facility at the earliest opportunity.
RISK	<ul style="list-style-type: none"> • The College would assure the Board that the removal of this overdraft facility does not create any additional risk. • In the event of a cashflow shortage, the College would contact the Scottish Funding Council initially and if agreed, any short-term funding would be granted via the Scottish Government directly. • The College is an outlier in the Sector in having an overdraft facility in place and is at risk of non-compliance which would be removed with the cancellation of the facility.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The paper considers the College's current overdraft facility which does not adhere to Public Financial Manual Regulations. • As borrowing is prohibited and the facility would not get Scottish Government approval in the event of needing to use it, there is no benefit to continue having this arrangement in place. • The College recommends that the facility is removed to be compliant with financial regulations.

1. INTRODUCTION

- 1.1. This paper provides an update on the RBS Overdraft Facility with a request for Board members to approve its cancellation at the earliest opportunity.

2 BACKGROUND

- 2.1 The College has historically had a £300,000 overdraft facility in place with the RBS:
- 2.2 This has formed part of the College's financial and cashflow management strategy, providing a buffer for any short-term cash shortages.
- 2.3 To the best of current management's knowledge, to date the College has been in a fortunate position to not have made use of the facility.
- 2.4 During a recent Scottish Funding Council (SFC) Outcomes Framework and Assurance Model (OFAM) Meeting on 1 July 2025, it was noted that the College's current overdraft facility was not in line with Public Sector Finance Manual regulations, through which it is stated that borrowing is prohibited.
- 2.5 As the College has not used the overdraft, it has not technically breached legislation in a practical sense. However, the SFC has advised that, should the College want to use the facility, it would likely need to get Scottish Government approval, which would not be granted.

3 COLLEGE RESPONSE

- 3.1 The College was not previously aware of this restriction as the facility represents a historic overdraft which has not been actively used but has been extended annually over many years.
- 3.2 As the facility now holds no potential benefit for the college in the form of temporary cashflow, the College would like to cancel the facility as soon as possible. The overdraft facility comes at a cost of £6,000 and some of this expense may be saved in the interim period prior to the expiry of the facility next June 2026.
- 3.3 RBS have confirmed that there is no obligation on the College to continue with the facility across 2025-26 indefinitely if it is not allowed under Public Sector Finance regulations.

4 EQUALITIES

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

5 RISK AND ASSURANCE

The College would assure the Board that the removal of this overdraft facility does not create any additional risk.

In the event of a cashflow shortage, the College would contact the Scottish Funding Council initially and if agreed, any short-term funding would be granted via the Scottish Government directly.

The College is an outlier in the Sector in having an overdraft facility and remains at risk of non-compliance which would be removed with the cancellation of the facility.

6 RECOMMENDATIONS

Members are recommended to:

- Note the contents of the report; and
- Approve the cancellation of the RBS Overdraft Facility at the earliest opportunity.



South Lanarkshire College

Students' Association

Board Report

August 2025

YOUR COLLEGE
 **YOUR WAY**

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Overview

Student Association Plans for 2025/2026

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

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

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

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

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

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

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

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

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

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

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

Student Voice

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

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

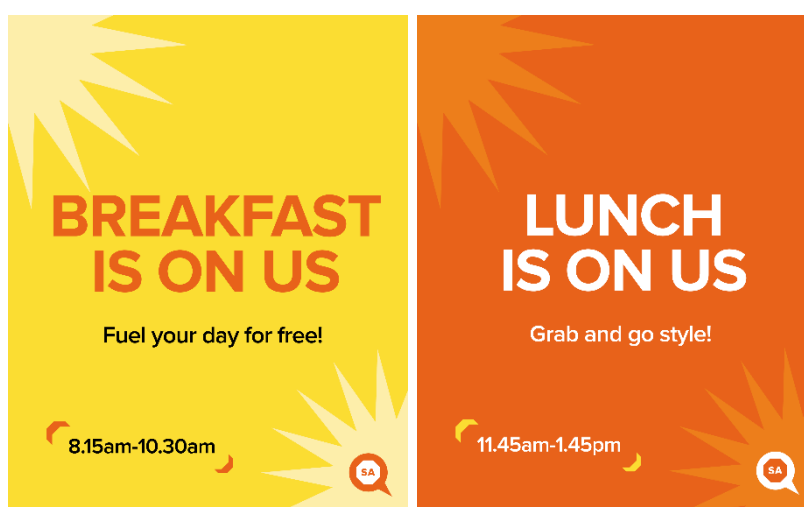
Emily Test Gender-Based Violence (GBV) Charter

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



Student Poverty/Cost of Living

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



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

Student Mental Health Agreement

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

2025/26 Planning and Evaluation

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

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

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

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

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

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

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

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

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

Hoodies

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



NUS Lead & Change

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



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

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

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

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

2025/26 Events

Welcoming students
Monday 25 August

Freshers' Week
Tuesday 9 – Thursday 11 September

World Mental Health Day
10 October

Volunteering Event
22 October

Halloween Event
29 October

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

HE Event
19 November 24

GBV 16 Days of Activism
25-November – 10 December

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

Refreshers'
27-29 January

Purple Friday
27 February

Love Your Planet
1 April

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

Chair's Report

Douglas Morrison September 2025

In my first Chair's report of 2025/26, I take the opportunity to reflect on the year just past and to look forward with real anticipation to the year ahead. 2024/25 was a year of planning, transition and significant change, marked by the dissolution of the Lanarkshire Region and the beginning of an exciting new chapter as an independent regional college. The restructure is now largely complete, with only a small number of final roles still to be filled, and our new strategy has been launched. I want to place on record my sincere thanks to all members for their commitment, support and contributions throughout these complex undertakings. Together, we have positioned the College on strong foundations to meet the challenges ahead and to pursue the opportunities that lie before us.

In the months ahead, the executive team will move with intent to deliver our strategy, maintaining a passionate focus on enhancing the learner experience. At the same time, we will place renewed emphasis on strengthening partnerships with industry and community, while diversifying our portfolio to reduce reliance on core funding and respond more effectively to stakeholder needs. The timing and wider environment provide the conditions for us to take bold steps in reinterpreting both the purpose and principles, and the operating and delivery model, of a modern Scottish college.

The fiscal challenges and policy uncertainty remain, emphasising the need for bolder action, and the impact and influence of AI has been a hot topic in our sub committee discussions. We will engage in a deeper discussion on the challenges and opportunities presented by AI over the coming months. As we prepare for the Scottish elections in May 2026, I suspect investment in the education and skills system will be a hot topic in political circles and we are working closely with colleagues in Colleges Scotland to ensure factual and accurate information is available.

Our vision to *inspire and transform lives through inclusive, innovative and sustainable education* will remain the touchstone of our ambitious diversification plans, serving as the golden thread that links our published strategy to the refinement and improvement activity we will pursue over the coming year. Following several years of remedial focus at board, I am very excited to begin this new chapter.

On the note of new chapters, I am of course very grateful to have been afforded the opportunity to continue my Chair ship and again place on record my gratitude to those who offered guidance, advice, and support throughout the process. My four-year term formally began on the 7th August 2025, following a short break in service effective from 30th July 2025. The team remain in close dialogue with key stakeholders to ensure governance related considerations have been appropriately recorded and addressed.

I am delighted to welcome our newest board member, Odira Atueyi. Odira is a professional engineer with more than 17 years' experience across the banking, education and energy sectors. He currently serves as an Asset Risk and Investment Engineer at Scottish and Southern Electricity Networks, where he focuses on promoting investments that support the UK Government's ambition to achieve net zero by 2050.

We are also welcoming Caitriona Blacker and Jack Whyte back to the board following their successful re-elections as Student President and Vice President respectively.

We are currently in the process of interviewing additional applicants with an aim to make recommendations for appointment in the near future.

The previous quarter also seen board members stepping down with Andriy Strehaliuk returning to Ukraine following a period of exceptional service to the College. Similarly, Anne Doherty has stepped down as Support Staff Representative following many years with the College in which she latterly led the Alternative Funding. I wish both all the very best in their future endeavours and thank them for their contributions.

My thanks also go to all those who have contributed to the External Evaluation Review which remains ongoing and nearing completion. We will welcome our reviewer, Candy Munro, to the board meeting on 9th September as an observer, and thereafter will wait with anticipation for the results of the review. We do of course have constructive insights from the Governance review recently submitted by our Internal Auditor and will work to embed the recommendations into our rolling governance plan.

I conclude by once again emphasising my optimism for the year ahead. I look forward to welcoming new members in due course and to strengthening our relationships with both core and collaborating partners. It has been a real pleasure to see staff step into new roles, and I sense a genuine enthusiasm within the team for what lies ahead. Most importantly, the return of our students after the summer break has been a powerful reminder of why we are here. Together, I am confident we will build on this momentum and deliver a year of real progress and impact.

BOARD OF MANAGEMENT MEETING

DATE	9 September 2025
TITLE OF REPORT	Principal's Update
REFERENCE	14.0
AUTHOR AND CONTACT DETAILS	Stella McManus Stella.mcmanus@slc.ac.uk
PURPOSE:	To provide members with information not included on the Board of Management meeting agenda.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • note the appointment of the Regional Chair; • note the launch of the new Strategy 2030 and • note the delay in providing a pay agreement for Support Staff.
RISK	<ul style="list-style-type: none"> • That the College does not keep up with sector reform and pace of change is too slow impacting on future business.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The new Regional Chair is Douglas Morrison and a press release for this was launched at the start of the academic year as all staff returned. • The new Strategy 2030 was launched at the All-Staff Conference on 13 August 2025. The day was full of enthusiasm and energy with TEAMSLC focusing on Reimaging Tomorrow. • There has been a change in the Principal Chair for the College Principal's Group with a focus on refreshing on the CPG group operates as an improved sector body. • College Employers Scotland has a new Acting Director, and the sector is awaiting on the Government supporting a pay award for the Professional Services staff in a similar way to the Academic staff in previous years. • All UK Principals signed a letter to the Prime Minister emphasising the importance of colleges ahead of the UK Spending Review in June 2025. • The College has been commended on its Public Sector Equality Report.

1. INTRODUCTION

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

2. REGIONAL CHAIR APPOINTMENT

- 2.1 All at South Lanarkshire College are delighted that Douglas Morrison has been (re) appointed as the Chair of the new South Lanarkshire Regional College following a robust Scottish Government appointment's process.
- 2.2 The press release for both De Regionalisation and the Chair appointment can be found here: [Becoming a Regional College](#).

3. STRATEGY 2030

- 3.1 The SLC Strategy 2030 was officially launched at the All-Staff Conference on 13 August 2025, of which the theme was, "Reimagining Tomorrow". Following the launch of the new Strategy by myself, sessions were delivered by Elaine McKechnie and Shona Pettigrew as well as Chris Sumner. Afternoon sessions were delivered by staff centred around developing digital awareness.
- 3.2 There was great energy and enthusiasm around the College, and this has set a really positive tone for the 2025-26 academic year. All staff are shaping the future together as #TEAMSLC. The press release for the strategy can be found here: [South Lanarkshire College Strategy 2030](#).

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

- 4.1 Angela Cox, Principal of Ayrshire College is now the new Chair of the College Principals' Group. (CPG) In order to continue to ensure that the inputting into the strategic direction of the sector, reshaping about how other groups, such as the Business Directors network et al feed directly into CPG ensuring information is being appropriately disseminated.
- 4.2 In addition, there are now three new Vice Chairs, Jim Metcalf, Principal of Fife College, Jon Vincent, Principal of Clyde College and Pete Brown, Principal of Borders College, who will lead on thematic groups centred around, finance, the student experience and the workforce.

5 COLLEGES EMPLOYERS SCOTLAND (CES)

- 5.1 Following the appointment of Gavin Donoghue as the new Chief Executive of Colleges Scotland, John Anderson has been appointed as the new Acting Director of CES.
- 5.2 On 19 June 2025, the Joint Secretaries wrote (Annex A) to Graeme Dey MSP, Minister for Higher and Further Education, and Minister for Veterans seeking financial

support to agree a multi-year (2025-2028) Pay Agreement for support staff. Despite discussions with several Scottish Government officials since 19 June 2025, and an in-person meeting between the Minister, Colleges Scotland's CEO and the Acting Director of CES, on 6 August 2025, an official written (Annex B) confirmation of the request was only received on 15 August 2025.

- 5.3 It is understood that UNISON and Unite will be ready to ballot quickly if financial support is confirmed and provided. However, it should be noted that a Pay Agreement will not now be able to be in place for 1 September 2025.

6 FOUR NATIONS LETTER TO THE PRIME MINISTER

- 6.1 The Association of Colleges in England, led a united UK wide approach, requesting college principals to sign a "first-of-its-kind" letter to the Prime Minister, Keir Starmer. It was to urge the PM to invest in colleges and recognise their indispensable role in kickstarting economic growth, creating opportunities and fulfilling the government's key missions. (Appendix 1)

7 PARTNERSHIP WORKING

- 7.1 The Principal has engaged in the following activities:

- 7.1.1 the Executive Teams from SLC and from Kelvin College met with Clyde Gateway to discuss opportunities for collaboration, there is a follow up meeting on 3 September 2025;
- 7.1.2 met with Mike McNally from Glasgow City Region in preparation for attending the Glasgow;
- 7.1.3 hosted the first QAA Institutional Liaison meeting;
- 7.1.4 attended the quarterly meeting with South Lanarkshire Council;
- 7.1.5 attended the Digital Economy Skills Group and
- 7.1.6 attended the University of West of Scotland online stakeholder event.

8 GOOD NEWS STORIES

- 8.1 The Scottish Funding Council (SFC) wrote to the College on 28 August 2025 to provide an update on their joint approach with the Equality and Human Rights Commission (EHRC) to tackle the most persistent inequalities in the sector.
- 8.2 After reading all the published institutional Public Sector Equality Reports and they were heartened to see such a strong alignment to the National Equality Outcomes (NEOs) and a commitment to equality from the sector including the College.
- 8.3 The SFC and EHRC intend to publish a report that outlines how institutions have approached adopting the NEOs and reporting on progress made and action planning. This tertiary sector summary report will be available in late Autumn 2025. include next steps for how SFC and EHRC will engage with and support colleges to tackle the published persistent inequalities. They are seeking more information from the College to create case studies of good practice to highlight the excellent work happening in the equality space.

9 EQUALITIES

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

10 RISK

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

11 RECOMMENDATIONS

- 11.1 Members are recommended to:
- 11.1.1 note the appointment of the Regional Chair;
 - 11.1.2 note the launch of the new Strategy 2030 and
 - 11.1.3 note the delay in providing a pay agreement for Support Staff.

ANNEX A



19 June 2025

Graeme Dey MSP
Minister for Higher and Further Education, and Minister for Veterans
Scottish Government
St Andrew's House
Regent Road
Edinburgh
EH1 3DG

Ref: JA/JS

Direct: 07928
500848

Dear Mr Dey,

College Support Staff Pay Negotiations

Following a number of positive and constructive meetings on pay for college support staff, we believe that we have now reached an acceptable joint position on a pay settlement, between College Employers Scotland (the employers) and the Support Staff trade unions, UNISON and Unite the Union (the trade unions). These trade unions represent the substantial majority of trade union members in the support staff bargaining unit and form four out of the five seats allocated to trade unions at the NJNC – Side Table (Support).

Although not applying directly to the college sector, we have followed the guidelines of the Public Sector Pay Policy (PSPP) for Scotland to structure a multi-year agreement. To that end, the employers have tabled an offer of 3% each year, for a period of three years, with years 1 and 2 having an additional 1.25% and 0.4%, subject to written confirmation of additional funding from the Scottish Government. The cost of the additional year 1 and 2 support staff elements would broadly mirror the additional cost of the agreed Lecturing Staff AY 2025-26 settlement.

The final offer tabled by the employers and accepted by the Stewards of UNISON and Unite, and therefore will be taken to ballot, with both unions recommending acceptance, is:

- Year 1 – September 2025-26 – **4.25%**
- Year 2 – September 2026-27 – **3.40%**
- Year 3 – September 2027-28 – **3.00%**
- Salaries under £27,000 will receive a Flat Cash underpin of £1150 in Year 1.
- The ceiling limit after which overtime shall be paid has been increased to **£44,000**.
- The Stand-by Allowance will increase to **£120/week**.
- The work on the Organisational Change Guidance shall be jointly completed by 31 December 2025.

The cost of a three-year pay deal, if settled in line with PSPP (9% envelope over three years), would have been £21.2m. The cost of the proposed three-year settlement (equivalent to 11.03% over the three years) will be £25.9m, which would require an additional funding package of £4.7m. The sector is looking to support the proposed settlement through identifying a further £0.9m of further efficiencies over the three years, with a request for additional Scottish Government support of £3.8m.

Please treat this letter as a formal request from CES for an additional total of £3.8m of funding, with £2.9m being paid in AY 2025/26 onwards, and an additional £0.9m paid in AY 2026/27 onwards.

As pay awards are paid on a consolidated basis, the additional funding requested for support staff pay would need to be in addition to the 2025-26 core grant allocations as per the SFC College Final Funding Allocations 2025-26, baselined into college allocations from AY 2025/26 onwards.

Once we are in receipt of a written confirmation of this additional funding from the Scottish Government, CES will confirm the conditional pay offer made to the trade unions, which will then instigate their consultative ballots.

It should be noted that the GMB chose not to join the Support Staff pay claim submitted by UNISON and Unite. The GMB did suggest a separate claim, but that was not formally tabled. No separate pay discussions have been entered into with GMB, but given UNISON and Unite hold the majority of seats at the NJNC – Side Table (Support), majority decisions of the Side Table (including in relation to pay) are binding on all parties under the terms of the current NRPA.

Finally, it is understood by all parties that the additional funding contribution by the Scottish Government is an exceptional situation and one that will not be repeated in relation to settlements beyond the 2027-28 period. It does, however, present an opportunity to settle a pay award by the due date of 1st September, for only the second time since the commencement of national bargaining; and this would be indicative of dramatically improved

industrial relations between the employers and the support staff trade unions (UNISON and Unite) in the college sector.

We trust that the above is consistent with your expectations, and we shall both be available to meet with you or to provide any additional information that you may require.

Yours sincerely

Janet Stewart

Support Staff Joint Secretary/

UNISON Regional Officer

John Anderson

Management Side Joint Secretary/

CES Head of National Bargaining

ANNEX B

Minister for Higher and Further Education; and Minister
for Veterans
Graeme Dey MSP



T: 0300 244 4000
E: scottish.ministers@gov.scot

John Anderson, College Employers Scotland
john.anderson@collegeemployersscotland.ac.uk

Janet Stewart, Unison
J.Stewart@unison.co.uk

15 August 2025

Thank you for your letter of 19 June, and subsequent discussion last week, regarding the further education support staff pay negotiations.

As we discussed last week, I fully appreciate the work that has gone into these negotiations this far, and applaud the shift in relationships between CES and trade unions that has brought us here

I can reassure you that officials are working through this ask, via a number of internal processes to ensure all public finance approvals are obtained. When we spoke, I reiterated the difference between the process required for this ask, compared to the one that brought us to the agreement made last year on lecturer pay.

I also remain aware of the time required by the trade unions to make the necessary arrangements to ballot staff on this deal, however I must ensure due process is followed.

My officials will continue to keep you updated as we work through this process.

