BOARD OF MANAGEMENT			
There will be a meeting of the Board of Management on 3 March 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**	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	Hybrid Working Policy	Y	AP
6	SLC Digital Strategy	Y	CS
	Matters for Discussion		
7	Chair's Update	Y	DM
8	Principal's Update	Y	SM
9	Education Scotland: College Sector College sector overview report 2023 to 2024	College sector	HM Chief Inspector reports and guidance	Inspection and review	Education Scotland		SM
10	Student Association Report	Y	CB
	Matters for Noting / Information		
11	College Cashflow and Quarter 2 Management Accounts.	Y	EmcK
12	Risk Register Update	Y	EMcK
13	a) QAA Self Evaluation Action Plan b) SFC Outcome Agreement	Y	AP
14	Governance Rolling Review	Y	VA
	Committee Updates		
15	Reports by Chairs of Committees • Learning, Teaching and Student Experience • Human Resources • Audit and Risk • Finance and Resources	Y Y Y Y	JG PS PS SC
16	Board Member Update	Y	VA

17	Summation of Actions and Date of Next Meeting	N	
18	Any Other Business		

Key: DM: Douglas Morrison, SM: Stella McManus, EMcK: Elaine McKechnie, AP: Angela Pignatelli, CS: Chris Sumner, JG: Prof Jo Gill, PS: Peter Sweeney, SC: Scott Coutts, VA: Vari Anderson

	BOARD OF MANAGEMENT
	NOTICE
	Board of Management Meeting on 26 November 2024 at 1730 hours via Microsoft Teams and in the Boardroom at South Lanarkshire College

Present	**In Attendance**
Douglas Morrison (Chair)	Elaine McKechnie (VP for Finance, Sustainability and Resources)
Stella McManus (Principal)	Angela Pignatelli (VP for Learning, Teaching and Student Experience)
Peter Sweeney (Chair of HRC)	
Scott Coutts (Chair of FRC)	
Anne Doherty (Support Staff Member)	
Jack Whyte (Student Association VP)	
Scott Gray (TU Representative)	
Jo Gill (Chair of LTSE)	
Laura Wright	
Andriy Strekhaliuk	

Vari Anderson as Governance Professional
Peter Scott as Consultant Governance Professional

	Minutes

Agenda Item	Item
1	**Apologies for Absence** Tom Feely, Ronnie Smith No Formal Apologies received: Catriona Blacker, Fiona Whittaker, Graeme Forrester
2	**Declaration of any potential Conflicts of Interest in relation to any Agenda items** None noted.
3	**Minutes of Previous Meetings – 24 September 2024** Duly adopted.
4	**Matters Arising from the Previous Meeting** • Item 17 – the Governance Professional to amend section 4 of the standing orders – Complete
	Matters for Approval
5	**Annual Audit Report of Audit Scotland (External Auditors) and Completion Letter** To be considered in conjunction with: **Draft Financial Statement for the year to 31 July 2024** The Board discussed and thereafter **approved** the financial accounts for signature. The Board were advised that following the uncertainty around the Job Evaluation funding, Audit Scotland had issued a technical bulletin in

	support of the position taken by the College. An unmodified opinion is noted in the report and the Annual Audit Report has satisfied the accounts. Thanks were given to EMcK and the finance team for supporting the delivery of both the audit report and completion letter along with the financial statements.
6	**Actuarial Assumptions – Financial Statements 2023/24** The Board considered, noted and **approved** the financial statements for 2023/24.
7	**Complaints Annual Report** The Board considered, discussed and **approved** the Complaints Annual Report.
8	**Acceptable Engagement Policy** The Board considered, discussed and **approved** the Acceptable Engagement Policy. *Operational AP -* TU to present the policy at next TU meeting to advise members at committee and branch level.
9	**Social Media Policy** The Board fully discussed and **approved** the Social Media Policy. The Board discussed the communication to staff of the social media policy and how it will be reiterated that the policy is not to suppress social media activity. As an *operational action point -* TU to present the policy at next TU meeting to advise members at committee and branch level. Further, the Board considered how this policy would be monitored and as an **action point**, the Executive Team to investigate whether the crisis management procedure/business continuity plan covers the use of social media.
10	**2024-2025 Climate Change Emergency Action Plan (CCEAP)** The Board considered and **approved** the CCEAP. The Board queried how the College assesses its' position and following discussion, consideration should be given to signing up to benchmarking schemes.
	Matters for Discussion
11	**Chair's Update** The Board considered and noted the terms of the Chair's report. The Board gave thanks to the Chair for the e-mail updates in-between Board meetings, these were viewed as a vital communication between the College and Board Members. The Chair gave thanks to Peter Scott for his guidance and support throughout his tenure as Governance Professional.
12	**Principal's Update** The Board considered and noted the terms of the Principal's update. The Board were advised that UNISON Scotland's Further Education Branch had been placed under regional supervision. As a result, local stewards and health and safety representatives including those at the College are not undertaking official duties until a resolution is found.

	In respect that the Voluntary Severance Scheme has been submitted to the Scottish Funding Council and consultation may commence during a period when UNISON representatives are not undertaking duties. The Board noted concern that support staff may not have advice and support from a Trade Union Representative. The Board were reassured that alternative contacts are available within UNISON for any member of staff who wishes to speak to a representative.
13	**Student Association Report** The Board noted the terms of the Students' Association Report. The Student Vice President, Jack Whyte, presented the paper to the Board in the absence of Catriona Blacker. Thanks were given to all Board Members who attended the Graduation Ceremony on 12 November 2024 and a special thanks given to Catriona Blacker for her closing speech. The Board were advised of the upcoming events: • 29 November 2024 – Pizza and chat event to support men's mental health • 2 December 2024 – Coffee and a chat for students in support of mental health • 25-29 November 2024 – collection for Loaves and Fishes with donation boxes being placed around the College • 9-13 December 2024 – Christmas jumper week • 11 December 2024 – Carol Singers from a local primary school attending • 13 December 2024 – student chat to help support those who find the festive period difficult Along with the above, the SA are currently involved in 16-days of action and are sending a post out each day to students. The Board were impressed with the range of events and activities that the SA are involved with and noted that the work of the SA is critical to students and ensuring that students embrace their full potential. It was also noted that PS is working with the SA to increase awareness of the free breakfast and soup and sandwich initiative.
	Matters for Information
14	**Employee Engagement Process** The Board noted the terms of the process and thanks were given to GMI and the HR team for their hard work collating the paper. The Board were advised that following the LTSE Committee, consideration was being given to amending the 'You Say, We Did' aspect of the document, which was welcomed by the Board.
15	**Board Self Evaluation** The Board noted the terms of the Self Evaluation and were advised that an externally facilitated governance audit will take place in 2025.
16	**Audit and Risk Report to the Board of Management** The terms of the Audit and Risk Report were noted.
17	**Modern Slavery Statement** The Board noted the terms of the Modern Slavery Statement which is a joint statement with New College Lanarkshire.