Yours sincerely,

GRAEME DEY

Scottish Ministers, special advisers and the Permanent Secretary are covered by the terms of the Lobbying (Scotland) Act 2016. See www.lobbying.scot

St Andrew's House, Regent Road, Edinburgh EH1 3DG
www.gov.scot

INVESTORS IN PEOPLE
We invest in people Silver



Rt Hon Sir Keir Starmer KCB KC MP
Prime Minister
10 Downing Street
London SW1A 2AA
Sent via email

Tuesday 27 May 2025

Dear Prime Minister,

On becoming Prime Minister last July, you set out your government's commitment to growth and extending opportunities for people right across the nations of the UK. As the leaders of every single college within these four nations, we are clear that our institutions have a vital role to play in delivering on that – and indeed across all five of the missions you have set out. This is something we are fundamentally committed to. As your mission plans and the Chancellor's spending review develop, we therefore urge you to ensure that the roles we play for people, employers and communities – and our potential to do so much more – are front and centre in your thinking and that we are given the space and investment to deliver our shared ambitions.

As you know, colleges are a critical part of our national infrastructure, and key anchor institutions at the heart of their communities and local economies. That includes three particular elements key to delivering on your government's agenda.

1. Colleges are central to providing opportunities for young people to get the education, skills and wider enrichment that allow them to make the best start in life and secure meaningful employment.
2. Colleges are also central to delivering the industrial strategy, providing the skills needed across the growth sectors (and for the NHS and construction), whilst supporting skilled pathways across the wider economy in a changing labour market. This will require nothing less than a revolution in adult education and training, as we seek to upskill and retrain hundreds of thousands of adults over the coming decade to fill the skills gaps and adapt to a technology-rich future.
3. Finally, colleges have a key role to play in ensuring that adults with poor basic skills are not left behind in life and in work – people who want to contribute fully to the economy and their communities but who need support in literacy, maths and digital skills in order to do so.

All of these three elements of college activity – for young people, in growth sectors and in adult community learning - will be key both to boosting productivity and to unlocking opportunities for all. Without adequate investment into our sector, the UK risks falling behind in global competitiveness, unable to meet the demands of both emerging and traditional industries – and we will also be failing to capitalise on the role colleges can play more broadly too, including in driving the green transition, breaking down barriers to opportunity for all and supporting healthy, safe and cohesive communities.

We want your plans for growth and opportunity to place colleges as solutions and partners where investment has clear returns. It was therefore particularly promising to see the Chancellor's announcement at the Spring Statement regarding investment in the skills needed

to support the government's house-building and retrofit ambitions – and we hope that this is replicated for other key sectors and for all of your missions to support your plan for growth.

Of course, education and skills policy and funding is a devolved matter, so spending decisions made in the spending review are only directly relevant to colleges across England - but we are clear as college leaders across the four nations that investment focussed on further education and skills in the spending review will be a powerful statement of intent, and equip devolved administrations with the funding they need to resource colleges. Those of us in the devolved nations are similarly calling on our national governments to respond to the spending review with an absolute commitment to further education and skills so that renewed growth and opportunities truly do benefit us all.

Yours sincerely,

David Hughes CBE, Chief Executive, Association of Colleges
David Hagendyk, Chief Executive, Colleges Wales/Colegau Cymru
Dr Graeme Jackson, Interim CEO, Colleges Scotland
Jacqui Canton, Principal & CEO, Abingdon & Witney College
Gary Headland, CEO, Activate Learning
Mark Smith, CEO, Ada, National College for Digital Skills
Kathryn Robson, Chief Executive, Adult Learning Wales
Danny Pearson, Principal, Aquinas
Dr Tim Whitaker, Principal and Chief Executive, Askham Bryan College
Angela Cox, Principal and Chief Executive, Ayrshire College
Natalie Davison, Principal & Chief Executive, Barking & Dagenham College
Neil Coker, Chief Executive Officer & Principal, Barnet & Southgate College
David Akeroyd, Principal & Chief Executive Officer, Barnsley College
Anthony Bravo, Principal, Basingstoke College of Technology
Kevin Hamblin, Principal and CEO, Bath College
Damian Duffy, Interim Chief Executive & Principal, Belfast Metropolitan College
Karen Hucker, Principal, Bexhill College
Pat Carvalho, Principal and CEO, Birmingham Metropolitan College
Shaun Hope, Principal and CEO, Bishop Auckland College Group
Danny Metters, Principal and CEO, Bishop Burton College
Dr Fazal Dad CBE, Principal and Chief Executive, Blackburn College
Alun Francis, Chief Executive, Blackpool and the Fylde College
Liam Sloan, Principal and Chief Executive, Bolton College
Pete Smith, Principal & CEO, Borders College
Claire Helen Foster, Principal and CEO, Boston College
Phil Sayles, Principal and Chief Executive, Bournemouth and Poole College
Chris Webb, CEO, Bradford College
Viv Buckley, Principal and Chief Executive, Bridgend College
Andy Berry, Principal & CEO, Bridgwater & Taunton College
William Baldwin, Principal, Brighton Hove and Sussex Sixth Form College (BHASVIC)
Christine Ricketts, Principal & CEO, Brooklands Technical College
Jenny Craig, Principal and CEO, Buckinghamshire College Group

John Beaty, Principal and CEO, Burton and South Derbyshire College
David Malone, Principal & Chief Executive Officer, Calderdale College
Mark Robertson, Principal and Chief Executive, Cambridge Regional College
Peter Brammall, Principal & CEO, Capel Manor College
Angela Joyce, Chief Executive Officer, Capital City College Group
Sharon James-Evans, Principal, Cardiff and Vale College
Nick Burnham, Principal, Cardinal Newman College
David Warnes, Principal & CEO, Chelmsford College
Jasbir Dhesi OBE, Principal & CEO, Cheshire College South & West
Julie Richards OBE, Principal and CEO, Chesterfield College
Andrew Green, CEO, Chichester College Group
Andrew Green, Chief Executive, Chichester College Group
Shireen Razey, Executive Principal & CEO, Christ the King Sixth Form College
Jerry White, Principal and CEO, City College Norwich
Jacqueline Grubb, City College Plymouth
Mark Malcomson CBE, Principal and Chief Executive, City Lit
Julia Gray, Principal and CEO, City of Bristol College
Paul Little CBE, Principal and Chief Executive, City of Glasgow College
Katy Quinn, Principal and CEO, City of Portsmouth College
Louise Fall, Principal and Chief Executive, City of Wolverhampton College
Alison Andreas, Principal and Chief Executive, Colchester Institute
Yana Williams, Chief Executive, Coleg Cambria
Nicola Gamlin, Principal and Chief Executive, Coleg Gwent
Andrew Cornish, Principal and Chief Executive, Coleg Sir Gâr and Coleg Ceredigion
Jonathan Morgan, Principal & Chief Executive, Coleg y Cymoedd
David Pomfret, Principal & Chief Executive, College of West Anglia
Carol Thomas, Principal and CEO, Coventry College
Anita Lall, Principal & CEO, Craven College
Caireen Mitchell, Principal and CEO, Croydon College
David Gartland, Principal and CEO, Darlington College
Mandie Stravino OBE, CEO, DCG (Derby College Group)
Meryl Green, Principal and CEO, Derwen College
Chris Todd, Principal and CEO, Derwentside College
John Rees, Chief Executive Officer, DN Colleges Group
Diana Martin, Principal and Chief Executive, Dudley College of Technology
Douglas Dickson, Principal and Chief Executive, Dumfries and Galloway College
Simon Hewitt, Principal, Dundee and Angus College
Paul Padda, Principal and CEO, East Coast College
Scott Bullock, Principal and CEO, East Durham College
Rebecca Conroy, CEO & Principal, East Sussex College
Audrey Cumberford MBE, Principal and Chief Executive, Edinburgh College
Grant Glendinning, Chief Executive and Group Principal, Education Training Collective
Lucy McLeod, CEO, EKC Group
John Laramy CBE, Principal & CEO, Exeter College
Virginia Barrett OBE, Principal CEO, Farnborough College of Technology
Jim Metcalfe, Principal, Fife College

Melanie Lenehan, Principal and CEO, Fircroft College
Kenny MacInnes, Principal and Chief Executive, Forth Valley College
Nicola Cove, Principal & CEO, Furness College
David Alexander, Principal & Chief Executive, Gateshead College
Jon Vincent, Principal and Chief Executive, Glasgow Clyde College
Joanna Campbell, Principal and Chief Executive, Glasgow Kelvin College
Matthew Burgess, Principal and CEO, Gloucestershire College
Kelly Fountain, Principal, Gower College Swansea
Paul Deane, Principal and Chief Executive, Grantham College
Aled Griffiths Jones, Chief Executive, Grŵp Llandrillo Menai
Jacquie Carman, Principal and CEO, Halesowen College
Karen Spencer, Principal and CEO, Harlow College and Stansted Airport College
Danny Wild, Principal, Harrogate College
Keith Smith, CEO, Harrow, Richmond & Uxbridge Colleges (HRUC)
Darren Hankey, Principal / CEO, Hartlepool College of FE
Professor Andy Collop, Vice-Chancellor, Principal & CEO, Hartpury University & College
Emma Clark, Executive Principal, Heart of Birmingham Vocational College
Michelle Dowse, Principal and Chief Executive, Heart of Worcestershire College
Abigail Appleton, Principal and CEO, Hereford College of Arts
David Williams, Principal and CEO, Herefordshire Ludlow and North Shropshire College
Paul Cook MBE, Principal, Hereward College
Tony Medhurst, Principal & Chief Executive, Hertford Regional College
Carina Vitti, Principal, Holycross Sixth Form College and University Centre
Tracey Forman, Chief Executive and Principal, Homefield College
Julia Heap, Principal and CEO, Hopwood Hall College and University Centre
Clive Hodge, Principal, HRUC
Mike Gaston, Principal & CEO, HSDC
Rachael Hennigan, Principal & CEO, Hugh Baird College
Debra Gray MBE, Principal and CEO, Hull College
Rachel Nicholls, Principal and CEO, Inspire Education Group
Alex Scott, Principal and Chief Executive, Itchen College
Leon Riley, Principal and CEO, John Leggott College
Kelvin Nash, Principal and CEO, Kendal College
Cat Lewis, Principal, Kidderminster College NCG
Palvinder Singh, Principal & CEO, Kirklees College
Chris Nattress, Principal and Chief Executive Officer, Lakes College
Daniel Braithwaite, Principal and CEO, Lancaster & Morecambe College
Nikki Davis, Principal and CEO, Leeds College of Building
Shabir Ismail, Acting Principal and CEO, Leicester College
Asfa Sohail, Principal, Lewisham College
Jamie Stevenson, Principal, Lewisham College - NCG
Gill Burbridge, Principal & CEO, Leyton Sixth Form College
Mark Jonathan Locking, CEO/Principal, Lincoln College
Martin Shelton, Director of Lifelong Learning and Employability, Linkage Community Trust
Dr Sam Parrett CBE, Group CEO, London South East Colleges
Michael Jaffrain, Principal, Loreto College

Corrie Harris, Principal & CEO, Loughborough College
Colin Booth, CEO, Luminate Education Group
Therese Reinheimer-Jones, CEO, Mary Ward Settlement
Lisa Thomas, Principal and Chief Executive, Merthyr College
Zoe Lewis, Principal / CEO, Middlesbrough College
Simon Cook, Principal & CEO, MidKent College
Sally Alexander, CEO and Group Principal, Milton Keynes College Group
Ralph Moran, Principal and CEO, Morley College London
Oliver Symons, Principal and CEO, Moulton College
Wes Johnson, CEO & Principal, Myerscough College and University Centre
Joanne Kingsbury-Elia, Principal, National Star
Liz Bromley, CEO, NCG
Lisa O'Loughlin, Principal and Chief Executive, Nelson and Colne College Group
Gerry McDonald CBE, CEO, New City College
Andrew Broadbent, Principal and Chief Executive, New College Durham
Christopher Moore, Principal and Chief Executive, , New College Lanarkshire
Leah Palmer, Principal and CEO, New College Swindon
Roddy Henry, Principal and Chief Executive, Newbattle Abbey College
Lee Probert, Principal and Chief Executive, Newbury College
Craig Hodgson, Principal & Chief Executive, Newcastle and Stafford Colleges Group (NSCG)
Jamie Purser, Principal and CEO, Newham College
Neil Cowie, Principal and Chief Executive, North East Scotland College
Julie Kapsalis, Principal & CEO, North East Surrey College of Technology (Nescot)
Kit Davies, Principal and Chief Executive, North Hertfordshire College
David Gleed, Chief Executive and Executive Principal, North Kent College
Marion Plant OBE, Principal and Chief Executive Officer, North Warwickshire and South Leicestershire College
Leo Murphy, Chief Executive & Principal, North West Regional College
Jason David Lancaster, Principal and CEO, Northampton College
Emma Beal, Principal / CEO, Northern College for Adults
Mel Higgins, Chief Executive & Principal, Northern Regional College
Janet Smith, CEO/Principal, Nottingham College
Mark Dacey, Chief Executive, NPTC Group of Colleges
Andrew Slade, Principal and CEO, Oaklands College
Simon Jordan, Principal, Oldham College
Lindsay Pamphilon, CEO/Principal, Orbital South Colleges
Charmaine Phillips, Executive Principal, Orchard Hill College
Barry Walters, Principal, Pembrokeshire College
Kurt Hintz, CEO and Principal, Petroc
Jeremy Kerswell, Principal and CEO, Plumpton College
Dr Mark Dale, Principal & CEO, Portland College
Simon Nixon, Principal and Chief Executive, Preston College
Bev Jessop, Principal and Chief Executive, Queen Alexandra Charity, Birmingham
Marcus Clinton, Principal and CEO, Reaseheath College
Marcus Clinton, Principal and Chief Executive, Reaseheath College and University Centre
Gabrielle Flint, Principal and Chief Executive, RHACC

Gavin Hughes, Principal, Richmond upon Thames College
Mary Murphy, Principal/CEO, Riverside College Halton and Cronton Sixth Form College
Jason Austin, CEO / Principal, RNN Group
Clare Russell, Principal & CEO, Runshaw College
Gillian Munro, Principal, Sabhal Mòr Ostaig
Rebecca Parks, Group Principal, Salford City College
Gary Hyndman, Principal, Sense College Loughborough
Geoff Osborne, Principal, Shooters Hill Sixth Form College
James Staniforth, CEO, Shrewsbury Colleges Group
Simon Pierce, Principal and Chief Executive, SK Group (St Helens College & Knowsley Community College)
Dr Rebecca Gater, Principal & Chief Executive, Solihull College & University Centre
Mike Hopkins, Principal/CEO, South & City College Birmingham
Fiona Morey OBE, Executive Principal, South Bank Colleges
Laurence Frewin, Principal and CEO, South Devon College
Tommy Martin, Chief Executive & Principal, South Eastern Regional College
Denise Brown, CEO, South Essex College of FE & HE
David Withey, Principal & CEO, South Gloucestershire and Stroud College
Andrew Kaye, Chief Executive, South Hampshire College Group
Stella McManus, Principal and Chief Executive, South Lanarkshire College
Claire Boliver, Principal & CEO, South Staffordshire College
Peter Mayhew-Smith, Group Principal and CEO, South Thames Colleges Group
Celine McCartan, Chief Executive & Principal, South West College
Lee Campbell, Chief Executive & Principal, Southern Regional College
Michelle Brabner, Principal CEO, Southport Education Group
Julie Milburn, Principal and CEO, Sparsholt College Group
Marian Curran, Principal, St Brendan's Sixth Form College
Geraint Williams, Principal, St Davids Sixth Form College
Graham Thompson, Principal, St. Francis Xavier Sixth Form College
Annette Cast, Principal/ CEO, Stanmore College
Hassan Rizvi, Principal and CEO, Stoke on Trent College
Amanda Down, Principal Sixth Form and HE, Strode's and Windsor Colleges
Alan Pease, Principal and CEO, Suffolk New College
Jackie Moores, Principal/CEO, Tameside College
Ann Hardy, CEO, TEC Partnership
Lawrence Wood, Principal & CEO, Telford College
Yiannis Koursis OBE, CEO, The Bedford College Group
Sam Wright, Principal & CEO, The Heart of Yorkshire Education Group
Rachel Curry, Principal, The Manchester College
Dr Martin Raby, Principal & Chief Executive, The Northern School of Art
Andrew Willetts, CEO, The Orpheus Centre
Lisa Capper MBE, CEO & Principal, The Sandwell Colleges
Angela Foulkes, Chief Executive & Principal, The Sheffield College
Dawn Whitemore, Chief Executive, The SMB Group
Gillian May, Group Principal & CEO, The Windsor Forest Colleges Group
James Scott, Chief Executive Officer, Trafford and Stockport College Group

Martin Tucker, Principal, Truro and Penwith College
Dr Lindsey Whiterod CBE, DL, Chief Executive, Tyne Coast College
Joe Wright, Principal and Chief Executive Officer, UHI Argyll
David Patterson, Principal and Chief Executive, UHI Moray
Seonaidh McDonald, Principal, UHI Orkney
Jane Lewis, Principal and CEO, UHI Shetland
Stephen Davis, Chief Executive & Group Principal, United Colleges Group
Daniel Pearson, CEO USP College, USP College
Donna-Marie Janson, Principal and CEO, Varndean College
Jatinder Sharma, Principal & Chief Executive, Walsall College
Janet Gardner, Principal & CEO, Waltham Forest College
Nichola Newton, Principal & Chief Executive, Warrington & Vale Royal College
Sara-Jane Watkins, CEO/Principal, Warwickshire College Group
Liz Connolly, Principal and Chief Executive, West College Scotland
Gill Worgan, Principal and CEO, West Herts College Group
Karen Redhead OBE, CEO and Principal, West London College
Jackie Galbraith, Principal and Chief Executive, West Lothian College
Andrew Cropley, Principal and Chief Executive Officer, West Nottinghamshire College
Nikolaos Savvas, CEO and Principal, West Suffolk College and Eastern Education Trust
Tracy Aust, CEO & Principal, West Thames College
Patricia Jones, Principal and Chief Executive, Weston College
Anna Dawe, Principal/CEO, Wigan and Leigh College
Iain Hatt, Principal & CEO, Wiltshire College & University Centre
Gill Banks, Principal and CEO, Wirral Met College
Dipa Ganguli, Principal, WM College
Paul Wilson, Principal and CEO, WQE and Regent College Group
Philip Grant, Principal, Writtle College
Tony Knowles, Principal, Xaverian College
Mark Bolton, CEO & Principal, Yeovil College
Ken Merry, Principal & Chief Executive, York College

BOARD OF MANAGEMENT

DATE	9 September 2025
TITLE OF REPORT	Self-Evaluation and Action Plan Thematic Report – SLC Summary
REFERENCE	15.0
AUTHOR AND CONTACT DETAILS	Shona Pettigrew Vice Principal Student Experience and Innovation Shona.Pettigrew@slc.ac.uk
PURPOSE:	To provide members with an overview of pertinent points arising from the SFC Self-Evaluation and Action Plan (SEAP) Thematic Report.
KEY RECOMMENDATIONS/ DECISIONS:	<p>Members are recommended to:</p> <ul style="list-style-type: none"> • note the content of the Scottish Funding Council's Self-Evaluation and Action Plan Thematic Report, with particular reference to the four principles: Excellence in Learning, Teaching and Assessment, Supporting Student Success, Enhancement and Quality Culture and Student Engagement and Partnership; • note the sector-wide good practice and areas for enhancement identified in the report, including data-informed decision making, embedding quality culture, and strengthening student partnership; • recognise the alignment between the report's findings and the college's strategic priorities, including learner-centred support, digital innovation, and inclusive practice; • consider the implications of the report for future planning, performance monitoring, and quality enhancement activity within the college: and • endorse the continued development of college initiatives that reflect national policy expectations and sector benchmarks as outlined in the thematic report.
RISK	<ul style="list-style-type: none"> • Operational Transition Challenges: Potential for misalignment with national quality frameworks (e.g. Scotland's Tertiary Enhancement Program, STEP, Teaching Quality Enhancement Framework, TQEF), resulting in reputational impact and reduced confidence from external stakeholders. • Staff Capacity and Role Clarity: Risk of inconsistent implementation of quality enhancement processes if staff roles in self-evaluation, data analysis, and student support are not clearly defined or resourced.

	<ul style="list-style-type: none"> • Missed Opportunities for Innovation: Failure to embed enhancement culture and sector best practice may limit the college's ability to innovate in teaching, assessment, and student support. • Student Partnership Gaps: Risk of disengagement if students are not actively involved in shaping quality processes, leading to weaker feedback loops and lower survey participation.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The Thematic Report aligns with four TQEF principles - showcasing sector-wide practices in teaching excellence, student success, quality enhancement, and engagement. • The report provides a strategic overview of activities taking place across the sector under each principle, highlighting good practice and ongoing areas of enhancement. • The report notes varying approaches to SEAP completion by different colleges, as well as varying depths of data analysis. • The report provides useful information which will be used to inform the SLC approach to SEAP and embedding a quality culture across the whole organisation, specifically with regards: <ul style="list-style-type: none"> • Using data to inform curriculum planning, foster staff development, and integrate student feedback into quality processes • Focusing on student engagement and partnership to involve learners meaningfully in shaping their experience, from policy development to feedback mechanisms. • SFC have highlighted, as part of the OFAM engagement meeting, that the SLC SEAP return reflected good practice in the depth, analysis and evaluative nature of information provided. • The SLC SEAP has been put forward to CDN to be considered as part of the review of good practice.

1. INTRODUCTION

- 1.1. This paper summarises the key points noted in the SFC Self-Evaluation and Action Plan Thematic Report, published on the 25 August 2025. Please see the following link for the full report. [\(Thematic Report\)](#)

2. BACKGROUND

- 2.1. Institutional Self-Evaluation and Action Plans (SEAPs) are now the central mechanism for reporting on quality assurance and enhancement across Scotland's tertiary education sector.
- 2.2. From academic year 2024–25, SEAPs serve as the sole annual submission to the Scottish Funding Council (SFC) for evaluating the “High-Quality Learning and Teaching” outcome within the Outcomes Framework and Assurance Model (OFAM). They inform annual quality engagements (AQEs) with the SFC and liaison meetings with the Quality Assurance Agency (QAA), contributing to the evidence base for the Tertiary Quality Enhancement Review (TQER).
- 2.3. The first SEAP submissions (November 2024) were reviewed by SFC and quality agencies, with feedback informing annual quality engagement meetings. While submissions showed strong effort and good practice, variability in data analysis and action planning highlighted areas for improvement and refinement in future cycles.

3. The Thematic Review in Summary

- 3.1. The Thematic Report aligns with the four TQEF principles - showcasing sector-wide practices in teaching excellence, student success, quality enhancement, and engagement. It highlights data-driven improvement, inclusive support models, embedded quality culture, and evolving student partnerships—reflecting national priorities and guiding institutions toward continuous development across all areas of tertiary education.
- 3.2. Points of note highlighted in the report, by principle, are listed in the table below.
- 3.3. Table 1: Key Findings

Principle 1 – Excellence in Learning, Teaching and Assessment	
Strategic Overview	Institutions varied in scope of evaluation—some covered all sub-headings, others focused on strategic priorities.
	Emphasis on analysing student outcomes data; variability noted in depth and quality of analysis.
	Recommendation to highlight strengths and areas of decline using institutional metrics, triangulated with SFC data.
Externality & Independent Feedback	External feedback from Public Sector Reporting Bodies, External Examiners, and stakeholders was commonly referenced.
	Missed opportunities in some cases to extract and act on key themes from external evaluations

Good Practice Observed	Data Systems: Many institutions have robust data reporting systems guiding curriculum review and strategic planning.
	Industry Engagement: Strong links with employers and regional skills needs; examples of curriculum shaped by market research and benchmarking.
	Apprenticeships: Growth in foundation, modern, and graduate apprenticeships noted; further detail encouraged where relevant.
	Staff Development: Widespread continuing professional development opportunities, including sustainability, Artificial Intelligence (AI), and innovative teaching methods; limited reporting on uptake and impact.
	Development Pathways: Structured routes for teaching, research, and professional services staff; General Teaching Council for Scotland (GTCS) registration and new frameworks in progress.
Areas of Enhancement	Digital Infrastructure: Continued investment in Virtual Learning Environments (VLEs), hybrid learning, and digital strategies post-pandemic.
	Physical Infrastructure: Upgrades to teaching spaces, libraries, and practical learning environments.
	Collaboration Tools: Use of digital platforms to support joint working (e.g., virtual schools, examiner dashboards).
	Assessment Models: Exploration of alternative assessments, improved feedback timelines, and digital platforms; focus on academic integrity in light of AI.

Principle 2 – Supporting Student Success	
Strategic Overview	Equality, Diversity and Inclusion (EDI) was under-represented; limited data analysis on outcomes for students with protected characteristics.
	Updated guidance encourages evaluation of student success metrics, including areas of strength, stagnation, or decline.
Good Practice Observed	Support Services Investment: Increased staffing and initiatives responding to rising disclosures of mental health, disability, and learning needs.
	Careers & Employability: Strong emphasis on linking students to local opportunities, work-based learning, and graduate outcomes.
	Staff Training: Widespread training in EDI, mental health, conflict resolution, and pastoral care.
	New Support Roles: Emerging roles include Suicide Prevention Coordinators, Wellbeing Managers, and Assistant Principals for Life Chances.

	Cost of Living Support: Practical interventions such as food pantries, travel funding, and graduation cost relief; targeted support for care-experienced students.
Areas of Enhancement	Withdrawal rates remain high post-pandemic. Institutions are implementing retention strategies and data-driven early interventions.
	Cross-functional teams (academic + support staff) are improving access and reducing complexity in student support.
	Trauma-Informed Practice & Transitions: Growing focus on trauma-informed approaches and smoother transitions into and through college life.
	Gender-Based Violence (GBV): Strengthening policies and support systems in response to GBV concerns.
	Data-Driven Support: Use of dashboards, KPIs, and student voice to shape support services; early identification of individual needs.

Principle 3 – Enhancement and Quality Culture	
Strategic Overview	Reports were generally concise, with variation between colleges and universities due to differing external review histories.
	Institutions are expected to reference engagement with STEP (Scotland's Tertiary Enhancement Programme) in future submissions.
	Enhancement activities beyond STEP—such as sector networks and communities of practice—are welcomed.
Good Practice Observed	Quality positioned as a “golden thread” across institutional activity.
	Continuous improvement driven by self-evaluation embedded in course team meetings.
	Use of student feedback and data to inform quality discussions.
	Development of new quality strategies and structured time for programme reflection.
	Active engagement in sector networks and inter-institutional partnerships.
	Regional collaboration with businesses and local authorities to address skills needs.
	Leadership in sharing good practice across the sector.
Areas of Enhancement	While institutions are progressing actions from previous reviews, e.g. Quality Assurance Agency (QAA), Education Scotland, Annual Engagement Visits, and future submissions should include updates to actions until fully implemented.
	Risk-based programme reviews.
	Streamlined annual monitoring.

	Enhanced oversight committee roles.
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Principle 4– Student Engagement and Partnership	
Strategic Overview	Institutional responses varied widely; some showcased strong initiatives while others lacked depth in analysing student feedback and follow-up actions.
	Refreshed guidance emphasises key metrics from National Student Survey, and Student Satisfaction and Engagement Survey
	Limited evidence of student involvement in SEAP production; future submissions should aim for more explicit co-creation.
Good Practice Observed	Student Learning Experience (SLE) Model is being used to enhance surveys, feedback systems, and student resources.
	SLE embedded in representative systems and training structures.
	Students' Association Officers trained in service design to co-develop support systems.
	Students involved in shaping policies and practices (e.g., academic calendar).
	Introduction of ambassador, consultant, and intern roles to support curriculum review and quality enhancement.
Areas of Enhancement	Student Partnership Development: Institutions are exploring inclusive and accessible models of partnership.
	Scotland's Ambition for Student Partnership (2024) offers a framework for future growth.
	Focus on improving survey response rates and feedback quality.
	Institutions working to ensure students see the impact of their feedback.
	Alternative Engagement Models: Challenges in traditional rep systems due to student time pressures.
	Adoption of whole-class feedback sessions and bespoke focus groups.

4. RELEVANCE TO SOUTH LANARKSHIRE COLLEGE

- 4.1 In short, the SFC's Self-Evaluation and Action Plan (SEAP) Thematic Report is highly relevant to SLC's strategic priorities. Its emphasis on embedding a quality culture across learning, teaching, and support services directly aligns with SLC's commitment to continuous improvement and institutional enhancement as outlined by the SLC Way.
- 4.2 The report highlights sector-wide good practice in using data to inform curriculum planning, foster staff development, and integrate student feedback into quality

processes. SLC has already made significant progress in this area, investing considerable time and resource into developing Power BI dashboards and embedding data-informed planning across curriculum and support services. This approach enables more responsive decision making, targeted interventions, and improved visibility of learner outcomes. The thematic report reinforces the value of such practices and provides a national benchmark for SLC to continue refining its use of data to drive quality enhancement and institutional performance.

- 4.3 The focus on student engagement and partnership reinforces SLC's efforts to involve learners meaningfully in shaping their experience, from policy development to feedback mechanisms. Additionally, the report's attention to inclusive support models, trauma-informed practice, and whole-system collaboration provides valuable insight for continued enhancement of SLC's support services.
- 4.4 It should be noted that SFC have highlighted, as part of the OFAM engagement meeting, that the SLC SEAP return reflected good practice in the depth, analysis and evaluative nature of information provided, and was put forward to CDN to be considered as part of the review of good practice.

5. EQUALITIES

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

6. RISK AND ASSURANCE

- **Operational Transition Challenges:** Potential for misalignment with national quality frameworks (e.g. STEP, TQEF), resulting in reputational impact and reduced confidence from external stakeholders.
- **Staff Capacity and Role Clarity:** Risk of inconsistent implementation of quality enhancement processes if staff roles in self-evaluation, data analysis, and student support are not clearly defined or resourced.
- **Missed Opportunities for Innovation:** Failure to embed enhancement culture and sector best practice may limit the college's ability to innovate in teaching, assessment, and student support.
- **Student Partnership Gaps:** Risk of disengagement if students are not actively involved in shaping quality processes, leading to weaker feedback loops and lower survey participation.

7. RECOMMENDATIONS

- 7.1 Members are asked to note the content to note the content of the Scottish Funding Council's Self-Evaluation and Action Plan Thematic Report, with particular reference to the four principles:
- Excellence in Learning, Teaching and Assessment
 - Supporting Student Success
 - Enhancement and Quality Culture
 - Student Engagement and Partnership
- 7.2 In addition, Members are also requested to note:

- the sector-wide good practice and areas for enhancement identified in the report, including data-informed decision making, embedding quality culture, and strengthening student partnership.
- Recognise the alignment between the report's findings and the college's strategic priorities, including learner-centred support, digital innovation, and inclusive practice;
- consider the implications of the report for future planning, performance monitoring, and quality enhancement activity within the college: and
- endorse the continued development of college initiatives that reflect national policy expectations and sector benchmarks as outlined in the thematic report.

BOARD MEETING

DATE	9 September 2025
TITLE OF REPORT	Board Member Update
REFERENCE	17.0
AUTHOR AND CONTACT DETAILS	Vari Anderson Vari.anderson@slc.ac.uk
PURPOSE:	To update Board Members on: <ul style="list-style-type: none"> • Appointment of a non-executive board member • Resignation of a non-executive board member • Notification of intention to resign of an executive board member • Seek approval of Nominations Committee
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended: <ul style="list-style-type: none"> • To note the appointment of a new non-executive board member • To note the resignation of a non-executive board member and the implications on the Board and Committee membership • To note the intention to resign of an executive board member at the end of tenure • To seek approval of a nominations committee.
RISK	<ul style="list-style-type: none"> • With insufficient non-executive committee membership, the College will be in breach of section C.7(d) of the Code of Good Governance for Scotland's Colleges.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • Notes the appointment of Odira Atueyi to the Board of Management • Notes the resignation of Andriy Strehaliuk and the implications • Notes Anne Doherty's intention to resign from the Board at the end of her tenure on 1 November 2025, or earlier, if a new Non-Teaching Support Member is identified. • Seeks approval of the Remuneration Committee taking on the responsibilities of a Nominations Committee, along with the Senior Independent Member.

1. INTRODUCTION

- 1.1 This paper records the recent movement of members of the Board of Management and provides an update on future recruitment.

2. BACKGROUND

- 2.1 On 26 June 2025, the Lanarkshire Regional Strategic Body (LRSB) ratified the appointment of Odira Atueyi to the Board of Management.
- 2.2 On 24 July 2025, Anne Doherty, Support Staff Member indicated her intention to step down from the Board of Management at the conclusion of her term on 1 November 2025, or once a new Support Staff Member has been appointed, whichever comes first.
- 2.3 On 21 August 2025, the Governance Professional requested Human Resources advertise the Non-Teaching Support Staff Member vacancy with a closing date set for 16 September 2025 (Annex A).
- 2.4 On 11 August 2025, Non-Executive Board Member Andriy Strehaliuk, notified the Chair of the Board of his intention to resign from the Board of Management due to personal commitments. It was confirmed that this resignation would be effective from 18 August 2025.
- 2.5 In terms of the Further and Higher Education (Scotland) Act 1992, the Board remain compliant, noting that the minimum number of Board Members is 15.
- 2.6 Following a recent recruitment drive, five applications have been received for the role of Board Member. One interview has been conducted at the date of writing (21 August 2025).
- 2.7 In terms of the *‘College Section Board Appointments: 2014 Ministerial Guidance’*, a regional college board is to establish a relevant committee to nominate board member appointments. It was proposed at the Remuneration Committee meeting, held on 19 August 2025, that the Remuneration Committee take on the responsibilities of the Nominations Committee with members participating in the interview process along with the Senior Independent Member. This proposal was approved and remitted to the Board for final approval (Annex B).

3. IMPLICATIONS

- 3.1 Andriy Strehaliuk was a member of the HR Committee which will remain quorate however for the first committee meeting will not have a voting majority. It should be noted that due to ongoing recruitment, new members will be allocated to the HR Committee.

4. RISK

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

5. EQUALITIES

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

6. RECOMMENDATIONS

- 6.1 The Committee is recommended to:
 - 6.1.1 To note the appointment of a new non-executive board member

- 6.1.2 To note the resignation of a non-executive board member and the implications on the Board and Committee membership
- 6.1.3 To note the intention to resign of an executive board member at the end of tenure
- 6.1.4 To approve the Remuneration Committee taking on the responsibilities of a Nominations Committee, along with the Senior Independent Member.

Annex A

Appointment of Non-Teaching (Support) Staff Members to the Board of Management of South Lanarkshire College

As you may be aware, membership of the College Board of Management includes two places for College staff members (one academic and one support). The position of support member will become vacant on 1 November 2025.

The Board has a strong commitment to equality and diversity and particularly welcomes Board members from those groups under-represented on Scotland's public bodies. Staff members of the Board of Management are full members and have the same rights, responsibilities and obligations as other Board members. Staff members are not there as 'representatives' of the staff, they are there to bring knowledge and expertise of the day-to-day workings of the College into Board meetings, processes and decision-making.

Nominations are sought to fill the current vacancy. Nominations must come from current members of support staff. The nominee must prepare a support statement, which should give a brief outline of why they should be elected to the Board. If a potential nominee is on a fixed term or temporary contract, we would encourage that nominee to consider the time commitment they could offer the Board. The support statement will be used in the event of an election being required.

Where more than one nomination is received, an election by electronic secret ballot will take place and the nominee receiving the most votes shall become elected to the Board. In the event of a tie the nominee shall be determined by the drawing of cards or lots.

The term of appointment shall be for a period of four years.

Information about the role and on the role of a Board member and Nomination Forms are attached.

Should you require any additional information or have any queries, the Governance Professional would be happy to meet with you:

Vari Anderson

vari.anderson@slc.ac.uk

Nomination Form

I wish to nominate myself

Name:

Department:

For election as the [academic/support] staff member of the Board of Management. I agree to stand for election, and I have provided a supporting statement overleaf.

Notes

- All nominees must be eligible to stand for election as the [academic/support] staff member on the Board of Governors.
- Return Form to: Vari Anderson/Christine Clark by 16 September 2025. Late returns shall not be accepted.

Annex B



Remuneration Committee

DATE:	19 August 2025
AGENDA REF:	AOB
TITLE OF REPORT:	Proposal of Nomination Committee
AUTHOR AND CONTACT DETAILS	Vari Anderson vari.anderson@slc.ac.uk
PURPOSE:	To propose and approve that the Remuneration Committee take on the responsibilities of a Nominations Committee.
KEY RECOMMENDATIONS/ DECISIONS:	The Committee is recommended to: <ul style="list-style-type: none">• Approve the proposal that the Remuneration Committee, plus Senior Independent Member, take on the responsibilities of a Nominations Committee;• If approved, direct the Governance Professional to create a Terms of Reference and circulate around members.
RISK	Governance is recognised as a potential strategic management risk, if the College does not establish a relevant committee to nominate board member appointments and extensions, the College will not be following Ministerial guidance.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none">• Highest quality education and support.• Sustainable Behaviors.• Successful Students
SUMMARY	<ul style="list-style-type: none">• This report sets out a proposal for the Remuneration Committee to take on the responsibility of a Nomination Committee.

1. INTRODUCTION

- 1.1 This paper sets out a proposal for the Remuneration Committee, plus Senior Independent Member, to take on the responsibilities of a Nominations Committee.

2. BACKGROUND

- 2.1 On 31 July 2025, South Lanarkshire College became a Regional College. In terms of the 'College Sector Board Appointments: 2014 Ministerial Guidance', a regional college board is to establish a relevant committee to nominate board member appointments/extensions to the Board of Management.
- 2.2 The Chair of the regional college board should normally chair the committee with staff and students having an opportunity to contribute.

3. PROPOSAL

- 3.1 The Remuneration Committee consists of Committee Chairs who participate in the interview process along with the Senior Independent Member.
- 3.2 It is proposed that for the purposes of interviewing candidates and discussing nominations, the Remuneration Committee also assume the responsibilities of a Nominations Committee, with the Senior Independent Member being invited to participate in these discussions.
- 3.3 To ensure that staff and student representatives are given the opportunity to contribute, the Governance Professional or Governance Administrator will continue to send an e-mail around the Board for Board approval prior to submission to Scottish Ministers for ratification.

4 RISK

- 4.1 If the College does not establish a relevant committee to nominate board member appointments and extensions, the College will not be following Ministerial guidance.

5 EQUALITIES

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

6 RECOMMENDATIONS

- 6.1 The Committee is recommended to:
 - 6.1.1 Approve the proposal that the Remuneration Committee, plus Senior Independent Member, take on the responsibilities of a Nominations Committee
 - 6.1.2 Direct the Governance Professional to create a Terms of Reference and circulate to members.