18	**Governance Rolling Review** The Board considered and noted the terms of the rolling review.
19	**Notice of Board Member Resignation** The Board noted the terms of the paper and enquired as to whether feedback is ingathered from members leaving the Board prior to their term ending – as an **action point**, VA to consider resignation feedback.
20	**Reports by Chairs of Committees** • **Learning, Teaching and Student Experience** • **HR** • **Audit and Risk** • **Finance and Resources** The Chairs provided the Board with an update on each of their Committees.
21	**Summation of Actions and Date of Next Meeting – 4 March 2025** The Clerk summarised the actions and decisions and the action points are noted below. Approvals: Item 5 - Financial Statement for the year to 31 July 2024 Item 6 - Actuarial Assumptions – Financial Statements 2023/24 Item 7 – Complaint's Annual Report Item 8 – Acceptable Engagement Policy Item 9 – Social Media Policy Item 10 - 2024-2025 Climate Change Emergency Action Plan (CCEAP) **Operational AP** Item 8 – Acceptable Engagement Policy - TU to present paper to members at committee and branch level Item 9 – social media policy – TU to present paper to members at committee and branch level. **Action Points** Item 9 – HR Committee to investigate disciplinary procedure in respect of social media policy. Exec team to investigate whether the crisis management procedure/business continuity plan covers social media. Item 19 – VA to consider process for members leaving the board and feedback
22	**Any Other Business** • The Board considered, **approved** and **remitted** the additional paper to the LRSB for the recruitment of three new board members. • The Board thanked the Executive Team for their hard work over the past year and for the production of clear and precise papers for the Committee and Board. • The Board thanked Peter Scott for his guidance and support over his tenure as Governance Professional and wished him well in his retirement.

Key:

- **VA** Vari Anderson, Governance Professional
- **DM** Douglas Morrison, Chair of the Board of Management
- **SM** Stella McManus, Principal
- **CB** Catriona Blacker, Student Association President

- **JW** Jack Whyte, Student Association Vice President
- **E McK,** Elaine McKechnie, Vice Principal Finance, Sustainability and Resources
- **AP** Angela Pignatelli, Vice Principal Learning, Teaching and the Student Experience
- **G Mc** Gary McIntosh, Head of Human Resources
- **JG** Professor Jo Gill, Chair of the Curriculum, Quality and Development Committee
- **PS** Peter Sweeney, Chair of the Human Resources Committee
- **TF** Tom Feely, Chair of Audit and Risk Committee
- **SC** Scott Coutts, Chair of Finance and Resources Committee

Board of Management

DATE	3 March 2025
TITLE OF REPORT	Hybrid Working Procedure
REFERENCE	Agenda item 05a
AUTHOR AND CONTACT DETAILS	Angela Pignatelli, Vice Principal Learning Teaching and the Student Experience. apignatelli@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the Hybrid Working Procedure and outline the approach to working in a hybrid manner.
KEY RECOMMENDATIONS/ DECISIONS:	Members are requested to • Approve the Hybrid Working Procedure
RISK	• That some staff do not prioritise the needs of the business first in the roll out of hybrid working; • That some managers do not operate in the spirit of trust and innovative thinking in the roll out of hybrid working;
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	This report sets out: • the aims of the procedure and the definition of Hybrid Working; • guidelines for staff are provided in managing Hybrid Working; • a consistent approach to enable equity and parity in treatment and opportunity; • the benefits in productivity, wellbeing and culture in the adoption of Hybrid Working; • the areas to avoid in ensuring business operations and the quality of the student experience are not adversely affected.

1. INTRODUCTION

1.1. This paper provides an overview of the College's Hybrid Working Procedure and outlines the College's approach to managing Hybrid Working arrangements.

2 PROCEDURE AND APPROACH

2.1 The aims of the Procedure are to:

- to deal fairly, honestly, consistently, and appropriately with all staff in the roll out of Hybrid Working;
- to provide a high-quality service, which is focussed on productivity and outputs, whilst implementing Hybrid Working arrangements for the benefit of the College, the staff and the students;
- to ensure that SLC's effectiveness, rather than being compromised by Hybrid Working arrangements, grows and explores innovative solutions and digital technologies to produce enhanced experiences for all;
- to encourage creative, innovative and digital thinking in how the College operates and see through refreshed eyes;
- to provide a safe working environment for staff, where they are able to thrive and operate in a manner which enables productivity and wellbeing in a modern-day workplace which prioritises employee wellbeing and demonstrating mutual respect and trust.

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 AND ASSURANCE

4.1 That some staff do not prioritise the needs of the business first in the roll out of hybrid working; and

4.2 That some managers do not operate in the spirit of trust and innovative thinking in the roll out of hybrid working.

5 RECOMMENDATIONS

5.1 Members are requested to:
- Approve the Hybrid Working Procedure

HYBRID WORKING PROCEDURE

October 2024

Version Number: 1.0

Document Information

Procedure Published/Created:	October 2024
Reviewed Date:	
Owner:	Vice Principal Learning, Teaching and Student Experience
Approved by:	(SLT)
Equality Impact Assessment:	
Next Review Date:	

Version History

Version Number	Date	Author	Rationale
1.0	October 2024	Vice Principal Learning, Teaching and Student Experience	Modernisation of working practices

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Table of Contents

1.0 Purpose

South Lanarkshire College recognises the value of hybrid working for staff, students and the institution, where possible, in certain roles. By allowing flexible working arrangements in suitable roles, hybrid working has become a key part of modern working practices, promoting work-life balance, flexibility, autonomy and employee choice, all while ensuring the needs of the organisation remain the priority.

Hybrid working enables the College to:

- retain and attract high-performing talent;

- foster a mature an adaptable approach to business operations and decision-making;

- cultivate a culture of trust and collaboration;

- shift the focus towards output and productivity rather than mere presence in the workplace;

- enhance staff well-being while fulfilling core business objectives and aligning to the College vision;

- develop staff and students' digital skills, better preparing students for further studies and future employment; and

- support the College's sustainability goals by reducing unnecessary travel, thereby lowering carbon emissions.

Furthermore, hybrid working empowers staff to take ownership of their workload, moving away from hierarchical approaches and a co-dependent structure. It promotes an empowered and collaborative environment that enhances team success and optimises overall business outcomes in ways that best suit all parties involved.