BOARD OF MANAGEMENT

DATE	9 September 2025
TITLE OF REPORT	Management Accounts to 31 July 2025 & Cashflow
REFERENCE	18.0
AUTHOR AND CONTACT DETAILS	Paddy Feechan, Head of Finance paddy.feechan@slc.ac.uk
PURPOSE:	To update Members on management accounts to 31 July 2025 in conjunction with a projection of cashflow based on actual income and expenditure.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none"> • note the contents of the report, the financial position for the period and the supporting narrative; and • note the longer term cashflow situation as notified to Scottish Funding Council and the short term cashflow situation as presented to the SLT monthly.
RISK	The main risks are to: <ul style="list-style-type: none"> • Going concern; that the College cannot maintain financial sustainability and is unable to provide high quality education and support to its students; and that • There are insufficient funds for capital maintenance and maintenance requirements.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • Growth and innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The report contains a summary of income and expenditure for period ended 31 July 2025. • The Board is asked to note a draft operating deficit of £2.005M as at 31 July 2025. • The cash flow report suggests that the College cash balance will land around £1.8M by Jul 2027. This is contingent on the College growing and diversifying revenue streams and recognising continued cost efficiencies and procurement savings.

1 INTRODUCTION

- 1.1. This paper provides an overview of actual financial results for the period ending 31 July 2025 in conjunction with a projection of cashflow for academic year 2025-26 based on actual income and expenditure to 31 July 2025.

2 BACKGROUND

- 2.1 Learning and teaching core funding in 2024/25 has been maintained at the same level as 2023/24.
- 2.2 The 2.89% funding cut in 2024/25 means that the College needs to be more proactive in managing its cost base and identifying greater commercial income activity to try and protect resources and bring more financial stability to its operations over the next two years.
- 2.3 The restructure and Voluntary Severance initiative has brought some financial stability to the College in the absence of funding increases. However, the College remains aware of the unavoidable impact of nationally agreed pay awards and employer National Insurance and pension rate increases which will erode the temporary savings realised through Voluntary Severance entirely within 2-3 years.

3 ASSUMPTIONS AND LIMITATIONS

- 3.1 The Board is asked to consider the limitations of the management accounts process at this current stage in the academic year; primarily:
- 3.1.1 The College are yet to make any financial adjustments on the 31 July 2025 Management Accounts in preparation for the creation of the Year End Statutory Accounts. Adjustments will focus on Balance Sheet transactions, but this could have an impact on Profit and Loss for the Year.
- 3.1.2 Any adjustments made in future weeks will be detailed and brought to the next Board for clarity in the form of a bridge from the management accounts to year end statutory accounts.

4 MANAGEMENT ACCOUNTS: OPERATING SURPLUS/(DEFICIT)

- 4.1 The College has recognised a full year-to-date operating deficit of £2.005M.
- 4.2 While the College minimises expenditure where possible and continually engages in procurement activity to ensure best value in all major contracts, the results have been negatively impacted by a £460K overspend in salaries primarily due to under provision of curriculum pay awards that were concluded in the first quarter of 2024/25 and higher than anticipated temporary lecturing costs.

5 MANAGEMENT ACCOUNTS: INCOME

- 5.1 Total income for the year of £19.077M has been received, with £13.724M relating to Scottish Funding Council (SFC) recurring grants, representing 71.9% of total income. SFC grant funding accounted for 80.1% of the college's income in 2023/24 (82.6% in 2022/23) and the national average, based on the SFC's review of 2021/22 college data, was 78%.

5.2 Funding from the Scottish Funding Council has been received across August – July 2025 in line with monthly drawdown submissions.

5.3 Non-recurrent SFC funding of £630K primarily contains provisions for the partial conversion of capital funding to revenue related maintenance funding at 50% as confirmed by the SFC in December 2024. £425K has been recorded for the twelve months to July 2025. Similarly, funding towards the SPPA employer rate pension increase from 23% to 26% has been recognised as at 31 July 2025, totalling £205K.

5.4 Fees of £2.831M reflect all course fees, vocational courses, school provisions and commercial income for the year 2024/25.

5.5 Other contracts of £283K contain £73K in respect of Numeracy funding to 31 July 2025 and £210K in respect of Employability Hub (formerly Rural Academy).

5.6 Other revenue grants contain income of £144K in respect of UKRI Innovate UK funding to 31 July 2025 and £7K in respect of 'Go Radio' sponsorship from the Foundation, enabling students to take part in a sector-wide competition to become 'Podstars'. The income is recognised in full.

5.7 Other income of £38K primarily contains £37K in respect of the Nursery rental.

5.8 Investment income of £46k includes £14k in respect of bank interest generated on the Treasury Reserve account which expired in early February 2025. No further deposit of funding has been made into a treasury reserve account at this time.

6 MANAGEMENT ACCOUNTS: EXPENDITURE

6.1 Wages and salaries are £14.883M YTD, being over budget by £460K primarily due to under provision of curriculum salary pay awards that were settled in the first quarter of 2024/25. The overspend on teaching department salaries amounts to £169K alone.

6.2 Non salary expenditure/overheads of £6.198M (versus £5.577M budget) are overspent by £621K.

6.2.1 Property expenditure is over budget by £249K which largely reflects the cost of the utility bill VAT correction from the previous four years, amounting to £178K together with above average inflationary increases on many service contracts utilised by the College.

6.2.2 Net depreciation refers to the cost of depreciation that is met through self-funding initiatives as opposed to specific grant funding received and amortised at the same rate as the underlying asset depreciates. Following the removal of the £10M residual value from the College building in the end of year statutory accounts, it is recognised that there will now likely be an increased net depreciation charge across the year of circa £200K, which has been recognised in the financial results to 31 July 2025.

- 6.2.3 Generic accruals have been made totalling £210,000 across property, central services and cross-college costs in recognition of the year end statutory accounts balance sheet production processes not yet taking place.

7 CASH FLOW

- 7.1 The College makes its cashflow return to the Funding Council each month. This incorporates its required drawdown, based on the grant in aid allocation, and it also incorporates a cashflow forecast for the year. The latest submission was made in August 2025. The next submission is due 14 September 2025.

- 7.2 The Board is asked to note:

- 7.2.1 The estimated cash outflow of circa £1.8M by July 2027.

- 7.3 The College currently has £1.9M of actual cash funds in the bank as at the end of July 2025. Allowing for SFC continued funding and despite the remaining circa £300k of voluntary severance payouts pending, the cashflow projection at section 10 suggests the College will operate within a range of £2M - £2.3M in funds each month until Nov 2026, before cash balances erode to £1.8M by Jul 2027. As a rule of thumb, it is in the College's interest to hold at least enough funding each month to pay employees the following month, which will be nearer £1.2M in cash reserves (including tax and NI cash implications and allowing for the £1M annualised salary saving from Voluntary Severance).

- 7.4 The College reinforces its commitment to a review of investment banking facilities including the scoping out of a project to hold money in a higher interest generating account. Discussions have been had with banking institutions. Further internal discussions are now required to allow the college to maximise the impact of the cash held at bank.

- 7.5 The College also recognises that the continuation of cash in the bank is contingent on the College growing and diversifying revenue streams and recognising continued cost efficiencies and procurement savings.

- 7.6 The College will continue to closely monitor cashflow monthly and bring updates on a timely basis.

8 MANAGEMENT ACCOUNTS TO 31 JULY 2025

SOUTH LANARKSHIRE COLLEGE			Period Ended 31st July 2025		
Management Accounts for the period ended 31st July 2025		Note	Actual	Budget	Variance
			£'000	£'000	£'000
INCOME					
<u>Scottish Funding Council grants</u>					
SFC recurrent grant			13,724	13,724	0
SFC non recurrent grants - other			630	388	(242)
Release of government capital grants			805	805	(0)
FE and HE Childcare			328	406	78
Total			15,487	15,323	(164)
<u>Tuition fees and education contracts</u>					
UK Higher Education students			819	858	39
Non EU Higher Education students			16	13	(3)
UK Further Education students			1,460	1,152	(308)
SDS contracts			536	567	31
Other contracts			283	264	(19)
Total			3,115	2,854	(261)
<u>Other Income</u>					
Other revenue grants			151	122	(29)
Other income			38	141	103
Release of ERDF deferred capital grant			96	96	0
Release of Scottish Government deferred capital grant			139	139	0
Release of Energy Saving Partnrship deferred capital grant			5	5	0
Release of Business Stream deferred capital grant			0	0	0
Release of SLC Foundation capital grant			0	0	0
Total			430	503	73
Investment Income			46	20	(26)
Total Income			19,077	18,700	(377)
EXPENDITURE					
<u>Staff Costs</u>					
Teaching departments			9,128	8,959	(169)
Teaching services			2,109	2,085	(24)
Administration and central services			2,223	1,911	(312)
Premises			951	968	17
Other support services			474	500	26
			14,883	14,423	(460)
<u>Non Salary Expenditure</u>					
Property			1,609	1,360	(249)
FE and HE Childcare			328	406	78
Net Depreciation			1,780	1,579	(201)
Central Services			768	771	3
Marketing			159	100	(59)
Academic supplies			1,389	1,231	(158)
Cross College Costs			165	131	(34)
			6,198	5,577	(621)
Total Expenditure			21,082	20,000	(1,081)
Surplus / (Deficit)			(2,005)	(1,300)	704

9 SHORT TERM CASH FLOW PROJECTION

South Lanarkshire College				
Short term cash flow forecast				
Aug-25				
Balance at 31 July 2025	A	1,902,600	Note anticipated balance of £2.0M	
		Expected	Actual	
Inflow				
SFC grant in aid drawdown		1,413,084		Month 1 of drawdowns
SFC student support drawdown		404,423		Month 1 of drawdowns
SFC Capital Grant		89,188		Month 1 of drawdowns
SFC Support for NI increase		0		Month 1 of drawdowns
		1,906,695		
Other (inc. fees)		250,000		
Expected inflow for Aug 2025	B	2,156,695		
Outflow				
Salaries - net pay		(993,105)		Payable 26th August 25
Salaries - deductions		(500,000)		Employee & employer salary contributions for July 25 payable in Aug 25
Student support		(404,423)		
Purchase ledger		(200,000)		
Capital grant expenditure		(50,000)		
Expected outflow for Aug 2025	C	(2,147,528)		
Movement during the month	(B - C) = D	9,167		
Expected cash at 31 Aug 2025	(A - D) = E	1,911,767		
Sums ring-fenced & carried forward from earlier financial years into 2025/26				
Salary award		0		Curriculum staff
Job evaluation - unfunded		0		Additional Job Evaluation unfunded accrual LTD as at 31 Jul 24 now removed
Capital expenditure		321,077		Per CAPEX funding received for 25/26
ESF clawback provision		0		
Building retention		32,000		
Student funding to be repaid		0		
Apprentice support fund		6,000		
	F	359,077		
Cash provisions for items carried from 2024/25 budget				
Professional fees		0		Includes £50K provision
ET		0		Estimation of potential ET costs now removed however College remains aware of potential Appeals process
Voluntary Severance		300,000		Estimation of residual cash outlay to be expended (primarily pension strain costs for 26/27 and 27/28)
	G	300,000		
Funds to be retained from cash balance				
	(F + G) = H	659,077		
Free funds forecast at 31 Aug 2025	(E - H) = J	1,252,690	Note: one month's salaries = £1.2m	

11 Table 1 Cashflow projection

7

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 RISK AND ASSURANCE

- 13.1 The main risks are:

13.1.1 Going concern; that the College cannot maintain financial sustainability and is unable to provide high quality education and support to its students; and that

13.1.2 That there are insufficient funds for capital maintenance and maintenance requirements.

13.2 Assurances continue to be given by the College that work will continue to progress monthly reporting development across 2025-26. Furthermore, the College is committed to monitoring its cashflow in both the short and long term and with more robust monthly reporting, the College will continually aim to be proactive in managing its finances against the context of a challenging year due to sectoral funding cuts and general inflationary pressures.

14 RECOMMENDATIONS

- 14.1 Members are recommended to:

14.1.1 note the contents of the report, the financial position for the period and the supporting narrative; and

14.1.2 note the longer term cashflow situation as notified to Scottish Funding Council and the short term cashflow situation as presented to the SLT monthly.

BOARD OF MANAGEMENT MEETING

DATE	9 September 2025
TITLE OF REPORT	A Vision for the Delivery of Skills, Vocational and Technical Education
REFERENCE	19.0
AUTHOR AND CONTACT DETAILS	Stella McManus Stella.mcmanus@slc.ac.uk
PURPOSE:	To provide members with an overview of a report highlighting a number of changing global influences which are likely to alter future vocational education and training at colleges.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • note and reflect on the recommendations made in the paper from Professor Joe Little; and • to note that Professor Little will be visiting the College on the morning of 30th October to do a session with managers to which all Board members are invited.
RISK	<ul style="list-style-type: none"> • That the College does not keep up with sector reform and pace of change is too slow impacting on future business.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • People and Culture Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • A paper commissioned by Colleges Scotland and written by Professor Joe Little, a futurist, and entrepreneur in residence at Stirling University, considers the future of skills, vocational, and technical education delivery in Scotland. • It considers the significant disruption driven by technological advancements, particularly Artificial Intelligence, and other global shifts like climate change and changing demographics. • Key themes of the report are fundamental to the new strategic direction being taken by the College and already discussed by the Board such as being adaptable, leading engagement with stakeholders, diversifying income and shaping a future ready workforce through curriculum design and delivery.

1. INTRODUCTION

- 1.1 The paper from Professor Joe Little which can be found here, [A Vision for the Delivery of Skills, Vocational and Technical Education](#), explores the future of skills, vocational, and technical education delivery in Scotland, considering the significant disruption driven by technological advancements, particularly Artificial Intelligence, and other global shifts like climate change and changing demographics.
- 1.2 It discusses the role of futurism in preparing for uncertain futures, outlines potential future scenarios related to education and society, and examines the current landscape of colleges in Scotland in the context of these trends. It looks at what is considered World-Class Vocational and Technical Education and makes recommendations for the sector to consider in planning ahead for the coming decade.

2. BACKGROUND AND CONTEXT

- 2.1 Professor Joe Little is a specialist in future signals for businesses and education and is a Digital Entrepreneur in Residence at the University of Stirling. He is also co-author of the [“Entrepreneurial Campuses”](#) paper alongside his fellow Entrepreneur in Residence Ross Tuffee.
- 2.2 Colleges Scotland commissioned this report, and it emphasises that Scotland's current delivery model for skills, vocational, and technical education needs significant reform to keep pace with profound global shifts. This is corroborated by multiple stakeholders including James Withers' 2023 review, students, employers, and policymakers.
- 2.3 There are clear driving forces of disruption, with critical forces including the rapid advancement of artificial intelligence and digital technologies, climate disruption, demographic shifts, and mental health pressures. These factors are changing the nature of work, with nearly half of current jobs potentially evolving or disappearing within the next decade.

3. KEY FINDINGS

- 3.1 The report makes recommendations for what world class vocational, education and skills teaching looks like as well as what Professor Little recommends colleges should do to move from “survival mode” to be recognised as world class. The overarching themes are:
 - 3.1.1 **advocacy for investment and policy support:** Secure long-term funding and elevate colleges in the national strategic agenda;
 - 3.1.2 **strengthen industry alignment:** Forge deeper, more responsive partnerships with employers to anticipate and meet evolving skills needs;
 - 3.1.3 **enhance adaptability and agility:** Ensure colleges can quickly respond to technological and labour market shifts; and
 - 3.1.4 **broaden income sources and international presence:** Explore global partnerships and alternative revenue streams that reinforce core mission.

4 BOARD CONSIDERATIONS

4.1 This paper is aligned with the strategic direction that the Board is now taking, and considering, especially when seeking to diverse income and look to developing a new business model. As an organisation we must:

- 4.1.1 embed adaptability into institutional strategy, through regularly scanning for trends such as AI, climate related skills, demographic change and mental well-being needs;
- 4.1.2 lead engagement with government and industry by establishing stronger partnerships, ensuring the College's voice is central to regional and national vocational education and training;
- 4.1.3 build business models around resilience, through exploring blended funding opportunities such as balancing public funding with international projects, partnerships and entrepreneurship; and
- 4.1.4 shape a future ready institution, by prioritising flexibility in curriculum design, workforce development and learning infrastructure to help meet rapidly changing societal demands.

5 EQUALITIES

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

6 RISK

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

7 RECOMMENDATIONS

7.1 Members are recommended to:

- 7.1.1 note and reflect on the recommendations made in the paper from Professor Joe Little; and
- 7.1.2 to note that Professor Little will be visiting the College on the morning of 30th October to do a session with managers to which all Board members are invited.

BOARD OF MANAGEMENT

DATE	9 September 2025
TITLE OF REPORT	SLC Strategic Risk Register Commentary
REFERENCE	20.1
AUTHOR AND CONTACT DETAILS	Paddy Feechan, Head of Finance paddy.feechan@slc.ac.uk
PURPOSE:	To provide members with an update to the risk management arrangements of the College.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • review and approve the strategic risk analysis contained in the College's Strategic Risk Register and the commentary therein; and • note 8 increased risk scorings since May 2025 in respect of corporate governance, health and safety, learning and teaching, employee journey and business interruption.
RISK	<ul style="list-style-type: none"> • That College strategic risks are not identified, and mitigating actions are not taken.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • Of the fifteen risks identified, 4 post mitigation scores have increased, as have 4 pre mitigation scores. • The highest risk to the College during July was in respect of a corporate governance failure. However, at the time of writing, that risk has been fully mitigated owing to the successful reappointment of the Chair to the Board. Further details are contained at risk 13. • Another high risk for the College continues to be financial stability and, to an extent, remains outside of the control of the College, owing to Government funding restrictions. However, the College continues to encourage full cost recovery and commercial delivery of programmes to bolster income streams. • The College acknowledges that there is insufficient funding for capital and maintenance works and as the Campus continues to age, there is likely to be a higher demand for capital funding to support renovations. • The restructure in the College has also delayed the ability to train the Senior Leadership Team (SLT) in Business Interruption processes. While the College recognises that it can react well to Campus closures, it cannot evidence that it has robust procedures in place for longer term business continuity without the completion of essential training. • Students failing to engage with the bursary assessment process as early as possible continues to cause delays in students receiving funding which can adversely affect

	attendance and progression to a positive destination. There are also students who are still waiting for needs assessments. Proposed changes to the structure of the Extended Learning Support team will likely mitigate some of the risk to students in failing to progress onto positive destinations however this is not yet in place.
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1 INTRODUCTION

- 1.1. This paper provides a commentary on the College's strategic risk register as reviewed by the Risk Management Group (Senior Leadership Team) on 31 July 2025. The risk register is an important document that demonstrates the College's commitment to the establishment and maintenance of effective governance and control arrangements.
- 1.2. Commentary has been added to each risk to justify decisions to maintain risks at current levels where required.

2. RISK ONE - FINANCIAL STABILITY

- 2.1 Post-mitigation risk remains at 20. The political landscape is not within the control of the College and as grant funding makes up over 70% of total income, financial sustainability for the College and the wider sector remains a challenge.
- 2.2 Indicative funding allocations for 25/26 were announced in April 2025 and largely represent a flat cash scenario with only a minimal £45k increase in learning & teaching grant funding. The College has tried to mitigate the risk of financial stability through its restructure and voluntary severance scheme.
- 2.3 The College continues to diversify income streams through the provision of full cost recovery courses and has been encouraged by the Scottish Government intended 60% funding for NI increases in 25/26.

3. RISK TWO - FAILURE OF FINANCIAL CONTROLS

- 3.1. Post mitigation risk remains at 10. This is below the inherent risk rating of 15 inferring that the management of financial controls is within the responsibility of the College.
- 3.2. The newly appointed Head of Finance is now in post, offering an enhancement to the financial control environment.
- 3.3. However, it is recognised that new systems such as Itrent (Payroll System) and Unit-E (Student record systems) which will have financial interactions are not fully operational yet and so the College has maintained risk scorings to reflect that the financial control environment will only be more fully supported when these systems are completely integrated with the finance system.