2.0 General Principles

This procedure outlines an informal arrangement requested by the staff member, on how and where their regular hours are completed. Unlike formal flexible working requests which may lead to changes in an employee's terms and conditions, hybrid working does not alter contractual hours – only the location from the work is performed. For formal flexible working requests, staff should speak to their line manager.

This procedure sets parameters and guidelines to promote fairness and equality, as far as possible, in the decision-making process as to determining where an employee can work. It is open to all staff with a suitable role, regardless of their length of service.

Academic staff should bear in mind the National Working Practices Agreement in relation to their time out of college **National Working Practices Agreement for lecturers**

3.0 Recommendations for Hybrid working

The following guidelines set the parameters around Hybrid working to ensure that business needs are met, staff well-being is supported and a consistent of approach is maintained across all areas. This consistency helps foster a culture of fairness and collaboration.

3.1 Term time: if your job role is suitable for hybrid working, the maximum number of days spent working off campus should be limited to one or two days per week during term time. Note this may not be every week. This restriction ensures that business needs are met, particularly when teaching staff and students are on campus. This may become more flexible out with term time if teaching staff and students are no longer on campus;

3.2 Out with term time: should your job role be suitable for hybrid working, further flexibility may be given out with term time if teaching staff and students are no longer on campus, or if other work such as audits do not require an on campus presence. If further flexibility is given then staff are required to maintain regular contact with colleagues on campus, as required by the business need, during holiday times;

3.3 For line managers: The College encourages managers to adopt a fresh approach, challenging preconceived notions about existing practice. Managers should not default to past routines but embrace a more modern workplace mindset. It is important to ensure that all staff, whether working remotely or on-site, have equal access to support, opportunities, and communication. No staff member should be disadvantaged or treated unfairly based on where they work, as this could lead to demoralisation or loss of talent.

3.4 For staff: Staff are encouraged to take ownership of their responsibilities, working independently, honestly and purposefully to achieve outputs and reducing over-reliance on line managers:

- *Old perception position: Curriculum/Operational Managers/departmental leads must be on campus every day with their teams.*
- ***Updated Position and Use of Technology:*** Staff are expected to use a phone or MS Teams as much as in-person visits for communication. Teams are encouraged to work collaboratively, supporting one another. If any issues arise beyond what can be resolved via phone or technology, other managers and colleagues are available on campus.

3.5 Team Meetings and one-to-ones: While MS Teams and other communication technologies have improved significantly, making virtual communication more accessible, in-person team meetings should remain the primary mode of interaction. Regular team meetings, as well as weekly or fortnightly one-to-ones, should primarily take place in person to promote authentic communication, build rapport, and strengthen the team dynamic. These face-to-face interactions help reinforce a positive team culture and organisational connection.

3.6 For teaching staff and teaching sessions: Lecturing staff should not confuse teaching online with true blended learning and digital artistry. All teaching staff are

encouraged to embrace digital technologies in learning, teaching and assessment practices. Please continue to develop, and further introduce elements of, online working with classes only once confident in demonstrating a level of digitally enabled lesson planning with which students are all able to engage. This will help students:

- develop essential l digital skills for employment;
- manage responsibilities such as childcare, caregiving, or jobs more effectively, enabling continuous access to learning even in challenging situations.

To support this, teaching staff may need to upskill and invest in their digital development, which the College strongly encourages and supports. A digitally enabled curriculum allows students to continue progressing in their studies regardless of life challenges.

Specific recommendations for teaching sessions: Encouraging a positive class dynamic, fostering class bonding, and nurturing a strong class culture are essential to student retention and success. These aspects must never be compromised in the College's approach to learning and teaching. Given the diverse student demographics, face-to-face interactions, confidence building, and on-campus delivery are critical, particularly for new students and those in Further Education (FE) programs.

Support for FE Students: FE classes often lack the digital skills, confidence, and sometimes the maturity to fully engage and succeed in online learning environments. While developing digital literacy and independent learning skills throughout the year is important, online learning should not be the default until staff can deliver true blended learning experiences that match or surpass the quality of on-campus sessions. For these students, face-to-face reassurance and hands-on teaching are vital for their success and growth.

Higher Education (HE) Students: Higher Education (HE) students, on the other hand, should be encouraged to enhance their digital skills and adapt to blended learning approaches. This preparation is key for their progression to further study or employment. Staff should fully embrace the integration of digital tools into their teaching for HE students, as it is essential to equip them for the demands of the modern workplace.

Overall, while digital learning has its place, the College should prioritise on-campus delivery, especially for FE students, until the quality of online engagement can be assured. For HE students, the development of digital skills should be actively encouraged to help them succeed in their future academic or professional endeavours.

For Support Staff: The focus on the student experience remains paramount. Where work can be done flexibly, with no negative impact to students or the workload of the team, the ability for the staff member to work productively in a hybrid manner should be accommodated. This may require staff digital upskilling and enhanced development which the College encourages of all staff.

3.7 For all: Hybrid working requires a blend of digital skills and, for many, a shift in mindset. To successfully embrace this model, the College encourages all staff to:

Engage in Digital CPD (Continuing Professional Development): Take advantage of opportunities to learn more efficient and effective ways of working with digital tools.

Stay Connected: Remember that even if a colleague is not physically on campus, they are still fully accessible via phone or Teams for communication and collaboration.

Adopt a Fresh Perspective: Consider new ways of working that leverage digital technologies and increased flexibility to benefit both staff and students.

Evaluate and Adapt: Continuously assess whether hybrid working is effective. Be mindful of any negative impacts or unintended consequences and adjust as necessary. Share best practices with colleagues to improve the overall approach.

By fostering a culture of continuous learning, flexibility, and open communication, staff can maximise the benefits of hybrid working while maintaining a high standard of performance and collaboration.

4.0 How do I request Hybrid Working?

If you wish to request a hybrid working arrangement you should submit a request to your line manager in writing via email. In your request, please include the following:

- The working arrangement which best suits your needs and the needs of the business;
- How any potential effects of your hybrid working may be managed or mitigated;
- Any anticipated impacts on your team, colleagues, or students, and how these can be addressed; and
- Confirmation that you have a suitable working environment outside the College using the [Risk Assessment Form](#)

The line manager will then meet the member of staff as soon as possible, but certainly within two working weeks of the submission to discuss the request including the risk assessment information to discuss how the new working practices may be accommodated. Alternative solutions should be explored if the request cannot be fully accommodated.

5.0 As a line manager, what factors enable me to make a decision?

Each line manager is responsible for determining how hybrid working arrangements can work for their team. When assessing a request for hybrid working consideration of the following is required:

- **The Role and Nature of Tasks**: Assess whether the job role and tasks can be performed effectively in a hybrid model.
- **Customer/Stakeholder Needs:** Evaluate how the role supports students, customers or stakeholders and whether these needs can still be met remotely.
- **Face-to-Face Collaboration:** Determine if the role requires regular in-person interaction for effective team collaboration or customer support.

Requests may be refused based on the following:

- detrimental impact on other team members;

- detrimental impact on the quality of work;
- detrimental impact on individual or team performance;
- detrimental effect on ability to meet customer needs;
- changes in operational or business needs; and
- risk assessment information highlighting unsuitability for hybrid working.

After reviewing the request, the decision must be confirmed in writing via email within one working week after the meeting. If the request is refused, staff members have the right to appeal in writing to the line manager, addressed to the Head of Service or Associate Principal.

Please note:

- **Hybrid Working and Caring Responsibilities:** Hybrid working is not intended as a substitute for childcare or other caring responsibilities. Staff must make suitable arrangements during working hours, though hybrid working may offer flexibility in managing these responsibilities.
- **Return to Campus:** Hybrid working is not a contractual change. If required, staff may be asked to return to campus, with line managers providing advance notice to allow time for suitable arrangements to be made.

6.0 Changes to Arrangements

The College reserves the right to modify or terminate hybrid working arrangements if there are changes in business operations, shifts in business needs, performance concerns, or if an employee's role changes to a degree that makes hybrid working unsuitable. In such cases, appropriate notice will be provided to the affected employee regarding any changes to their working arrangement.

7.0 Health and Wellbeing

All staff engaged in a hybrid working model should feel supported in their health and wellbeing. The attached request form and risk assessment will help identify necessary items for remote working, including any required hardware (such as monitors, keyboards, mice, headphones, or desk chairs) needed for a safe home working environment. Please note that all provided equipment remains the property of the College and must be updated at least once a year and returned upon request.

While the risk assessments will address practices and equipment necessary for safe remote work, it is crucial to continuously evaluate wellbeing issues.
It is important that all staff aligns to the goals of the Employee Engagement Framework to foster a supportive and healthy work environment

The theme of 'Motivating Work' is especially important if the College is to enable autonomous working in a forward-thinking environment whilst maintaining a sense of community. The College is committed to ensuring that all staff feel integrated into team cohesion and connected to the broader College network. To achieve this, it is essential to regularly evaluate how remote working is functioning

The College recognises the risk of isolation that can arise in some hybrid working scenarios and a duty of care amongst team members is encouraged to monitor and support each other.

It's important to reiterate that staff working hours are outlined in employment contracts and remain unchanged by hybrid working arrangements. Evidence suggests that employees often find themselves working longer hours when remote. Therefore, all staff are encouraged to be mindful of their work-life balance and to take regular breaks to support their health and wellbeing:

- **Lunch Breaks:** Ensure you take time off for lunch each day, preferably away from a computer screen.
- **Daily Breaks:** Take at least a 20-minute break each working day if your work hours exceed 6 hours.

Please report any adverse health and wellbeing issues to your line manager and Health and Safety. Staff wellbeing is a priority, and the College is here to support you.

8.0 Guiding Interaction Pledges for all:

- To always act with integrity, honesty and transparency;
- To respect and trust my colleagues, reaching out and support my colleagues when needed;
- To manage my time when in and off campus effectively being accountable and expecting to be held accountable;

- To be consciously inclusive when holding meetings and communicating;
- To be more intentional about relationship building, making time to learn and help others to learn through being a role model.

9.0 Summary Overview

Proactively embracing and enabling hybrid working should lead to the following outcomes:

Empowerment of Staff: Facilitate an environment where staff can thrive in ways that suit their individual needs and preferences.

Resource Protection: Safeguard the valuable resources of our staff, including their time and energy.

Environmental Accountability: Take genuine steps to assess and mitigate the environmental impact of our activities.

Diverse Talent Acquisition: Create opportunities to attract and retain a diverse workforce, fostering an inclusive working environment that positions the College as an employer of choice.

Future-Focused Workforce: Develop a digitally skilled workforce that champions a digitally enabled mindset, serving as role models for the students we educate.

By focusing on these key areas, the College can enhance its operational effectiveness and support the well-being of its staff and students alike.

ANNEX A

Request for Hybrid Working

Staff member name:	
Role:	
Number of days requested:	
Please state here: • the working arrangement which best suits your needs and the needs of the business; • how your request can be accommodated; • if your team/colleagues will be affected.	
Please state here any reasonable adjustments which are required to enable working remotely:	

Declaration:
I confirm that I have completed the attached risk assessment form and will adhere to the working practices and "Guiding Interaction Pledges" when working remotely. In addition, I confirm that I have read and understood the "Location and Data" operating practices required in relation to data, security and confidentiality when working remotely. I understand that this will be reviewed throughout the year.

Signed: _____

Date: _____

For the line manager:

The above request has been: **approved / refused** (delete as appropriate)

Signed: _____

Date: _____

If the request is refused, the line manager should confirm here the basis of the refusal on the basis any of the following:

- detrimental impact on other team members;
- detrimental impact on quality;
- detrimental impact on performance;
- detrimental effect on ability to meet customer needs;
- changes in operational needs;
- the risk assessment information highlights issues unsuitable for hybrid working.

The line manager should email this completed form to the member of staff within 1 working week after the discussion meeting. Any appeals should be made in writing to the line manager for the attention of the Head of Service/ Associate Principal of the area.