4. RISK THREE - CREDIT TARGET

- 4.1. The post mitigation risk remains at 5, with inherent risk remaining at 15.
- 4.2. The credit target for the 2024-25 academic year is 43,600. SLC is currently sitting at 43,915 credits, which is 315 credits over target. This is current figures based on the SFC returns as the academic year 24/25 has now ended. This means SLC finished the 24/25 academic year above target and within the 2% upper threshold. The credit claim is subject to audit which takes place at the end of August.
- 4.3. MA monitoring continues following the changes in the PI from the previous risk review. Monthly finance and resources meetings continue to assure that all external contracts (incl. MA's) are closely monitored. If there are any risk emerging, there are changes made to support these contracts.

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

- 5.1. The College continues to be confident that its arrangements for legislation compliance (including GDPR, HR, Quality and Finance) means that it can record a lower risk score. The latest review has not flagged any concerns or requirement to change the inherent risk score or the post mitigation score.
- 5.2. The description of this risk has been enhanced to include HR, Quality and Finance so as to ensure that it is broader in scope.
- 5.3. The ownership of data protection has been transferred from MIS to Governance. There will be shared ownership for a handover period, to ensure a successful transition.

6. RISK FIVE - CAPITAL FUNDING REQUIREMENTS

- 6.1. There has been no change to the inherent risk or post-mitigation risk scoring at 12 for each.
- 6.2. The College acknowledges that there is insufficient funding for capital and maintenance works and as the Campus continues to age, there is likely to be a higher demand for capital funding to support renovations.
- 6.3. In the last quarter, ongoing concerns have been voiced regarding the robustness of the existing cladding and a further issue with one of the lifts in the College has caused the lift to be out of order for a sustained period.
- 6.4. Mitigations include quarterly CAPEX meetings to ensure progress is being made on capital projects that are priority. Additionally, the budget for 25/26 indicates a 4.9% increase in capital funding, amounting to a further £50k.
- 6.5. However, the College recognises that it needs to implement a capital investment plan and related policy to ensure that projects are planned and scheduled across the year and processes for the approval of large-scale works are being followed. This is in progress for review in 2025.

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

- 7.1. The inherent risk score increased from 12 to 15 in July 2025, signifying the impact of a potential breach of legislation and regulation on being able to continue as a viable entity. Post-mitigation risk also increased from 8 to 10.
- 7.2. Staff resource continues to work to capacity to get through policies and procedures updates as required. Regular H&S Committee meetings take place internally to ensure follow up and closure of key actions raised. Compliance with H&S related audits and inspections is standard practice at the College.

8. RISK SEVEN – BUSINESS INTERRUPTION

- 8.1. Inherent risk score increased to 15 from 6, with an increase to post-mitigation risk score at 12 (previously 6).
- 8.2. The restructure in the College has delayed the ability to train the Senior Leadership Team (SLT) while changes to staffing are occurring. Once all postholders are appointed and

the restructure is in place, the College will go through BCP testing with the SLT with AJ Gallaghers, the insurance provider.

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

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

- 9.1. The risk scoring has been maintained at 6 (inherent risk) and 3 (post-mitigation risk) respectively.
- 9.2. As per last quarter, the College is aware that to keep this as an area green, completion of the audit recommendation for incident response for SLT and continual staff training will need to be maintained.

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

- 10.1. The inherent risk has increased from 8 to 12, whilst the post-mitigation risk has remained at 4.
- 10.2. The plans for restructure within the Quality department that are underway, coupled with the quality element that is now formally embedded within the Curriculum Manager role, will help to mitigate against this risk in due course.

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

- 11.1. There has been no change to inherent risk scoring remaining at 8; although post-mitigation risk has increased from 4 to 16.
- 11.2. There has been an engaging Consultation process to support the restructure of the College and its voluntary severance programme. Human Resource roles will now include enhanced engagement with employees and managers across the College. Furthermore, the College continues to engage with College Employers Scotland and trade unions during this period of change for support staff representation.
- 11.3. There is the upcoming staff conference and staff development day designed to inform and focus staff on the academic year ahead. Also, there will be further features released on iTrent to enhance the employee experience, including a performance management function.

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

- 12.1. There has been no change to risk scorings, with inherent risk at 9 and post-mitigation risk remaining at 3.
- 12.2. As advised previously, this is a positive area for the College and Student and Staff wellbeing and safety continues to be of utmost importance. Policies and procedures are well embedded, and the College is currently undertaking the welfare student internal audit with Henderson Loggie.

- 12.3. The College remains up to date with new legislation, such as Martyn's law, and is reviewing the potential to invest in security guard presence on Campus as a further mitigation against this risk.

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

- 13.1. There has been no change to the inherent risk scoring (staying at 8) or post-mitigation risk (remaining at 12).
- 13.2. Students failing to engage with the bursary assessment process as early as possible continues to cause delays in students receiving funding which can adversely affect attendance and attainment. However, it is noted that the Bursary team have worked conscientiously to support bursary applications, and much progress has been made across the last year.
- 13.3. There are also students who are still waiting for needs assessments and while these cases are outstanding, there is a risk to those students in being able to complete their studies with appropriate support and ultimately progressing to positive destinations post-College.
- 13.4. However, as advised previously, mitigations include the review of Extended Learning Support (ELS) at the College as part of the restructure which will further support the student experience.

14. RISK THIRTEEN - FAILURE OF CORPORATE GOVERNANCE

- 14.1. A further increase has been made to inherent risk as at 31 July 2025 being 25; (previously 17) with post-mitigation risk at 20 (previously 16). This is owing to the late appointment of the Regional Chair by the Scottish Government.
- 14.2. A delay by the Scottish Government of the appointment of the Regional Chair created a temporary breach of Sections 3(1) and 3(2)(a) of Schedule 2 of the Further and Higher Education (Scotland) Act 1992.
- 14.3. The College alerted Audit Scotland and Henderson Loggie, as External and Internal Auditors to demonstrate the steps it had taken to resolve the situation, and assurances were provided from the Scottish Funding Council that the temporary breach, being no fault of the College, would not be upheld.
- 14.4. The College received notification of the successful re-appointment of the existing Chair on 11 August 2025, thereby mitigating any further risk. Nevertheless, despite effective internal processes, given that Corporate Governance forms the backbone of College operations, the scorings have still been adjusted to place the risk of incidence and the resulting impact within a 'very high' category.

15. RISK FOURTEEN – ADVERSE REPUTATIONAL RISK

- 15.1. There is no change to the inherent risk scoring (currently 16) and post-mitigation risk remaining at 12.
- 15.2. The employment tribunal concluded in December 2024 with the result going in favour of the College. However, the College remains vigilant to a potential appeals process and so makes no change to its risk scorings in this intervening period.

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

- 16.1. The inherent risk scoring has been maintained at 9, with post-mitigation risk remaining at 6. It will be increasingly difficult for the College to drive forward with larger capital investments to support net zero if funding is not available.
- 16.2. The Scottish Government is currently consulting with stakeholders to inform the new statutory guidance for reporting on climate change duties under the Climate Change (Scotland) Act 2009. The Climate Change Leads are working with the Environmental Association of Universities and Colleges to compile the College's response.
- 16.3. The College, through its Climate Change Action Team, continues to demonstrate a healthy engagement with all internal and external requirements in respect of environmental sustainability.
- 16.4. As set out in the planned restructure for the College, a 0.5 FTE Sustainability Officer post will be created. This position should mitigate risk further by enabling the College to have a dedicated resource to establish more sustainable practices and to identify available funding streams.

17. CYBER RISK REGISTER

- 17.1. The Board is asked to note that actions outstanding have now been completed, mainly supporting risks that were already green.
- 17.2. There are no changes to the scoring in this risk register.

18. DATA PROTECTION ICO ACCOUNTABILITY TRACKER

- 18.1. The Board is asked to note that the following:
- 18.1.1 Data protection monitoring and compliance has moved to the Governance Professional and will be reviewed in academic session 2025-26.
 - 18.1.2 There is no change to the work undertaken to date.

19. EQUALITIES

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

20. RISK AND ASSURANCE

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

21. RECOMMENDATIONS

- 21.1. Members are recommended to:
- 21.1.1 review and approve the strategic risk analysis contained in the College's Strategic Risk Register and the commentary therein; and
 - 21.1.2 note 8 increased risk scorings since May 2025 in respect of corporate governance, health and safety, learning and teaching, employee journey and business interruption.

APPENDICES

Document 08.2 The College's Strategic Risk Register

Document 08.3 SLC Cyber Risk Register

Document 08.4 SLC Data Protection ICO Accountability Tracker

BOARD OF MANAGEMENT

DATE:	9 September 2025
AGENDA REF:	21.0
TITLE OF REPORT:	Governance Rolling Review
AUTHOR AND CONTACT DETAILS	Vari Anderson vari.anderson@slc.ac.uk
PURPOSE:	To update the Board on the most up-to-date Rolling Review document and the updates made thereto.
KEY RECOMMENDATIONS/ DECISIONS:	<p>The Board is recommended to:</p> <ul style="list-style-type: none"> • Note that the Rolling Review is a dynamic document and is therefore always a work in progress and comment as appropriate on the latest version, as attached. • Note the updates provided on the latest document
RISK	Governance is recognised as a potential strategic management risk and appropriate mitigating actions such as maintaining a dynamic Rolling Review is fully consistent with best practice.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Highest quality education and support. • Sustainable Behaviors. • Successful Students
SUMMARY	<ul style="list-style-type: none"> • This report sets out the latest version of the Rolling Governance Review for information and comment. • It focuses on the principles of good governance with subheadings of importance relating to each principle. • It also includes key policies and governance documents which the College is required to keep under review

1. INTRODUCTION

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

2. BACKGROUND

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

3. GOVERNANCE ROLLING REVIEW

3.1 The principles of good governance are:

- Leadership and Strategy
- Quality of the Student Experience
- Accountability
- Effectiveness
- Relationships and Collaboration

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

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

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

3.5 Since the previous rolling review document was presented in April 2025, two items previously rated green, items 1.2 and 5.1, have been reclassified as amber.

- Item 1.2: The rating has been amended due to the current absence of support staff trade union representation on the Board.
- Item 5.1: Following the recent restructure, this item has been regraded to amber to reflect the transitional phase and to encourage the development of future opportunities.

4 RISK

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

5 EQUALITIES

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

6 RECOMMENDATIONS

6.1 The Board is recommended to:

- 6.1.1 Note that the Rolling Review is a dynamic document and is therefore always a work in progress and comment as appropriate on the latest version, as attached.
- 6.1.2 Note the updates provided on the latest document.

17.1 ROLLING GOVERNANCE REVIEW DRAFT

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

Development Categories	Issue	Action	By Whom and When	Status and Progress Update as at Jan 2025
Leadership & Strategy	1.1 Conduct in Public Life	Training in New Code of Governance to be provided	Governance Professional January 2023 already completed but Governance Professional to ensure that CDN online training completed	<u>Amber</u> The new Code was formally adopted by the Board in January 2023 with a Briefing Paper provided by the then Governance Professional. Induction of all new members was by reference to the new Code and training to Trade Union Observers was likewise based on the new Code. All Board Members should however engage with the online training pack now available via CDN as part of ongoing training. A new training pack has been published and the target date for completion has been extended accordingly July 2025 Governance Professional encourages all board members to complete the CDN online training course and promotes other governance courses.
	1.2 Vision & Strategy	Involve Trade Unions (TUs) on Board	Governance Professional	<u>Amber</u> July 2025 TU Board Members were appointed in 2024. Due to recent developments in relation to support staff trade union membership, the Board currently does not have a support staff trade union member.
	1.3 Performance	Refresh paperwork for self-assessment and evaluation and	Governance Professional	<u>Green</u> July 2025

		plan for externally facilitated self-assessment review		GP refreshed all self-assessment paperwork and has introduced induction/leavers surveys to ensure the Board is fully evaluated. Externally Facilitated Review is in progress.
	1.4 Corporate Social Responsibility	Improve dialogue & communication with all stakeholders	Principal / Chair March 2024	<u>Green</u> The stakeholder letter has now recommenced.
		Board member involvement in the understanding of learning, teaching and assessment and work of the College. Subject to agreement with teaching staff.	Principal / Vice Principal for Learning and Teaching and the Student Experience.	<u>Green</u> This is to provide an opportunity for Board members to engage with staff and students. They may do this by: <ul style="list-style-type: none"> • Speaking with curriculum managers or support managers; • Informally (and with agreement and notification) pop into classrooms to speak to lecturers and students where appropriate. • Attending (with prior agreement) team meetings. In Committee it was recommended that the Board be represented at staff events, where appropriate. GP sends out campus events to board members.
2 Quality of Student Experience	2.1 Relevant High-Quality Learning which meets local, regional and national skills needs.	Board members through strategic planning days to undertake a curriculum review.	Principal and Vice Principal for Learning, Teaching and the Student Experience Ongoing	<u>Green</u> At the April Planning Day members participated in a skills planning workshop, with external input. The Board have been kept updated on the restructure.
	2.2 Student and Engagement and Quality Monitoring & Oversight	Work with the Student Association (SA) and Class Reps to improve Quality	Vice Principal Learning, Teaching and the Student Experience	<u>Amber</u> Reinstate the Student Parliament with Board members attending where appropriate. Also, through the Board Member Conversations as outlined in 1.4 give members an opportunity to engage with students.

		Monitoring feedback. Identify mechanisms for recognising and rewarding input of student body to support quality	Ongoing	<p>The Learning and Teaching Committee oversees progress of the Quality Enhancement Plan presented. Where possible the College would welcome more Board member involvement, and there has been a “Dragons Den” initiative which has been successful.</p> <p>July 2025 New VP is now in place and can take forward.</p>
3 Accountability	3.1 Accountability & Delegation	Involve staff in discussions on facing challenge	<p>Principal and VP for Finance, Resources and Sustainability</p> <p>Ongoing</p>	<p><u>Green</u> Board Members and management appropriately briefed on Training Day April 2024 All staff receive a key message update after every Board meeting.</p> <p>July 2025 Staff were involved in the restructure process and a consultation was held to help shape the new roles.</p>
	3.2 Risk Management	Connect risk appetite to risk register	<p>Vice Principal Finance, Resources and Sustainability</p> <p>November 2024</p>	<p><u>Green</u> Henderson Loggie, Internal Auditors, hosted a session on risk appetite in November 2024. Prior to the session, Board Members completed the CDN Online course on risk.</p> <p>July 2025 GP met with Emma Tilley regarding a new Risk Tool – currently in discussion with Chair of ARC and Chair of Board.</p>
	3.3 Audit Committee	Membership to be adjusted in line with New Code	Governance Professional	<p><u>Green</u> July 2025 Following the terms of the Audit and Assurance committee handbook, an executive member of staff has been removed from the Committee. In addition, the Vice Chair has been removed from the Committee and new members have been appointed. CDN will attend the first ARC to conduct a brief presentation to help support new members.</p>

	3.4 Remuneration Committee	Terms of reference to be revisited.	Governance Professional & Chair	<u>Green</u> Implemented
	3.5 Financial & Institutional Sustainability	Identify opportunities and address challenges in context of “flat cash” settlement.	Principal and Vice Principals Ongoing	<u>Amber</u> This is work is in progress and the Board have also had discussions relating to the new strategic priorities. July 2025 Work is ongoing in this area and the focus at the strategy day in June was on the College’s financial strategy. The Principal and Governance Professional are currently planning the Board Training Day in November and have South Lanarkshire Council attending to explore collaborative opportunities.
		Explore options for best use of resources to generate income.		
		Explore options for 3 rd sector partnerships.		
	3.6 Staff Governance	Facilitate regular opportunities for Board members to engage with staff and staff representatives	Principal & Governance Professional [Ongoing]	<u>Green</u> Governance Professional advises Board Members of campus events which they can attend to engage with staff. Such as ‘Pastries with a Purpose’ and CLIC events.
		Improve information flow to appointed staff representatives	Principal & Governance Professional	<u>Green</u> Minutes are published in a timely manner on the website and ‘key messages’ are communicated to all staff through the staffing teams channel.
		Involve appropriately skilled staff by way of attendance at Committee Meetings and also participation in	Principal & Governance Professional	<u>Green</u> Members of SLT attend to present papers at meetings. More support staff to be encouraged to attend meetings, for example, HR Committee to be attended by HR staff, Facilities staff etc. July 2025

		Strategy and Training days		Improvement has been made with staff attending meetings. Going forward, 'deep dive' sessions will take place with alternative staff attending to present. SLT invited to attend Strategy Days.
4.1 Effectiveness	4.2 Board Chair	Plan for appointment of new Chair in 2024	Principal & Governance Professional June 2024	<u>Green</u> Implemented
	4.3 Senior Independent Member	Refresh Training & Support	Governance Professional	<u>Green</u> A new SIM has been appointed. CDN guidance and online training course has been sent to SIM and will be fully supported by the Governance Professional.
	4.5 Board Members	Identify Training needs	Governance Professional November 2025	<u>Amber</u> July 2025 Board Member training is ongoing with new Board Members joining the Board. Skills matrix has been completed and GP continues to advise Board Members of training opportunities. Gordon Hunt from CDN will be attending the ARC and Board Training Day to provide training.
	4.6 Principal & Chief Executive	Set objectives and identify any training needs.	Chair June 2025	<u>Amber</u> July 2025 Draft objectives have been sent to the Chair and Vice Chair for consideration with a remuneration committee meeting scheduled for August.
	4.7 Governance Professional	Recruit new postholder	Board	<u>Green</u> Implemented
		Agree overarching policy on resolving issues around grievance, breach	Governance Professional / Human Resources Director	<u>Green</u> The new Chairs Committee remit now provides a suitable mechanism.

		of contract and conflict of interest		
	4.8 Appointment Induction & Training	New processes in anticipation of TU membership	Governance Professional	<u>Green</u> SLC has had TU observers at Committees and Board for several months. Formal induction has now taken place.
	4.9 Board Evaluation	Revisit and refresh process and procedure	Governance Professional [Ongoing]	<u>Amber</u> The way forward will be informed by an externally facilitated Self-assessment exercise, but new feedback forms are in place with a view to minimising the impact on Board Member time.
5 Relationships & Collaboration	5.1 Partnership Working	Build Collaborative initiatives with Regional Partner	Governance Professional and Principal	<u>Amber</u> July 2025 Principal is now the Chair of the College Partnership West group and attends Skills Led Regional Planning sessions. Quarterly meetings are held with South Lanarkshire Council relating to collaboration. SLC will attend the Board Training Day in November to discuss opportunities.
		Community Development	Principal and Vice Principal for Learning Teaching and the Student Experience. [Ongoing]	<u>Amber</u> Ongoing.
6 Other	6.1 Equalities	Equalities Awareness Training	Governance Professional	<u>Green</u> A dedicated training session has already been provided by the former Governance Professional and is available on the Board Portal, but a refresher

			Ongoing Training	might usefully be considered at some future point. The Board manual now includes a briefing on this topic.
	6.2 Student Association Support & Recognition	Student Awards Funding	Management Ongoing Support	<u>Amber</u> Senior staff are already supporting the SA in seeking funding from the Educational Foundation but further mechanisms for rewarding student effort are being considered.

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

Schedule of Governance Documentation for Ongoing Review		
Code of Conduct	Reviewed as required by Standards Commission	Up to date
Committee Remits	For review four yearly or as required	Last review 2024
Scheme of Delegation	Ditto	Last review 2024
Standing Orders	Ditto	Last review 2024
Code of Good Governance	Current edition 2022	Adopted

BOARD OF MANAGEMENT

DATE	9 September 2025
TITLE OF REPORT	Investigation into University of Dundee: Lessons Learned
REFERENCE	22.0
AUTHOR AND CONTACT DETAILS	Elaine McKechnie – Vice Principal – Finance, Resource & Sustainability Elaine.mckechnie@slc.ac.uk
PURPOSE:	To update the Board on the lessons learned from the independent investigation into the circumstances that led to the finance challenges facing the University of Dundee.
KEY RECOMMENDATIONS/ DECISIONS:	The Board is asked to <ul style="list-style-type: none"> • note the contents of the report; and • take assurances from the College's internal review of the report in relation to its own practices against the 'lessons learned'.
RISK	The main risks are: <ul style="list-style-type: none"> • that College governance, strategic risks and controls are not identified, and mitigating actions are not taken to ensure the College can continue to operate efficiently, financially sustainably, and legally through full compliance with both internal, external audits and other regulatory bodies and funders.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The Scottish Funding Council (SFC) published the findings of an independent investigation into the circumstances that led to the financial challenges facing the University of Dundee on 19 June 2025. • The investigation was led by Professor Pamela Gillies and conducted by international professional services firm, BDO. • The report identifies poor financial judgement, inadequate management and reporting, poor monitoring of the financial key performance indicators, a lack of agility by leadership in responding to a fall in income; and weak governance in relation to financial accountability by the Court. • Comparing the College's response to lessons learned, the College believes that its governance arrangements are appropriate but will continue to consider the role of ARC as an independent and objective member of the Board Committees, whose views and opinions should not be subject to bias and diluted through consideration of a matter arising under a different lens.

1 INTRODUCTION

- 1.1 This paper provides an overview of the main findings from the recent investigation into the financial challenges facing the University of Dundee and draws comparison to South Lanarkshire College's internal practices in relation to the failings documented through the review.

2 BACKGROUND

- 2.1 The Scottish Funding Council (SFC) published the findings of an independent investigation into the circumstances that led to the financial challenges facing the University of Dundee on 19 June 2025.
- 2.2 Led by Professor Pamela Gillies and conducted by international professional services firm, BDO, the independent investigation was commissioned to understand the reasons why the University of Dundee's financial position deteriorated so seriously and apparently so suddenly.
- 2.3 The investigation's findings were shared with staff and students at a Townhall meeting at the University on 19 June 2025 before being published on SFC's website.
- 2.4 A copy of the report has also been shared with the University Court and SFC are engaging with the University as it develops and implements an action plan to address the main findings.

3 THE REPORT

- 3.1 The foreword of the report acknowledges that there have been numerous reports and horizon scans of the financial health of higher education institutions in Scotland in recent years and, almost without exception, they have indicated a difficult and worsening financial landscape for the sector. This is a familiar story in terms of the health of further education institutions like the College.
- 3.2 Nevertheless, despite these financial pressures, the University of Dundee is only one of nineteen institutions to have suffered a financial collapse.
- 3.3 The full report of what happened at the University of Dundee can be accessed on the [SFC's website](#). In summary, the report identifies the following issues as the main causal factors that led to the financial situation:
 - 3.3.1 Poor financial judgement.
 - 3.3.2 Inadequate management and reporting.
 - 3.3.3 Poor monitoring of the financial key performance indicators.
 - 3.3.4 Lack of agility by leadership in responding to a fall in income; and
 - 3.3.5 Weak governance in relation to financial accountability by the Court.
- 3.4 The report concludes with a table of 'lessons learned' against which a summary has been prepared in comparison to South Lanarkshire College. This is to ensure that the College is not currently exposed to similar weaknesses in governance arrangements and to

provide assurance to the Board that those arrangements are appropriate and mitigate against the risk of financial collapse.

4 LESSONS LEARNED

4.1 Table 1 Lessons Learned from the Financial Collapse

Lesson	Comment in relation to SLC
1 Financial Reporting Consider and challenge the management accounts of the institution from a position of understanding of the totality of operations e.g. income, expenditure, balance sheet and cashflow reporting.	Quarterly management accounts are prepared; budgets include balance sheet positions and regular cashflow projections is given to the SFC and the Board quarterly. Work ongoing to enhance budget monitoring across 2025-26.
2 Risk Register Appraisal and challenge of the risk register	Conducted quarterly with the Committee in conjunction with SLT review
3 High risk ratings: Student recruitment and Financial Sustainability to be flagged to Board Committee	Considered as part of the risk register review quarterly
4 Loan covenant reporting: to be undertaken quarterly	Not applicable; SLC does not have any active loan agreements Any borrowing activity is closely monitored and often prohibited by the SFC.
5 Culture of questioning: to assess validity of management decisions and actions	Recent update from Internal Audit on Global Internal Audit Standards (GIAS) has mandated the need for Committee to further scrutinise reports and question approach to ensure robust decision making.
6 Principal: must be receptive to challenge	Open dialogues between Board members and Principal; facilitated sessions on the new strategy to better support Board member understanding and regularly welcomes inputs on key strategic documents and policies.
7 Curiosity: to be encouraged by Board members	SLC has fostered a culture of transparency and Board members feel comfortable to ask for clarity on issues discussed if unsure.
8 Matters of Importance: clarity and early communication to be provided to Board members	Board reports tend to be comprehensive and detailed to enable greater level of understanding of key issues. Board Chair, Governance

	Professional and Principal send e-mail correspondence to Board of items of importance.
9 Minutes: to reflect challenges, not bias	Minutes are prepared by Governance and Executive Support; reviewed by the Governance Professional and Executive Team to ensure appropriateness of content and remove any bias or non-factual statements.
10 Nine principles of public life: Board members to adhere to these	Board members receive regular training and comprehensive induction process to highlight the role of the Board member to exhibit qualities of selflessness, integrity, objectivity, accountability, openness, honesty, leadership, public service and respect. Board Members are reminded of the Code of Good Governance for Scotland's Colleges.
11 Objectivity of the Audit & Risk Committee (ARC): to stand back and assess/review/enquire.	ARC members receive regular training and inputs from Governance Professional and external advisor to highlight the importance of their role.
12 Independence of ARC: Chairs of respective FRC and ARC committees should not attend each other's respective meeting (but can delegate other members of the Committees in their place)	SLC currently welcomes attendance of any FRC and ARC member at each respective committee' meeting however it is rare for the Chairs to attend routinely. It is only common practice in November each year when a joint meeting is held for the approval of the financial statements Members of ARC are not appointed to FRC and vice versa.
13 Chairs' Committee: Chair of the ARC loses objectivity and opens up potential for bias from consideration of a new emerging issue/risk in a different context to ARC's considerations.	SLC currently has a Chairs Committee; to carefully consider this point in future committee meetings dependent on subject matter being discussed.
14 Board Papers: Should be provided in advance of the meetings	SLC follows strict procedures to issue all Board papers 7 days in advance of the Committee meeting and only in exceptional circumstances issues a Board paper after this date but never after the meeting.

15 Board Papers: Should not be provided retrospectively	As per above comment; Board papers are always issued in advance of meetings.
16 Segregation of Secretary/Governance and Chief Operating Officer/Principal: to reduce likelihood of a conflict of interest	The Governance Professional does not report directly into the Principal and retains an independent reporting line into the Chair of Board.
17 Principal as Accountable Officer versus Committee Chair	This is widely understood at the College and detailed in current role remits.
18 Values led culture highlighting transparency and accountability	College has learned from earlier historic failures and understands the importance of transparency in respect of the Board and its committees. Decisions are made collaboratively with openness to challenge and debate.

4.2 In summary, the College believes that its governance arrangements are appropriate in respect of the above lessons learned but will remain mindful of the following:

4.2.1 At item 12, limit the attendance of the Chair of the ARC and FRC at each respective meeting. The Chair of the ARC should retain an element of independence in the overall governance structure in addition to absolute objectivity.

4.2.2 At item 13, the Chair's committee potentially dilutes the independence and integrity of matters previously discussed at ARC under a difference lens, should this open potential bias.

5 EQUALITIES

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

6 RISK AND ASSURANCE

6.1 The main risks are:

- 6.1.1 that College governance, strategic risks and controls are not identified, and mitigating actions are not taken to ensure the College can continue to operate efficiently, financially sustainably, and legally through full compliance with both internal, external audits and other regulatory bodies and funders.

7 RECOMMENDATIONS

The Board is recommended to:

- note the contents of the report; and
- take assurances from the College's internal review of the report in relation to its own practices against the 'lessons learned'.

BOARD OF MANAGEMENT

DATE:	9 September 2025
TITLE OF REPORT:	Tender Approval – Symmetry
AGENDA ITEM:	24.0
AUTHOR AND CONTACT DETAILS	Vari Anderson, Governance Professional Vari.anderson@slc.ac.uk
PURPOSE:	To note the Board's approval and authorising the Principal to accept a tender which exceeded delegated authority.
KEY RECOMMENDATIONS/ DECISIONS:	The Board is asked to: <ul style="list-style-type: none"> Note the Board's approval authorising the Principal to place a Direct Award to transfer SLC's current Finance System (bluQube) to a cloud-based solution.
RISK	That appropriate procurement policies and procedures are not followed when accepting tenders.
SUMMARY OF REPORT	<ul style="list-style-type: none"> The College is seeking to place a Direct Award to transfer SLC's current Finance System (bluQube) to a cloud-based solution. Following a robust tender process overseen by the Procurement Project Manager from APUC, the tender is at a cost over the Principal's delegated authority. The Governance Professional circulated details and cost savings round the Board seeking approval with a clear majority consenting to the tender award.

1. INTRODUCTION

- 1.1 This note sets out the approval process for approving a Direct Award to transfer SLC's current Finance System (bluQube) to a cloud-based solution. This tender exceeds the delegated authority of the Principal.

2 BACKGROUND AND APPROVAL PROCESS

- 2.1 In terms of the Procurement and Threshold Procedures, the Principal can authorise spends up to £125,000. Any amount over this must be approved by the Finance and Resource Committee or the Board.
- 2.2 The Direct Award exceeded the delegated authority of the Principal.
- 2.3 The Governance Professional circulated to the Board (in May 2025) background information and an approval request. It was not felt necessary to convene a Board meeting and the matter was decided upon via e-mail correspondence whereby the consent of a clear majority was received to approve the winning tender.

Approval	Refusal	No Vote
Ronnie Smith		Tarryn Robertson
Heather Meighan		Scott Gray
Scott Coutts		Jack Whyte
Peter Sweeney		Heather Anderson
Kirsty Pinnell		
Catriona Blacker		
Stella McManus		
Jacqueline Morrison		
Douglas Morrison		
Anne Doherty		
Andriy Strehaliuk		
Jo Gill		

3 EQUALITIES

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

4 RISK

- 4.1 That appropriate procurement policies and procedures are not followed when awarding tenders.

5 RECOMMENDATIONS

- 5.1 The Board is asked to:
- 5.1.1 Note the Board's approval authorising the Principal to approve the Direct Award to transfer SLC's current Finance System (blueQube) to a cloud-based solution.

BOARD OF MANAGEMENT

DATE	9 September 2025
TITLE OF REPORT	Draft Report from the Audit and Risk Committee to the Board of Management and Audit Scotland
REFERENCE	25.0
AUTHOR AND CONTACT DETAILS	Peter Sweeney, Chair of the ARC Peter.Sweeney@slc.ac.uk
PURPOSE:	To provide members with oversight of the final report given to the Board of Management in connection with the year ended 31 st July 2025.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none"> • To note that the Committee has received satisfactory assurances from the College in respect of Governance, risk management and operational controls • To note and approve the contents of this report for submission to the Board of Management.
RISK	<ul style="list-style-type: none"> • That College governance, strategic risks and controls are not identified, and mitigating actions are not taken to ensure the College can continue to operate efficiently and legally through full compliance with both internal and external audits.
RELEVANT STRATEGIC AIMS FOR 2024/25:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The College continued to closely monitor all aspects of risk management, control, and governance during the year with Committee membership and Composition requirements being fully met. • The Committee continues to work well within its current remit and cooperates fully with Internal, External and non-financial Audit findings and recommendations.

1. INTRODUCTION

1.1 It is an annual requirement that the Audit and Risk Committee report to the Board of Management every year in order to comply with the Code of Good Governance for Scotland's Colleges.

2 BACKGROUND

2.1 This report contains a review of all audit related activity undertaken, including internal, external and non-financial audits, and raises any concerns which should be highlighted to the Board. The report should provide the Board of Management with assurance that the current control environment is effective to ensure the smooth running of all College affairs. This in turn allows us to adhere to our strategic aims of successful students, high quality education and support and sustainable behaviours.

3 DISCUSSION

3.1 *Meetings and Composition of the Committee*

3.2 The Audit and Risk Committee met on three occasions since the last reporting date of November 2024 and minutes and associated papers were presented to the Board of Management. The dates of the meetings were: 15 November 2024, 04 February 2025 and 06 May 2025.

3.3 Mr T Feely chaired the Committee until 3 March 2025 when he reverted to Committee member due to personal commitments. Mr P Sweeney was subsequently appointed to the post of Chair effective 3 March 2025. Subsequently, Mr T. Feely resigned from the Board on 22 April 2025. The appointment of Mr P Sweeney was seamless due to existing membership of the ARC.

3.4 *Table 1: The Committee attendance record for the year was as follows:*

Board Member	15 Nov 2024	04 Feb 2025	06 May 2025
P. Sweeney (current Chair ARC; Non-Executive Board Member)	Y	Y	Y
T. Feely (former Chair ARC; Non-Executive Board Member)	Y	-	-
A. Doherty (Executive Board Member)	Y	Y	-
H Anderson (Non-Executive Board Member)	Y	Y	Y
F. Whittaker (Non-Executive Board Member)	-	-	-
J Morrison (Non-Executive Board Member)	-	Y	Y
Also attending:			

S Coutts (Chair of FRC)	Y	-	-
L Wright (FRC Member)	Y	-	-
S Gray (FRC Member)	Y	-	-
Principal	Y	Y	Y
Head of MIS	Y	Y	Y
Head of HR	-	Y	Y
Head of Finance	-	-	Y
Vice Principal – Finance	Y	Y	Y
Chair to the Board	Y	Y	-
Chair of RSB ARC	-	Y	-
Internal Audit	Y	Y	Y
External Audit	Y	Y	Y
Governance Professional	Y	Y	Y
Trade Union Member	Y	-	Y
Executive & Governance Administrator	-	-	Y

3.5 The Financial Statements for the year to 31st July 2024 were presented to the 15 November 2024 meeting of the Committee. Mr Scott Coutts, as Chair of the Finance and Resources Committee, attended the meeting as a representative of that Committee. In addition, Mr T Feely also attended the meeting of the Finance and Resources Committee which recommended approval of the audited Financial Statements to the Board of Management. He attended this meeting as a representative of the Audit and Risk Committee.

4 TERMS OF REFERENCE

4.1 The remit of the Committee was reviewed and approved in August 2024 with a subsequent review due in August 2026. The Committee agreed that its role is to provide oversight and challenge regarding the progress the college is making against the duties outlined below but in addition, the Committee shall consider any issues relating to strategic risk as may have been referred to it by any other Committee or by Management.

5 INTERNAL AUDIT

Henderson Loggie

5.1 The firm of Henderson Loggie has continued to provide internal audit services across 2024-25.

5.2 Five internal audit reviews concluded across the period of September 2024 – July 2025 in the following areas:

- Internal Audit Review 2023/24 (15 Nov 2024)
- Student Activity Audit (Credits) (15 Nov 2024)
- Student Support Audit (Funding) (15 Nov 2024)
- Consultancy Review of Payroll and Pensions Management (04 Feb 2025)
- Payroll (06 May 2025)

5.3 The overall internal audit opinion for 2023/24 concluded that the College has adequate and effective arrangements for risk management, control and governance, as contained in the Annual Internal Audit Report.

5.4 Internal audit reported to the SFC on 9 October 2024 and the Committee on 15 November 2024 that the student data returns had been compiled in accordance with all relevant guidance and adequate procedures are in place to ensure accurate collection and recording of data.

5.5 Internal Audit was also able to provide assurances over the student support (funding) audit, certifying that all three fund statements were accurate and could be submitted to the appropriate bodies, without reservation.

5.6 An additional audit into payroll and pensions management was discussed at the Committee on 04 February 2025. As noted previously as a significant issue, the audit focussed on historic processes including the processing of leavers, pension, long term absences and salary advances. The report concluded with 12 recommendations, which the College Management team fully accepted. As a result, the College implemented several additional payroll controls to mitigate the potential of the findings from recurring, including automation of the current parallel process (with segregation of duties), iTrent leading payroll transactions, additional payroll checks and enhanced supervision. The Committee was satisfied with Management's response to this review and continue to receive regular updates.

5.7 The Payroll internal audit report brought to the Committee on 06 May 2025 considered the key internal controls in place over the College's spend on staff costs. The overall opinion expressed was 'satisfactory', meaning the system meets control objectives with some weaknesses present. The report recommended 1 action be taken to devise a procedure for making changes to employee standing data in the payroll system which the College has accepted. The Committee also recognised that any weakness in the process arose from a significant amount of manual input to processes under the legacy payroll system and took comfort from College Management that the weaknesses reported have already been addressed on the full adoption of iTrent.

5.8 The Committee received quarterly updates on progress of all outstanding audit recommendations via the Rolling Audit Recommendation Monitor. The Committee noted that owing to the restructure and senior staff appointments across the College in this period, there had been some drift in the closing down of some audit recommendations. However, the College is seeking to conclude many of these recommendations as part of the follow-up review that will be presented to the Committee in November 2025.

Internal Audit Annual Report

5.9 A summary of all internal audit work undertaken during the year 2023/24 dated 7 November 2024 was contained in the Annual Report, which was presented to, and approved by, the Audit and Risk Committee at this meeting on 15 November 2024.

6 GLOBAL INTERNAL AUDIT STANDARDS IN UK PUBLIC SECTOR

6.1 At its meeting on 06 May 2025, the Committee received an update from Internal Audit on recent changes to the Internal Audit landscape, following the implementation of Global Internal Audit Standards (GIAS) on 1st April 2025 in place of Public Sector Internal Audit Standards (PSIAS).

6.2 The Standards provide greater emphasis on independence and governance, strengthened ethical and professional requirements, more rigorous annual opinion requirements and tighter quality assurance standards.

6.3 The Committee learned that it could demonstrate conformance to these standards by driving impact, upholding integrity, enhancing communication and evaluating its effectiveness in conforming to GIAS.

6.4 The Committee now has strengthened responsibilities to champion internal audit's work & ensuring its findings are acted upon; facilitate direct access between Internal Audit & senior management and promote a culture of transparency, accountability, & good governance.

7 EXTERNAL AUDIT

7.1 From 2001/02, the responsibility for arranging and monitoring the external audit of the further education sector passed to Audit Scotland. As noted in 2022/23, following a tendering exercise undertaken by that organisation, Audit Scotland was appointed and concluded the financial statements and the annual audit report for year ended 31 July 2024 on 15 November 2024.

7.2 The Committee noted an unmodified audit opinion on the financial statements and annual report for the year ended 31 July 2024. The Committee also noted that the Annual Report and Financial Statements were scheduled to be certified by the 31 December 2024 deadline, despite significant resourcing pressures within the college's Finance function. The College met this deadline and with the appointment of a new Head of Finance in March 2025, the Committee is assured that resourcing pressures have been significantly reduced going forward.

Audit Fees 2024/25

7.3 A letter from Audit Scotland setting out a 1.9% increase in audit fees was shared with the Committee in February 2025. The proposed fee of £25,590 represented an increase of £490 from £25,590 in 2023/24 to £26,080.

7.4 It was stated that fee levels have been developed in the context of an ongoing challenging economic environment, a very competitive environment around staff retention and recruitment, increased demands on audit quality and regulatory oversight.

7.5 In developing the budget, Audit Scotland advised that it has proposed operational efficiency savings that it will look to further enhance during 2025/26. Additionally, the budget also aims to absorb in-year cost pressures and any new demands from within the existing resources, where possible.