ANNEX B
RISK ASSESSMENT: **Hybrid Working**

Name:	[employee name]	Contact number:	[use own number if required & agreed]
Employee number:		Email address:	[use own email if required & agreed]
Job role:		Department / location:	
Manager completing assessment:	[risk assessor]	Assessment date:	
Any health / wellbeing issues:			

Activity / Hazard	Perceived Nature of Risk – homeworking / maternity (delete as appropriate)	Generic Control Measures	Residual Risk – [low - medium - high]	Comments / additional controls

			[n/a or Low / Medium / High]	
Display Screen Equipment	Keyboard, screen / monitor and chair should have adequate adjustment to enable comfortable working position. Screen should be legible. and free of glare or flicker. Mouse / input device should be suitable. Furniture [desk or table] should have sufficient area and enable comfortable sitting position. Software should be suitable for task.		[n/a or Low / Medium / High]	[Monitor and complete or review DSE assessment if conditions change.]
Slips, Trips & Falls	[homeworking] Work area should be free from slip and trips.	Maintain high standards of housekeeping in work area. [maternity] Individual may have difficulty negotiating stairs during later stages of pregnancy	[n/a or Low / Medium / High]	
Lifting and Carrying Loads	[homeworking] Manual handling tasks should be limited to lifting IT equipment.	[maternity] Reduce amount of physical work associated with task. Physical tasks become more difficult to achieve as pregnancy progresses Carrying heavy loads to be avoided	[n/a or Low / Medium / High]	
Welfare	[homeworking] Easy access to toilet.	[maternity] Provision of easy access to toilet facilities and more frequent breaks from work activity Consideration should be given to providing access to quiet area where the individual can rest as necessary	[n/a or Low / Medium / High]	[maternity] Agree provision of suitable rest facility as necessary
Fatigue	Fatigue from prolonged standing or physical activity	Avoid long periods of time standing. Task modified to provide seating or more frequent rest periods. Aspects of the work may need to be modified as physical capability will reduced as a result of pregnancy	[n/a or Low / Medium / High]	
Work Related Stress		Monitoring and reduction of risks in relation to work demands, relationships with colleagues /	[n/a or Low / Medium / High]	

		manager and requirements of the role.		
Temperature / Humidity		Temperature of the working environment to be suitably controlled. Individual may require access to fresh air for periods during the working day. Individual to have ready access to fresh drinking water	[n/a or Low / Medium / High]	[Provision of equipment to provide local heating / cooling as necessary]
Out of Hours Working		Allowance made for tiredness and nausea at early stages of pregnancy. Consult with occupational health and individual on modification to working hours / avoidance of night work	[n/a or Low / Medium / High]	
Personal Safety	Risk of workplace violence?	If there is a perceived risk of violence or threat of violence / abuse consideration needs to be given to modifying the role to reduce the risk to the individual and or make provision for staff to be available should support be required	[n/a or Low / Medium / High]	
Access / Egress		Seek to modify the individuals work task to avoid walking significant distances or traversing flights of steps.	[n/a or Low / Medium / High]	[PEEP assessment should be completed with health and safety team]
Working at Height		Modify task to avoid aspects of working at height	[n/a or Low / Medium / High]	
Travel Health		[UK Travel] [International Travel]	[n/a or Low / Medium / High]	

Biological	Exposure to biological hazards including bacteria, viruses, moulds, fungi, genetic material etc.?	New or Expectant mother must not be exposed to biological agents. Consider alternative tasks to working environment where exposure is recognized	[n/a or Low / Medium / High]	
Chemical	Exposure to chemicals; dust, fumes, gas vapour, mist, liquids solids, fibres?	New or Expectant mother must not be exposed to some chemical agents. Consider alternative tasks to working environment where exposure is recognized.	[n/a or Low / Medium / High]	

Action to be taken to further reduce risk	Person responsible for completing action	Target completion		Action closure	
		Date	Priority	Signature	Date
			[n/a / High / Medium / Low]		
			[n/a / High / Medium / Low]		

	Date	Employee Signature	Manager signature
Initial risk assessment completed:			
Proposed date for next assessment:			

BOARD OF MANAGEMENT

DATE	3 March 2025
TITLE OF REPORT	SLC Digital Strategy 2025-2030
REFERENCE	06
AUTHOR AND CONTACT DETAILS	Chris Sumner, Head of MIS Chris.Sumner@slc.ac.uk
PURPOSE:	To request members to approve the draft Digital Strategy for 2025-2030.
KEY RECOMMENDATIONS/ DECISIONS:	The Board is asked to: • note that the Audit & Risk Committee approved the remittance of the Strategy to the Board at its meeting on 4 February 2025; and • approve the draft Digital Strategy.
EQUALITIES	• There are no adverse implications for equalities identified within the attached report.
RISK	• That the College does not have a full understanding of its strategic direction to influence operational planning, resulting in confusion, inconsistent performance, poor use of resources and poor time management.
RELEVANT STRATEGIC AIM:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The report sets out the key principles of the Ditigal Strategy for 2025-2030 which aligns to the new strategic priorities for the College • With the huge shift in digital technology, advancements in automation, the speed of artificial intelligence software to market and availability for digital collaboration across the college sector, the Strategy serves as a guide through these dynamic changes in the digital landscape of the sector. • The Strategy also acknowledges the need for a dedicated Digital Strategy Group to oversee strategy implementation. (DSG) and effective budgeting.

1. INTRODUCTION

1.1 The purpose of this paper is to provide an overview of the Digital Strategy for 2025-2030.

2. THE STRATEGY

2.1 The strategy sets out the key strategic areas of focus for the College that need to be fully integrated with digital and technological advancement:

> 2.1.1 Enhance Learning and Teachings
> 2.1.2 Learner Experience
> 2.1.3 Administrative Efficiency
> 2.1.4 Inclusivity and Accessibility
> 2.1.5 Community Engagement
> 2.1.6 Innovation and Research
> 2.1.7 Sustainability
> 2.1.8 Infrastructure

2.2 Through seamless integration of technology, we strive to create an inclusive, dynamic learning environment that prepares our community (staff, students and collaborating partners) to excel in the ever-evolving landscape of knowledge and discovery.

2.3 The Strategy is line with the National Digital Strategy to ensure best practice and support in delivering national priorities. Having a strategy enables the college to move far more quickly in order to remain at the forefront of change.

2.4 The Strategy acknowledges the need for a dedicated Digital Strategy Group to oversee implementation.

2.5 The Strategy also acknowledges the need for careful budgeting, to allocate resources for technology infrastructure, software licences, staff training, and innovation initiatives. This will involve proactively seeking funding from grants, partnerships, and cost-saving measures in administrative processes.

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 AND ASSURANCES

4.1 Having a Strategy safeguards the College from the risk:

4.1.1 that the College does not have a full understanding of its strategic direction to influence operational planning, resulting in confusion, inconsistent performance, poor use of resources and poor time management.

5 RECOMMENDATIONS

5.1 The Committee is asked to:

5.1.1 note that the Audit & Risk Committee approved the remittance of the Strategy to the Board at its meeting on 4 February 2025; and

5.1.2 approve the draft Digital Strategy.