Audit Scotland Technical Bulletins

- 7.6 Audit Scotland produces quarterly bulletins which include details of audit and finance-related matters and Circulars issued by the Funding Council. Relevant extracts from these Bulletins are presented to Audit Committee meetings for the benefit of members.

Other Audits Presented to the Committee

- 7.7 Financial and non-financial audits, such as those undertaken by the College's own Quality Audit Group and external bodies such as Skills Development Scotland (SDS) are ordinarily presented to the Committee for review.
- 7.8 The Committee considered the Education Maintenance Allowance (EMA) 1st Block Audit conducted by the internal Quality department in December 2024, in which no concerns were noted over processes. The 2nd Block Audit is coming to this meeting of the Committee in August 2025.

Report on the Financial Statements for the year to 31st July 2024

- 7.9 The Report was considered at the Committee meeting on 15 November 2024 with the view to a recommendation being made to the Board of Management for final approval on 26 November 2024. The report was subsequently approved by the Board and was certified by the 31 December 2024 deadline.

8 COMPLIANCE WITH THE 2016 CODE OF GOOD GOVERNANCE

- 8.1 Progress has been made in the monitoring and review of Governance by the College. The Board has a robust self-evaluation process, as required by The Code of Good Governance for Scotland's Colleges. As noted previously, the 2023 review led to the implementation of a detailed Governance Improvement Plan, focusing on Board induction and training, the creation of an annual work plan for the Board and its committees, membership of Board committees, a revised approach to the reporting of Key Performance Indicators and a focus on diversity in future Board recruitment. This plan was signed off by the Lanarkshire Regional Strategic Body and there is a Rolling Review Programme which further strengthens its corporate governance arrangements while providing appropriate strategic direction for the College.
- 8.2 The College reported in its 2023-24 Governance Statement that it believes it has complied with the Code of Good Governance for the entire year in four areas: Legal minimum membership; availability of minutes and the service of a clerk to the Board; induction; and engagement with internal auditors. Throughout quarterly Committee meetings, the Committee sought assurance of on-going compliance to the Code during 2024-25, which continues to be the case as at current date and is evidenced in the Rolling Review
- 8.3 The Committee also officially welcomed the appointment of Vari Anderson as permanent Governance and Compliance Professional in October 2024 and gave thanks to the Interim Governance Professional, Mr Peter Scott for his dedication and years of service to the College over a particularly challenging period.

9 CONSOLIDATED FINANCIAL STATEMENTS FOR THE LANARKSHIRE BOARD

- 9.1 South Lanarkshire College is a legal entity with a Board of Management which is responsible for the governance and management of the College. In addition, it has been determined that each region should produce regional consolidated financial statements in addition to individual college audited accounts. In order to effect the production of Regional accounts, SLC provides the relevant information to New College Lanarkshire. SLC has

complied with all information requests for year ended 31st July 2024 and the results were contained in the publication of the consolidated financial statements.

9.2 During this reporting period, the Committee has been made aware of the planned Lanarkshire region dissolution on 30 July 2025. The dissolution means that the College's financial statements and annual report for year ended 31st July 2025 will not be consolidated with the wider Lanarkshire Region results and the College now is now an independent College in its own right.

10 REGIONAL ASSURANCE

10.1 The Principal, as the Chief Executive Officer of South Lanarkshire College, is required to give an annual Certificate of Assurance to the Accountable Officer of the Lanarkshire Region which is then forwarded to the Funding Council.

10.2 SLC staff members attend Regional Board and Committee meetings as felt appropriate. In particular, this arrangement applies to the appropriate Audit, Finance and full Board meetings of the Regional Strategic Body to provide information as required.

11 RISK MANAGEMENT

11.1 Prior to dissolution on 30 July 2025, the Vice Principal for Finance, Resources & Sustainability attended the Regional Strategic Risk Group quarterly to present the South Lanarkshire College Strategic Risk Register.

11.2 Risk continues to be a priority for the College, noting risks around financial sustainability, achievement of credit targets, health and safety, cyber security and safeguarding of students and staff.

11.3 At its meeting on 06 May 2025, the Committee was heartened to note that the College had been successful in achieving Cyber Essentials Basic accreditation. The Committee noted that the College will now seek to undertake the second part of this accreditation, Cyber Essentials Plus, within the next 3 months in order that the College is fully accredited by the end of July 2025.

12 MEETING OF THE AUDIT COMMITTEE AND THE INTERNAL AND EXTERNAL AUDIT PROVIDERS

12.1 As per prior year and in line with best practice, an opportunity for the internal and external audit service providers to discuss any matters which were pertinent members of the Committee, but without the presence of College Management, was given at various meetings of the Committee on 15 November 2024. There were no matters of concern raised, and both sets of auditors gave positive feedback.

13 OPINION

13.1 The Committee has overseen the internal and external audits of the College based on audit needs and appropriate guidance from bodies such as the Scottish Funding Council, Colleges Scotland and Audit Scotland.

13.2 The Committee recognises that it has additional ethical and professional requirements placed on it to adhere to the new GIAS. The Committee will continue to challenge items brought for discussion to each Committee.

13.3 Based on reports received from the College's internal and external auditors, and on information received from College management, despite the historic payroll issues, the

Committee is of the opinion that the College's internal financial and management systems are adequate and effective. Its arrangements for securing economy, efficiency and effectiveness are also considered adequate and effective.

13.4 The Committee is also of the opinion that there is an ongoing process for identifying, evaluating and managing the College's significant risks and an overview can be found in the Annual Report and Financial Statements.

13.5 The Committee and College management continue to work closely with the external auditors during 2023/24 to mitigate the effects of past issues, ensuring the production and approval of the Financial Statements could be done by the deadline of 31st December 2024.

13.6 The Committee has also worked closely with College Management during the year to ensure that the College remains compliant with the Code of Good Governance for Scotland's Colleges. Governance is, and will remain, a continued focus and priority for the College going forward.

Peter Sweeney -
Chair; Audit and
Risk Committee
of the Board of
Management

19 August 2025

14 EQUALITIES

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

15 RISK AND ASSURANCE

15.1 There is a risk that College governance, strategic risks and controls are not identified, and mitigating actions are not taken to ensure the College can continue to operate efficiently and legally through full compliance with both internal and external audits. However, the purpose of the Audit and Risk Committee is to ensure that there is regular review and discussion of all College affairs including governance and operational management, and the Committee is confident that sufficient procedures are in place to ensure that the College is fully compliant with the external regulatory environment.

16 COMMUNICATIONS

16.1 This paper is for the Board of Management's consumption and contains the salient points from discussions and interactions with all relevant audit authorities throughout the year. The Committee would ask that the Board of Management take assurance from the work undertaken throughout the year and place confidence in decisions that have been made and actions that have been taken because of audit outcomes. The Committee believes that it is well placed to deliver and meet its aims going forward given the review of governance structures and review processes that are now in place.

17 RECOMMENDATIONS

17.1 Members are recommended to:

- To note that the Committee has received satisfactory assurances from the College in respect of Governance, risk management and operational controls; and
- To note and approve the contents of this report for submission to the Board of Management.

BOARD OF MANAGEMENT MEETING

DATE	9 September 2025
TITLE OF REPORT	Learning Teaching and Student Experience Committee Chair's Report for the South Lanarkshire College Board
REFERENCE	26.1
AUTHOR AND CONTACT DETAILS	Prof Jo Gill, Chair of the Learning Teaching and Student Experience (LTSE) Committee Jo.Gill@slc.ac.uk
PURPOSE	To provide the Board with a report from the LTSE Chair, including matters discussed during the CQD (LTSE) meeting on 21st August 2025.
BOARD ACTIONS / POINTS TO NOTE	Members are asked to: <ul style="list-style-type: none"> • note achievement of the credit target and working within the upper threshold of the 2% tolerance; and • note the curriculum restructure; • note the restructure of key support services such as Educational Learning Support (ELS), bursaries and • note the content of the LTSE Workplan 2025-26
KEY POINTS	<p>Student Association Report</p> <ul style="list-style-type: none"> • The Committee noted the Student Association plans for 25-26, with representatives highlighting key priorities: <ul style="list-style-type: none"> ○ Cost of living support – 'Breakfast on Us' and 'Grab and Go' lunches ○ Student Mental Health agreement and mental health and wellbeing initiatives such as quiet room development • Members were informed that enhanced partnership working between Curriculum Quality & Learning and Teaching Innovation and the Student Association has been designed to support enhanced student partnership and feedback mechanisms <p>Curriculum Report</p> <ul style="list-style-type: none"> • Members were informed that the College had achieved the credit target of 43,600, ending the academic year 306.5 credits over target, subject to the final audit. • The Committee were advised that although the number of applications received for August 2025 start programmes was slightly higher than the number received in the previous year, the number of enrolments to date (21st August) was significantly higher than in 2024.

- The Committee noted that recruitment for the new curriculum structure was now complete, with the exception of one CQL post.
- The committee were advised of curriculum diversification activities, specifically:
 - CLIC yr two proposed activities
 - Progress of the Employability Academy Programme
 - 25-26 Modern Apprenticeship Contract
 - Clyde Gateway discussion
- Questions were posed on the HMRC issues impacting Modern Apprenticeship activities, as well as the reasons behind enhanced enrolment rates.

Quality and Learning & Teaching Innovation Report

- Members were asked to note the data provided in tabular form, relating to 24-25 achievement rates, and provided with reassurance that a deep dive was underway to understand the reasons behind the seemingly low HE PT achievement rate.
- Members questioned if the HE PT attainment (15% below national average), was in any way related to student satisfaction - down 9% in same year. Early indication = no direct correlation.
- Members were informed that a cross-college, collaborative approach was planned for 25-26 in order to increase engagement in the Student Satisfaction and Engagement Survey.
- The committee were advised the Quality and Learning and Teaching Innovation team has reached out to develop and informal support network aimed at informing engagement in TQEF related processes and discussions.

Student Engagement and Partnership Report

- The committee were informed that the purpose of the paper was to provide an essential update on key services which are currently undergoing a period of restructure and review.
- Members were asked to note the progress made in transitioning the Educational Learning Support (ELS) team into the Student Experience team, as well as the Bursary team realignment to Finance and Admissions team incorporation into the MIS structure.
- Members were asked to note the content of the 24-25 Counselling Team report, which highlighted positive feedback from students and contained key data on levels and nature of demand.
- Members were informed of the partnership activities undertaken with Skills Development Scotland, Careers Education, Information, Advice and Guidance team.

	<p>Student Welfare: Duty of Care Audit 2024 -25</p> <ul style="list-style-type: none"> Members were asked to note the content of the Student Welfare: Duty of Care Audit 2024-25, which listed many strengths and positive student feedback. <p>Renewed and Updated Safeguarding Policy and Procedure</p> <ul style="list-style-type: none"> Members were asked to note key revisions to the SLC Safeguarding Policy and Procedure, reflecting new structures and appointments. <p>Marketing and Communications Update</p> <ul style="list-style-type: none"> The committee were informed of the August recruitment campaign, which runs until the end of September. Members were updated on exciting activities being delivered with GoRadio and the completion of a new TV ad for Sky. Members were informed that graduation 2025 plans are underway, despite capacity issues within the Marketing and Communications team. <p>Complaints Quarterly Report, Q4 2024-25</p> <ul style="list-style-type: none"> Members were informed that 5 issues were raised through the complaints system in Q4 2024-25, however none were deemed to be complaints – being either student conduct issues, academic appeals or complaints relating to staff issues. <p>Review of LTSE Workplan</p> <ul style="list-style-type: none"> Members were asked to note and provide feedback on the draft LTSE 2025-26 workplan. Members noted their preference for the term 'Curriculum Diversification', as opposed to 'Non-Core activities' <p>AOCB</p> <ul style="list-style-type: none"> Discussion took place on the AI papers being presented to the ARC committee and alignment with LTSE themes, leading to suggestion that a collaboration between the committees may be beneficial Members noted their satisfaction with the quality and content of the papers, requesting that efforts are made to reduce the volume in future 2025-26 committee meetings.
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BOARD OF MANAGEMENT MEETING

DATE	9 September 2025
TITLE OF REPORT	Human Resources Committee (HRC) Chair's Report
REFERENCE	26.2
AUTHOR AND CONTACT DETAILS	Heather Anderson, Chair of HRC Heather.Anderson@slc.ac.uk
PURPOSE	To provide the Board with a report from the HRC Chair, including matters discussed during the HRC meeting on 28 August 2025.
BOARD ACTIONS / POINTS TO NOTE	<p>The Board is asked to note Key Points, especially:</p> <ul style="list-style-type: none"> • The Health and Safety Policy to be remitted for approval to the Board and to note the format will be reviewed for next year. • The restructure update and the excellent work of the new People Services Team during this process. • The potential renaming of the Human Resources Committee to People and Culture Committee (as opposed to the previously suggested "People Services and Transformation Committee"). • Work is ongoing to finalise data / information that the Committee would like to see going forward. • The Committee was pleased to see the new approach to Health and Safety going forward to improve the quality of reporting and to provide further assurance to Members.
KEY POINTS	<p><i>Health and Safety Policy</i></p> <p>Policy remitted to Board for approval, but going forward once the new approach to Health and Safety is embedded, policy format to be reviewed.</p> <p>Changes made post committee discussion include:</p> <ul style="list-style-type: none"> • Sentence reinforcing role of the Board on page 10. • References made to contractors on boarding, risk assessment and method statements. • Explicit reference to disciplinary procedure for both staff and students added to the Policy. <p><i>Restructure Update (Reserved Item)</i></p> <ul style="list-style-type: none"> • It was noted that the restructure and the voluntary severance scheme generated a significant amount of additional work for the new People Services Team, and the team were congratulated for that. Consideration should be given to professional bodies for recognition awards. • There has been positive feedback from staff that the College has conducted a fair and robust recruitment process.

- The Committee were interested in the approach to succession planning across the College ensuring critical knowledge is retained.
- Further interest was shown in the new approach to interviews and issuing the interview questions in advance.

People Services Team

- The Human Resources Team has changed its name to People Services, and this also reflects the inclusion of Health and Safety.
- As part of this new focus it is proposed to rename the Committee to People and Culture.
- The new approach will also include a business partnering model to support managers and staff.
- The new operating will be under pinned by a “Centres of Excellence” approach being developed in key areas such as, learning and development, equality, diversity and inclusion, workforce insights, health, safety and well-being and Governance and Policy. While this is a good approach it was suggested that these should be renamed as there may be confusion due to use of “Centres of Excellence” in other external contexts.
- This year the team are developing a “what does good look like approach” through a competency framework.
- The Committee would like to see a dashboard of information such as a heat map showing gaps. Also, the Committee will undertake work to show this information is being requested. They are aware of the digitalisation journey.
- A member of the team will be invited to the next Committee in November to present on iTrent and to request feedback on data Members would like to see.
- The Committee also requested legislative requirements for named persons to be added, and mandatory training dashboard to be added.

Health and Safety Development

- The Committee appreciates the new approach to Health and Safety and the focus on creating a health and safety culture.
- The team are focussed on improving the reporting of data such as near misses and undesirable circumstances, the latter of which must be part of the next health safety report.
- Martyn’s Law update provided and consideration to be given as to whether the College could be a training provider for this.
- The team are seeking to learn from best practice and Members offered to support with their contacts, including in industry.
- Encourage recognition of good practice in health and safety.
- Actions relating to H&S following the Committee are being actioned including consideration of appropriate health and safety framework, assurance to be given on method statement usage by contractors as well as the College’s own risk assessments, as well as contractor on boarding to be

refreshed and to consider how contractor health and safety is part of procurement

Sector Employment Updates

- [REDACTED]
- The Principal and Head of People Services are the College's representatives on CES.
- [REDACTED]
- The job evaluation process is progressing; however, it does not currently reflect that the College has already undertaken a similar exercise. We are working closely with CES to align our approach and will provide Members with further updates in due course.

Supreme Court Ruling

- The College is proactively taking action in order to be ready to comply with anticipated updated Government guidance following the clarification of the legal definition of gender. Members encouraged the college sector collectively go back to Government with the cost implications of complying with this ruling and any subsequent guidance updates.
- The College is working to support students and staff at this time.
- Consideration of how College will respond to complaints.
- Members requested this should be raised at sector level to further understand how students and staff can be supported and what the response is as a sector.

Quarterly HR Report

- Headcount drop due to the voluntary severance scheme.
- Positive meeting held with Keir Greenaway with consideration to move towards their local recognition.
- UNISON branch remains under regional supervisions.
- College still requires a union support member of staff for the Board of Management.

Quarterly Health and Safety Report

- Within the new SLC organisational structure, H&S will come under the remit of HR. This will lead to improved reporting and will demonstrate how actions are being addressed by the Health and Safety Committee.
- Encourage recognition of good practice.
- Focus on well-being and culture piece in the new report.
- Provide lessons learned approach also.
- There were no Riddor reports for this period.

Any Other Business

- Short vaping discussion and the challenges around how to tackle it on campus.

	<ul style="list-style-type: none">• A verbal update on the next union meeting and any outcomes offered will be appreciated by Members.
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BOARD OF MANAGEMENT

Date	9 September 2025
TITLE OF REPORT	Audit & Risk Committee Chair's Report for the South Lanarkshire College Board
REFERENCE	26.3
AUTHOR AND CONTACT DETAILS	Peter Sweeney, member of the Audit & Risk Committee peter.sweeney@slc.ac.uk
PURPOSE	To provide the Board with a Report from the ARC Chair including matters discussed during the ARC Meeting on 19 August 2025
BOARD ACTIONS / POINTS TO NOTE	<p>The Board is asked to note key points, especially:</p> <ul style="list-style-type: none"> • The Committee noted the outcome from 3 Internal Audits • The internal audit plan for 2025-26 • progress made with the SLC Audit Recommendations monitor. • The work carried out in respect of the Strategic Risk Register and cyber risk register, for which three scores had been updated over the last quarter. • An update from the Quality Enhancement Group in respect of a recent EMA Audit • Draft Work Plan for 2024/25 • Draft report of the audit and risk committee to the board of management for 2024-25 from the 2024/25 • Artificial Intelligence (AI) report • Accounting Policies for use within the financial statements for 2024-25 • the SFC Accounts Direction for 2024-25 • A de-regionalisation update (Reserved Item: Commercially Sensitive) • the progress update of the Pension issue (Reserved Item: Commercially Sensitive) • The Governance Rolling Review; and • Consideration of lessons learned from the University of Dundee financial challenges.

KEY POINTS

CDN PRESENTATION: IMPORTANCE OF GOVERNANCE AND DUTIES AS BOARD MEMBERS

- The Committee welcomed Gordon Hunt, Head of Insight, Planning & Impact from CDN and benefited from his presentation on the above topic.
- It was noted that the Committee should take the stance as a 'critical friend' to the College, providing appropriate level of scrutiny of all College matters.

INTERNAL AUDIT

AUDIT REPORT 2025/04 – STUDENT WELFARE – DUTY OF CARE

- The audit received a 'good' grading, acknowledging that the system meets its control objectives. The Committee noted that there were no issues identifying internal control weaknesses noted from the internal audit assignment.

AUDIT REPORT 2025/03 – STUDENT INVOICING AND DEBTS

- The audit received a 'good' grading, acknowledging that the system meets its control objectives. There were no issues identifying internal control weaknesses noted from the internal audit assignment.

The Committee acknowledged the inputs from College staff in supporting these favourable results from recent internal audits and took assurances that systems and controls are working well within these two operational areas.

AUDIT REPORT 2025/05 – CORPORATE GOVERNANCE

- The Committee noted that the review concluded that from a Board Member perspective, the College governance arrangements were operating well, with a number of strengths highlighted.
- Several Board members highlighted the significant improvement in the governance arrangements of the College in recent years, which they largely attributed to the positive impact of the current Chair of the Board and the significant amount of work conducted by the current Governance Professional and her predecessor, Peter Scott.
- The information gathered from the one-to-one discussions, did highlight some potential improvement areas, which are designed to enhance the existing governance arrangements and build on the solid foundations already developed.

INTERNAL AUDIT PLAN 2025-26

- The Committee learned that plan was initially considered by the College Executive team and was discussed with Heads of Service to agree suitable timelines for each assignment to take place.
- While Student Activity (credits), Student Funding and Follow up reviews are mandatory assignments annually, the below assignments have been carefully selected to enable the College to test the suitability and robustness of existing procedures.
 - Student Experience – Curriculum
 - Students Association
 - Financial Sustainability
 - Business Continuity
- In agreement with Internal Audit, the College intends to undertake the work across October 2025 – March 2026 and will bring reports from each assignment to subsequent Audit & Risk Committees across 2025-26.

ROLLING AUDIT RECOMMENDATION MONITOR

- The Committee noted 1 new recommendation was added and closed in the same quarter. 2 additional recommendations have been closed off during the last quarter (3 closed in total).
- There are now 25 outstanding recommendations on the monitor, covering 1 Cyber Security, 1 Health & Safety, 3 Staff Recruitment & Retention, 4 Budgetary Control, 4 Student Support Funds, 2 Student Activity (Credits), 1 Publications and Communications Audit, 1 Procurement and Purchasing/Creditors, 3 Business Process Review Space Management/Room Utilisation and 5 Payroll & Pension Management.
- The Committee was advised that resources have been constrained over the summer period in terms of annual leave, vacancies following the restructure, a large-scale recruitment effort to fully staff the new structure and ongoing system implementation.
- Nevertheless, the Committee did acknowledge that many recommendations have moved forward despite not being formally closed off:

RISK MANAGEMENT

- Of the fifteen risks identified, 4 post mitigation scores increased, as have 4 pre mitigation scores.

	<ul style="list-style-type: none">• The highest risk to the College during July was in respect of a corporate governance failure. However, at the time of writing, that risk has been fully mitigated owing to the successful reappointment of the Chair to the Board. Further details are contained at risk 13.• Another high risk for the College continues to be financial stability and, to an extent, remains outside of the control of the College, owing to Government funding restrictions. However, the College continues to encourage full cost recovery and commercial delivery of programmes to bolster income streams. <p>UPDATE FROM SLC QUALITY ENHANCEMENT GROUP</p> <ul style="list-style-type: none">• The Committee noted the results of the Education Maintenance Allowance (EMA) Audit from Block 2 in April 2025 are positive, noting no further actions or recommendations. <p>ARC WORK PLAN 2025-26</p> <ul style="list-style-type: none">• The Committee noted the suggested work plan with the following amendments:<ul style="list-style-type: none">○ The Bi-Annual report of cyber security from the Head of Digital will be presented in November and May each year○ The remit of the Audit Committee is prepared and agreed every two years. As it was approved in August 2024, there is no requirement for this again in August 2025.○ Consideration of the College's risk appetite is considered to form part of the Committee's quarterly review of the College's risk register and will also be considered annually during a Board strategy day.○ The work plan no longer contains references to regional or consolidated tasks following dissolution of the Lanarkshire region on 30 July 2025, allowing the College to report its own affairs without a formal need for any regional scrutiny.• The Committee was happy to accept the work plan in its current format, allowing for the above amendments. <p>DRAFT REPORT OF THE AUDIT AND RISK COMMITTEE TO THE BOARD OF MANAGEMENT FOR 2024-25</p> <ul style="list-style-type: none">• The Committee noted from the report that satisfactory assurances had been received from the College in respect of Governance, risk management and operational controls during the year.
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- The Committee noted and approved the contents of this report for submission to the Board of Management for approval.

ARTIFICIAL INTELLIGENCE (AI) POLICY

- The Committee noted the importance of the AI Policy. With technological advancement and widespread deployment of artificial intelligence software, the Policy serves as a guide through the ever-evolving AI landscape.
- Students must use AI without negatively impacting on student and academic integrity. Staff should be sufficiently trained on AI softwares and should consider data protection in accordance with privacy laws and regulations.
- The Policy generated wider discussions on risks of AI technologies within curriculum and a further working group will be established to review concerns in further detail.
- The Committee were happy to remit this policy to the Board for final approval.

ACCOUNTING POLICIES FOR FINANCIAL STATEMENTS 2024-25

- The Committee noted no updates are proposed to accounting policies this year.

SFC ACCOUNTS DIRECTION 2024-25

- The Committee noted that there are no significant changes to the requirements contained in the Accounts Direction issued by SFC.
- The College highlighted 4 areas of relevance:
 - Institutions are reminded of the importance of complying with the Scottish Government's Fair Work reporting requirements.
 - An additional disclosure has been added the Financial Reporting Manual relating to the McCloud remedy.
 - Removal of wording included in the 2023-24 direction regarding the exceptional delay in calculation of pension data.
 - It has been signposted that although 'Task Force on Climate-related Financial Disclosures' are not required for 2024-25, this will be revisited for 2025-26.

DEREGIONALISATION

Reserved Item Commercially Sensitive.

- The Committee noted that the Regional Strategic Bodies and Regional Colleges (Glasgow and Lanarkshire) Order 2025 had been laid before Parliament and that South

Lanarkshire College is officially a regional college from 30 July 2025.

- [REDACTED]
- [REDACTED]
- The Committee noted that Douglas Morrison had been appointed Regional Chair of South Lanarkshire College and is grateful for his continued leadership.

PENSIONS UPDATE

Reserved Item Commercially Sensitive.

- The Committee received a written update of the progress of the work being undertaken on the plan for correction of pension contribution errors for part time staff as previously advised.
- [REDACTED]
- The Committee agreed the approach and now remits the decision to the wider Board for final approval.

GOVERNANCE ROLLING REVIEW

- The Committee noted the updates to the Rolling Review.

INVESTIGATION INTO UNIVERSITY OF DUNDEE: LESSONS LEARNED

- The Committee noted that Scottish Funding Council (SFC) published the findings of an independent investigation into the circumstances that led to the financial challenges facing the University of Dundee on 19 June 2025.
- The investigation was led by Professor Pamela Gillies and conducted by international professional services firm, BDO.
- The report identified poor financial judgement, inadequate management and reporting, poor monitoring of the financial key performance indicators, a lack of agility by leadership in

	<p>responding to a fall in income; and weak governance in relation to financial accountability by the Court.</p> <ul style="list-style-type: none"> • Comparing the College's response to lessons learned, the College believes that its governance arrangements are appropriate. <p>Conclusion</p> <p>The College has continued to closely monitor all aspects of risk management, control and governance. The Committee remains of the opinion that the College's internal financial and management systems are adequate and effective. Further, the Committee is of the view that there is an ongoing process for identifying, evaluating and managing the College's significant risks.</p>
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BOARD OF MANAGEMENT

Date	9 September 2025
TITLE OF REPORT	Finance and Resources Committee Chair's Report for the South Lanarkshire College Board
REFERENCE	26.4
AUTHOR AND CONTACT DETAILS	Laura Wright, Chair of Finance and Resources Committee L.Wright@slc.ac.uk
PURPOSE	To provide the Board with a Report from the FRC Chair including matters discussed during the FRC Meeting on 26 August 2025.
BOARD ACTIONS / POINTS TO NOTE	<p>The Board is asked to note key points, especially:</p> <ul style="list-style-type: none"> • Cashflow and Accounts to 31 July 2025, noting a draft deficit of £2.005M. • The Quarterly update from Procurement. • The Quarterly update from Facilities • The Quarterly update from the Climate Change Action Team (CCAT) with successful partnership linkages and a successful funding bid. • The FRC Work Plan for the year; • Consideration of all current College innovation projects and potential for funding, noting thanks to the Vice Principal for Student Experience and Innovation for her inputs (Reserved Item: Commercially Sensitive) • The Committee was advised of the College's consideration of the Minimal Financial Assistance regulations under the Subsidy Control Act 2022. • An annual report of the Principal and Executive team's expenses across 2024-25 • Consideration of year end related considerations in the form of the accounting policies for use within the financial statements, actuarial assumptions and the SFC Accounts Direction.

	<ul style="list-style-type: none"> Initial approval for the Financial Forecast Return (FFR) to be remitted to the Board for final approval (Reserved Item: Commercially Sensitive) An Environmental Sustainability Policy; and A suite of papers for information in respect of: <ul style="list-style-type: none"> The College spend on capital expenditure 2024-25; CLIC Innovate UK update for 2025-26; Legal fee analysis (Reserved Item: Commercially Sensitive); Government Financial Reporting Manual (FReM) for 2024-25; Financial Sustainability of Scotland's Colleges; and The SFC's College Infrastructure Investment Plan.
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KEY POINTS	<p>CASHFLOW AND ACCOUNTS TO 31 JULY 2025</p> <ul style="list-style-type: none"> The Committee noted that the College had prepared draft management accounts to 31 July 2025 subject to year-end adjustments that are in progress. The Committee was asked to note a draft deficit of £2.005M as at 31 July 2025. The cash flow report presented suggested that the College cash balance will land around £1.8M by July 2027. This is however contingent on the College growing and diversifying revenue streams and recognising continued cost efficiencies and procurement savings. <p>QUARTERLY UPDATE – PROCUREMENT</p> <ul style="list-style-type: none"> The Committee noted that the Annual Procurement Strategy is being reviewed and will be available for Board consumption at the next Committee in December 2025. 5 tenders were awarded in the quarter of which 4 were via Framework Agreement and 1 via Quick Quote. Sustainability remains important and the College Procurement function is also looking at what is termed “circular procurement” which sets out an approach to green public procurement.
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	<ul style="list-style-type: none"> • The new mobile phone agreement provides a £9,600 tech fund to replace old handsets which a great benefit to the college. • The College asked the Committee to approve the Waste Management Tender in principle due to its financial value of £246k. This tender represents a good example of cross-sector collaboration with partner New College Lanarkshire, despite de-regionalisation. This tender is set to realise mutual benefits in the form of cost efficiencies. <p>QUARTERLY UPDATE – FACILITIES</p> <ul style="list-style-type: none"> • The Committee noted the terms of the report acknowledging that RAG status of service providers continues to be monitored and escalated where there are performance concerns. The Committee was encouraged by progress over the last quarter. • The Committee noted the hard work and dedication of the Depute Head of Facilities for covering key duties in place of the Head of Facilities over Summer 2025 due to extended leave. A variety of planned preventative maintenance had taken place in the reporting period, alongside the initiation of some summer works. • The charts being used for the College’s energy consumption, solar PV generation, waste and water provide a visual representation usage. Key challenge is finding additional ways to offset our energy usage where possible, given the significant increase in energy costs. The College’s Climate Change Action Team are supporting with this. <p>QUARTERLY UPDATE: CLIMATE CHANGE ACTION TEAM (CCAT)</p> <ul style="list-style-type: none"> • The Depute Head of Curriculum advised the Committee that the CCAT continues to lead efforts addressing climate change across the College. • Ten actions were identified during the reporting period, with five completed. Good practice continues to be shared at Climate Change Action Team meetings and throughout the College • Two bids for funding were submitted to Climate Emergency Fund and the Energy Savings Partnership (ESP). ESP funding for heat pump training was successful. • The College is awaiting the revised template for 2024-2025 the Public Body Climate Change Duties Report
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	<p>(PBCCDR) which must be submitted by 30 November 2025</p> <ul style="list-style-type: none"> The Committee was advised of the prominence and growing importance of Scope 3 emissions, with the recognition that this should feature within the 2024-2025 PBCCDR exercise. The College launched a scope 3 emission survey at the Staff Conference, realising a 51% participation rate. <p>FRC WORK PLAN 2025-26</p> <ul style="list-style-type: none"> The Committee noted the suggested work plan with the following amendments: <ul style="list-style-type: none"> The review and approval of the 3-year financial forecast return to the Scottish Funding Council is considered in August/September retrospectively owing to time constraints at budget setting stage (previously noted as a May/June deliverable). The remit of the Finance & Resources Committee is prepared and agreed every two years. As it was approved in August 2024, there is no requirement for this again in August 2025. The work plan no longer contains references to regional or consolidated tasks following dissolution of the Lanarkshire region on 30 July 2025, allowing the College to report its own affairs without a formal need for any regional scrutiny. The Committee was happy to accept the work plan in its current format, allowing for the above amendments. <p>COLLEGE INNOVATION: PIPELINE OF ACTIVITY Reserved Item: Commercially Sensitive</p> <ul style="list-style-type: none"> The Committee noted the progress to date on the rebranding of the Business Innovation team from the Alternative Funding Team. The recruitment of a Head of Business Innovation is expected to take place across August – December 2025. The anticipated pipeline of works to support innovation and growth is in its infancy with further growth expected as the team embed into their roles and a Head of Business Innovation onboards. The Committee considered several pipeline works, which highlighted the importance of strategic partnerships and the potential for arrangements to enhance existing income streams.
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	<ul style="list-style-type: none"> • The Committee acknowledged the wealth of insight and expertise that has been gleaned in recent weeks owing to the recruitment of the Vice Principal – Student Experience and Innovation and gave thanks for her contributions in establishing this pipeline of activity to date. <p>SUBSIDY CONTROL ACT 2022: MINIMAL FINANCIAL ASSISTANCE (MFA)</p> <p>The Committee considered a report from the College on the above topic. Under the Subsidy Control Act 2022, Minimal Financial Assistance (MFA) is a streamlined way for public authorities in the UK to award low-value subsidies without needing to comply with the full set of subsidy control requirements.</p> <ul style="list-style-type: none"> • Where a subsidy confers an economic advantage on a business or enterprise, it is subject to MFA considerations under the Act. The Act allows public authorities to give subsidies up to £315,000 to an enterprise over a rolling three-year fiscal period. However subsidies given under MFA are largely exempt from substantive requirements of the Act. • The College demonstrated its MFA tracker for the preceding 3 rolling years and expressed commitment to continually update it for future engagement activities. • The Committee was satisfied with considerations given by the College to date and will welcome ongoing quarterly updates. <p>PRINCIPAL AND EXECUTIVE TEAM EXPENSES 2024-25</p> <ul style="list-style-type: none"> • The report presented to the Committee noted total Executive Team Expenses of £700.60, • While not mandated, the College explained that the report included training undertaken by the Executive to allow oversight by the Board of Management, ensuring appropriate fit with the Colleges strategic aims. • The Committee was supportive of this report on an annual basis. <p>SFC ACCOUNTS DIRECTION 2024-25</p> <ul style="list-style-type: none"> • The Committee noted that there are no significant changes to the requirements contained in the Accounts Direction issued by SFC. • The College highlighted 4 areas of relevance:
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- Institutions are reminded of the importance of complying with the Scottish Government's Fair Work reporting requirements.
- An additional disclosure has been added the Financial Reporting Manual relating to the McCloud remedy.
- Removal of wording included in the 2023-24 direction regarding the exceptional delay in calculation of pension data.
- It has been signposted that although 'Task Force on Climate-related Financial Disclosures' are not required for 2024-25, this will be revisited for 2025-26.

ACCOUNTING POLICIES FOR FINANCIAL STATEMENTS 2024-25

- The Committee noted no updates are proposed to accounting policies this year.

ACTUARIAL ASSUMPTIONS 2024-25

- The College Finance team encouraged the Committee members to accept the standard assumptions used by the Actuary, Hyman Robertson.
- The rationale for using standard assumptions is that:
 - The membership of the Scheme is like other organisations within the Strathclyde Pension Fund;
 - Salary increases are agreed nationally, not at a local level;
 - and the discount rate and CPI for pensions increase are both market derived which is reasonable.
 - noted a projected full year operating deficit is £2.002M (Adjusted operating full year deficit of £692K).
- The Committee was happy to accept these assumptions and noted the Vice Principal for Finance, Resources and Sustainability's recent dialogue with the actuaries around the funding impact of voluntary severance participants on the fund. Further updates will be shared with the Committee in due course once the Pension Fund concludes on the matter.

DRAFT COMMENTARY: SFC FINANCIAL FORECAST RETURN (FFR) 2024-25

(Reserved Item: Commercially Sensitive)

- The report presented to the Committee set out the context for the FFR in relation to the College's strategic direction. Growth and innovation remain fundamental to the College's pursuit of future sustainability, in light of growing

cost pressures in the form of increasing pay awards and general inflationary increases.

- [REDACTED]
- The College will target greater collaboration and partnership working across the next 3 years to reduce reliance on SFC funding.
- The Committee was content to approve the FFR for final Board approval on 9 September 2025.

ENVIRONMENTAL SUSTAINABILITY POLICY

- The Committee was supportive of the Policy with no further points raised.
- The Committee approved the remittance of the Policy to the Board for Final Approval on 9 September 2025.

COLLEGE CAPITAL EXPENDITURE SCHEDULE TO 31 JULY 2025

- The College has spent a provisional £637,298 on capital works in the 12 months to 31 July 2025, noting additional year end adjustments yet to be processed.
- The Committee was encouraged by the College's ability to spend its Capital Departmental Expenditure Limits (CDEL) funding in full of £425,233 in full by 31 July 2025.
- The Resource Departmental Expenditure Limits (RDEL) funding of £425,037 has also been absorbed within revenue budgets.

CLIC INNOVATE UK: UPDATE

- The UKRI CLIC project entered its Phase 2 from 1st April 2025 for another 12 months to 31st March 2026.
- The Committee noted that the Business Innovation team have prepared a high-level plan for 2025-26 which is currently being finetuned to launch across September 2025 – March 2026.
- The College, as lead partner, has also submitted an application for Scottish Education Exchange Programme Test and Learn Year 3 Funding on behalf of the CLIC consortium, demonstrating the breadth of potential for greater innovation and income growth. The outcome of the bid is expected in September 2025.

**LEGAL FEE ANALYSIS SCHEDULE (Reserved Item:
Commercially Sensitive)**

- [REDACTED]
- [REDACTED]
- [REDACTED]

**GOVERNMENT FINANCIAL REPORTING MANUAL (FReM)
2024-25**

- The Committee noted the updates to the FReM, being the technical accounting guide on the preparation of the annual report and accounts of the Scottish Government and agencies/public bodies.
- The College informed the Committee of two changes in year which may impact on College sector financial statements: pension disclosure benefits and the remuneration report.
- The College gave assurances that it will fully comply with the requirements of the FReM 2024-25.

**FINANCIAL SUSTAINABILITY OF SCOTLAND'S
COLLEGES**

- The Committee learned that the Education, Children and Young People Committee's had held a meeting in June 2025 at which the topic of 'Financial Sustainability of Scotland's Colleges' was discussed.
- The challenges in the sector are well known but there is hope that a revision of the funding model for 26/27 to enhance flexibility might better support Colleges financially.
- Despite the challenges, the Minister for Higher and Further Education told the Committee that the college sector is experiencing a period of "evolution" and he is optimistic in how the college sector will develop as colleges align their offer better to the "needs of the economy and the needs of learners".

	<p>SFC COLLEGE INFRASTRUCTURE INVESTMENT PLAN</p> <ul style="list-style-type: none">• The Scottish Funding Council have released an update to the College Infrastructure Investment Plan. This update is attached for review.• There has been significant work done to date on the Plan, detailed in the pages of the attached document. The SFC have outlined the next phase of work to be undertaken over the next 12 months.• The Committee was advised that the outcomes from the SFC Infrastructure Investment Plan would link to the College's internal estates strategy to ensure alignment to national and sector wider policy.
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