SLC Digital Strategy 2025-30

Final v.7.0

Document Information

Procedure Published/Created:	05th June 2024
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Approved by:	SLT (Awaiting Board Approval)
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Version History

Version Number	Date	Author	Rationale
1.0	05/06/2022	Head of MIS	Creation of Document
2.0	10/10/2023	Head of MIS	Updated to include the JISC DET and Learner Journey
3.0	11/02/2024	Head of MIS	Wording changes following feedback
4.0	13/06/2024	Head of MIS	Aligned to College strategic aims and timeframes
5.0	10/09/2024	Head of MIS	Updated from feedback from BOM
6.0	02/12/2024	Head of MIS	Updated from SLT feedback
7.0	04/02/2025	Head of MIS	Updated following ARC Committee feedback

Quick Links

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

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

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

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

Table of Contents

Advancing SLC through Digital Innovation: A Digital Strategy for South Lanarkshire College

Introduction

South Lanarkshire College (SLC) has been at the forefront of many innovative and cutting-edge curriculum developments over the years. With the huge shift in digital technology, advancements in automation, the speed of artificial intelligence software to market and availability for digital collaboration across the college sector, it's an opportunity for SLC to use these new advancements to achieve the strategic goals over the next 5-10 years. This digital strategy serves as a guide through the dynamic changes in digital technology and allows SLC to utilise the new digital innovations applicable to the Scottish education sector and improve operational efficiency within the college whilst maximising the value and impact of our work.

The current SLC Strategy framework 2020-2025 and how the digital strategy will support these goals are displayed below, essentially enabling the college to move far more quickly with the tasks required to achieve these aims.
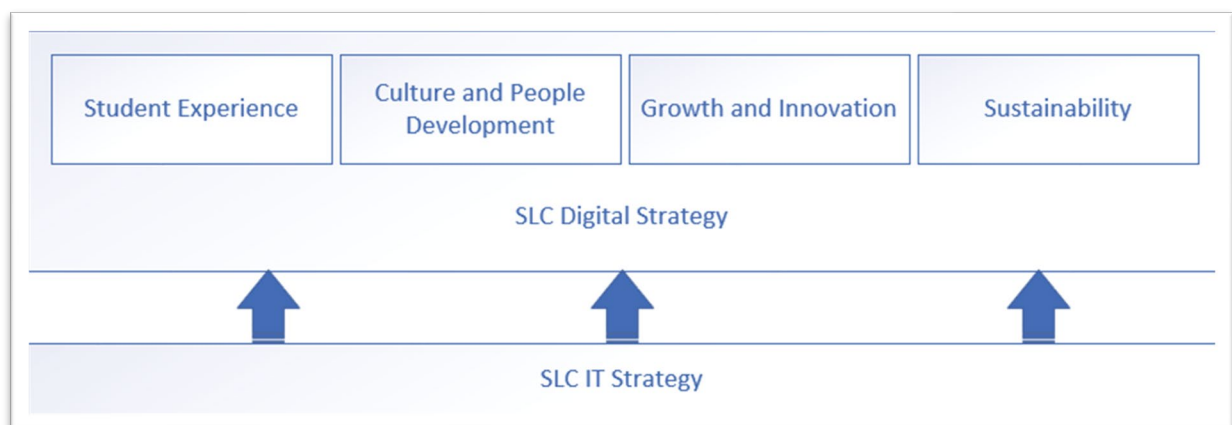
Vision and Mission

At SLC we envision a digitally empowered future where innovation in education knows no bounds. Through seamless integration of technology, we strive to create an inclusive, dynamic learning environment that prepares our community (staff, students and collaborating partners) to excel in the ever-evolving landscape of knowledge and discovery.

Strategic Goals

- *Enhance Learning and Teaching*
  - *Online Course Delivery: Develop a robust Learning Management System (LMS) for online courses, blended learning, and remote access to course materials.*
  - *Digital Learning Resources: Create and curate high-quality digital content, including video lectures, e-books, VR and Augmented reality, social media uses, micro-learning e.g. TikTok and Instagram and interactive tools to enrich the learning experience.*
  - *Faculty Training: Provide training and support for faculty to effectively use digital tools to enhance the learning experience through effective teaching and assessment.*
  - *Student Support: Implement online tutoring, discussion forums, and peer-to-peer learning platforms to enhance student support and engagement.*
  - *Commercial: More flexible engagement with Business employees – businesses?*
- *Learner Experience*
  - *Student Portal: Develop a user-friendly student portal for easy access to academic records, course schedules, support services (such as fee and bursary payments), chatbots for overall guidance and support on topics and communication with staff and peers.*
  - *Mobile Apps: Create a mobile app to facilitate communication, event notifications, and access to digital resources on the go.*
  - *Personalised Learning: Implement adaptive learning technologies and data analytics to personalize the learning experience for each student.*
- *Administrative Efficiency*
  - *Automation: Streamline administrative processes like admissions, registration, management tools and financial aid through automation and self-service options.*
  - *Data Analytics: Utilise data analytics to improve decision-making, resource allocation, and student retention efforts.*
  - *Cybersecurity: Establish strong cybersecurity measures to protect sensitive student and institutional data.*
- *Inclusivity and Accessibility*
  - *Accessibility Standards: Ensure all digital content and platforms meet accessibility standards, making education more inclusive for all students.*

- o *Digital Literacy: Promote digital literacy among students, faculty, and staff to bridge the digital divide.*
- *Community Engagement*
  - o *Online Events: Host webinars, virtual open houses, and online seminars to engage with the community, alumni, and prospective students.*
  - o *Social Media: Maintain active social media channels and an engaging website to keep the college community informed and connected.*
- *Innovation and Research*
  - o *Digital Research Centre - Establish a centre for digital research to explore emerging technologies and their applications in education.*
  - o *Partnerships: Collaborate with tech companies, educational institutions, and local organisations to stay at the forefront of digital innovation.*
- *Sustainability*
  - o *Green Technologies: Implement sustainable and energy-efficient technologies to reduce the college's carbon footprint.*
  - o *Remote Work: Promote remote work options for staff to reduce commuting and minimise environmental impact.*
- *Infrastructure*
  - o *Robust Network Infrastructure - Ensure high-speed, reliable internet connectivity across the entire campus. Regularly upgrade network hardware and software to keep up with technological advancements.*
  - o *Hybrid Cloud Computing and Storage Solutions - Migrate some services to cloud-based services for data storage, management, and backup to enhance accessibility and security, reducing the need for physical servers.*
  - o *Cybersecurity Measures - Invest in advanced security tools such as firewalls, intrusion detection systems, and encryption technologies. Continue to conduct regular security audits and training sessions for staff and students to promote cybersecurity awareness.*
  - o *Smart Campus Technologies: Integrate IoT (Internet of Things) devices for efficient campus management, such as smart lighting, HVAC systems, and security cameras. Explore the use of AI and machine learning for predictive maintenance and resource optimization.*

Implementation and Monitoring

- *Establish a dedicated Digital Strategy Group responsible for overseeing strategy implementation. (DSG)*
- *Regularly monitor progress towards goals and adapt the strategy as needed. (JISC DET)*
- *Seek feedback from students, faculty, and staff for continuous improvement.*

Budgeting

Allocate resources for technology infrastructure, software licences, staff training, and innovation initiatives. Seek funding from grants, partnerships, and cost-saving measures in administrative processes.

Aligning to the National Digital Strategy

It is also important to recognise that this strategy is directly related to the National Digital Strategy. SLC define within this strategy our priorities at the local level which supports and delivers the national digital strategy vision and mission set out below.

National Digital Strategy Vision

Empowering our stakeholders to have access to innovative, engaging, and inspiring digital solutions that enhance the student experience, promoting personal growth, enable success, and improve attainment.

National Digital Strategy Mission

Deliver innovative, sustainable, relevant, accessible, and consistent learning experiences.
In a way that:
- Ensures that students' voice is paramount
- Maintains a compassionate and safe environment
- Empowers staff and builds their confidence
- Promotes a culture of continual improvement
- Upholds national and local values and standards

- Ensures continuity through an effective business model
- Provides cost effective and adaptive digital solutions and connectivity

The Learner Journey

Learners are at the forefront of our business so it's important to recognise in this document the overall learner journey and all the aspects of digital technology that wrap around the processes in the college.
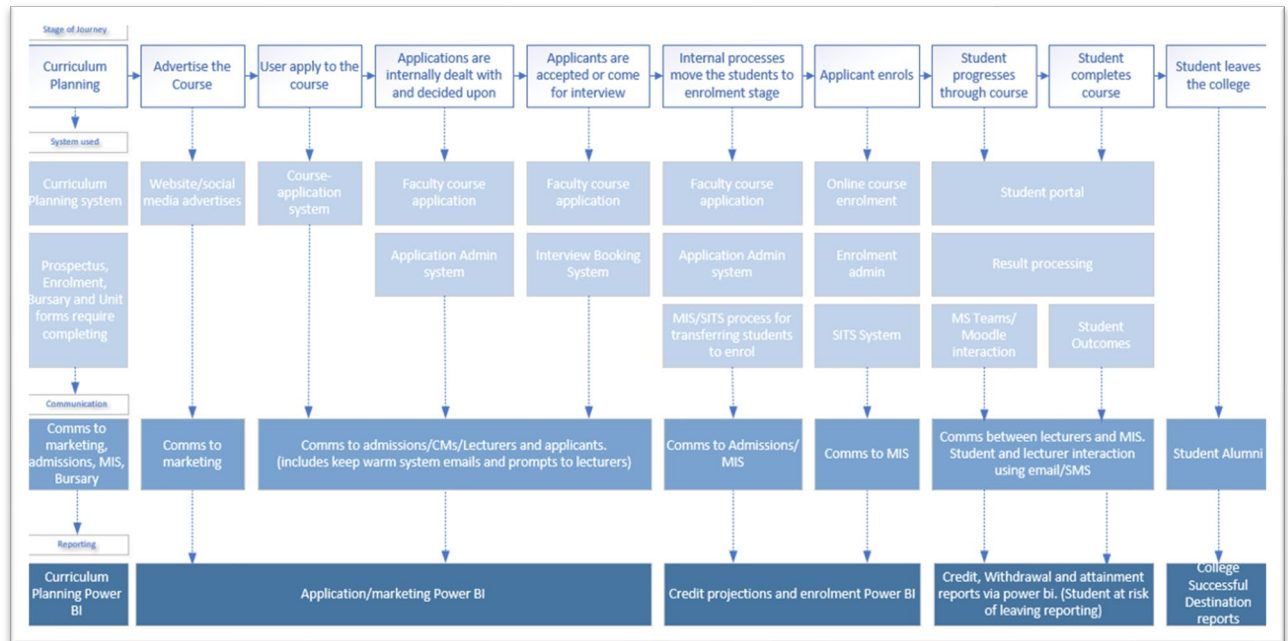
Digital Strategy Tools

To support the college, the education institution JISC produced a digital elevation tool (DET) that can be used within the SLC digital strategy focusing on key themes that enable the college to identify areas of good practice and areas to improve on, allowing a directional task list to be created.

Levels of achievement have been created by the JISC team as a marker for the progress made by the college. These levels are Foundation, Transform and Elevate.

Foundation

The 'must-haves'. The policies, processes and digital, data or technology elements that each provider must have in place as the foundations for futher progress.

Transform

The 'should-haves'. Building on the 'foundations', the very same elements that we expect, and hope providers have or are planning to put in place to transform the end user experience.

Elevate

The 'can-haves'. Building on 'transform', some of these aspects might currently be in operation across a small number of UK FES providers. This is where early adopters will lead future innovation across the regions and truly elevate the experience of all FES stakeholders.

The key themes used in the DET are as follows (to see more information on this please [click here](#) to visit JISC DET website, credentials are required to access):

- *Leadership governance & culture*
- *Learner experience*
- *Staff experience*
- *Curriculum development*
- *Underpinning technologies*

Conclusion

- *Reinforce the Commitment to Digital Transformation*
- *Acknowledge the Collective Efforts of the College Community*

By following a strategic approach outlined in this document, SLC aims to harness the power of digital innovation to provide an enriched educational experience for students and contribute to the advancement of knowledge and research in the 21st century.

In my first board update of 2025, I look ahead with anticipation for what will be a pivotal year for the College. The operating environment remains challenging with fiscal pressures evident across the sector and a growing recognition that systemic change is required. And to that end, 2025 will represent a year of significant change for the College.

The planned dissolution of the Lanarkshire Regional Strategic Body (LRSB), to create two independent and stand-alone colleges, South Lanarkshire College and New College Lanarkshire, represents an opportunity to have greater autonomy over the strategic direction of SLC in the years ahead. As always, I am keen to emphasise my appreciation of the support and guidance offered by colleagues within the LRSB and look forward to maintaining a collegiate and collaborative relationship in the future. At the time of writing, we are awaiting further guidance from the Minister, Graeme Dey, on the next steps towards dissolution.

The education reform agenda, led by Scottish Government, continues to generate wider change within the sector, with the Tertiary Education and Training Bill published in February 2025. The Bill sets out government plans to transfer responsibility for funding apprenticeships and work-based learning programmes from Skills Development Scotland to the Scottish Funding Council. When considered alongside the ongoing reform of the Scottish Qualifications Authority to become Qualifications Scotland, the tertiary educational landscape in Scotland will have a very different feel to it post August 2026. As a board, we will maintain close attention on the challenges and opportunities arising from the reform process.

On the theme of progress, I have been delighted to welcome our three new board members, Kirsty Pinell, Jaqueline Morrison, and Heather Meighan to the board committees over the last few weeks. Each brings a wealth of knowledge and experience that I have every confidence will serve us well in the future. We continue to seek additional members, and I ask all members to actively promote future vacancies as existing members come to the end of their tenure over the coming months.

I am keen to thank Fiona Whittaker for her contribution to the board as both a member and Senior Independent Member. Fiona has noted her intention to step down to focus on professional and family commitments. Having joined the board together in the same cohort in November 2021, I have relied greatly on Fiona's experience, knowledge and expertise. She has played a pivotal role in guiding the board through challenging times and leaves us in a significantly stronger position than when she joined.

I also intend to refresh the Committee Chairs for the next cycle of meetings in order to rebalance the representation of non-executive members and ensure we have the right skills on each committee. A paper detailing the proposed changes is included within the board pack. My thanks to all outgoing committee chairs for their contributions.

The College continues to perform well, and I pay particular attention to the successful launch of the CECA Academy and the continued success of the CLIC programme. These initiatives exemplify the characteristics of a more responsive, flexible, and agile College ready to meet the needs our learners and local communities. As we plan the formal launch of our 2025 Strategy Plan, we will remain cognisant of the ever-evolving needs and expectations of those we serve.

I also note the work of the Executive Team in the ongoing systems and cultural improvement programmes. Neither is easy to achieve overnight but it is evident through the committees that progress is being made, and legacy issues are being resolved in partnership with our audit teams.

Throughout the quarter, I have continued to meet members for 1-1 discussions, and I look forward to engaging with members again over the next quarter. If we have not held a 1-1 discussion in the last six months, I will seek to arrange a meeting with each of you over the coming weeks.

Whilst we have maintained regular contact with our legal team, I have no substantive update on the employment tribunal at the time of writing. We await confirmation of the outcome and I will share any updates as soon as possible.

I wish to take the opportunity to thank Angela Pignatelli for her contribution to South Lanarkshire College as she takes up her new post within West College Scotland. Angela has left a positive mark on our evolution as a college, and we will look forward to working together within the wider Glasgow Region.

And finally, I note my thanks as always to Vari for her guidance and support throughout the last quarter. As is often the case, we navigate a complex environment in which there is often no easy answer. However, getting to the best possible answer is made significantly easier in knowing that Vari is able to bring a robust understanding of our governance codes and responsibilities to guide our decision making processes.

BOARD OF MANAGEMENT MEETING

DATE	3 March 2025
TITLE OF REPORT	Principal's Update
REFERENCE	08
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: • note that the voluntary severance scheme will have now closed; • note that the Scottish Funding Council visited the College in preparation for dissolution; and • note the wider sector updates including the post school funding reform.
RISK	• That the College does not keep up with sector reform and pace of change is too slow impacting on future business.
RELEVANT STRATEGIC AIM:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The Voluntary Severance Scheme and Consultation closed on 28 February, and work is now ongoing to finalise VS applications and produce the final consultation document which will consider feedback received. • The SFC have visited the College in preparation for dissolution. It has also been announced that all funding will now be consolidated into the SFC, this includes apprenticeship funding. • Colleges Scotland are seeking to change governance arrangements at their organisation. • It is expected that the increase in National Insurance Contributions may be partially funded. • The national job evaluation for support staff has progressed with agreement between Trade Unions and employers that the 2018 data is no longer accurate. • Staff views are being considered on the new strategic aims.

	• Teams have led on the creation of two new partnerships, the launch of the Civil Engineering Academy and Skillsminer.

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 4 March 2025

2. VOLUNTARY SEVERANCE UPDATE

2.1 The Voluntary Severance Scheme and accompanying Consultation is closing on 28 February 2025. The Voluntary Severance Committee is in the process of finalising voluntary severance applications as well as preparing the final Consultation paper. Further information on the outcome of the voluntary severance and college structures will be brought to the next round of committee meetings.

2.2 This has been a challenging time for all staff and managers, as it marks the first time a consultation has been carried out at the College. A lessons learned exercise will be conducted, and if this process needs to be repeated in the future, the appropriate modifications will be made.

3. SCOTTISH FUNDING COUNCIL (SFC)

3.1 For the first time since regionalisation a team from SFC visited South Lanarkshire College on 29 January 2025 to learn more about the work of the College. Key areas of focus were governance, the new strategic priorities, an overview of the SLC and strategic areas of focus, current challenges including financial as well as potential opportunities and of course a focus on the great work taking place across the organisation and the wider community.

3.2 In attendance were, Jacqui Brasted, the Interim Director of Access, Learning and Outcomes, Elizabeth Shevlin, Deputy Director of Assurance and Outcomes and Mairi Mitchell, Senior Policy Officer and Linda Macleod Assistant Director. Linda and Mairi are now the new points of contact for Lanarkshire and Glasgow post dissolution. At the meeting it was confirmed that this was expected to be in place by August 2025.

3.3 The SFC announced in January 2025 as part of their approach to simplifying the post school funding landscape in Scotland that all post school funding will be consolidated within the SFC and all student support funding (including further education support) within the Student Awards Agency Scotland (SAAS). This change will see SFC taking responsibility from Skills Development Scotland (SDS) to deliver all apprenticeships and national training programmes.

3.4 The Tertiary Education Bill was published on 6 February 2025 and if passed, then these changes are expected to come into effect by Autumn 2026.

4 COLLEGES SCOTLAND (CS)

4.1 New governance arrangements are being put in place at College Scotland. This also includes a "Council of Members" consisting of Principals and Chairs where they can

work more autonomously to shape the college sector. More information is to follow shortly and terms of reference for this are being drafted.

4.2 The Parliamentary Reception is being held on Tuesday, 29 April 2025 and SLC will be hosting a stand showcasing the work being done in heatpump training across Scotland.

4.3 At the time of writing CS have indicated that imminent guidance on employer National Insurance contributions is about to be received, with confirmation anticipated that the Scottish Government would fund 60% of the increase. They will continue to lobby Westminster for the remaining 40% estimated by Scottish Government as a £3.5million short fall.

4.4 CS are also setting up a series of industry roundtables to allow Principals and Chairs to have opportunities to network with strategic decision makers driving Scotland's economic and industrial agenda.

5   COLLEGE EMPLOYERS SCOTLAND (CES)

5.1 Progress appears to have been made on the national job evaluation between Support Staff Trade Unions and Employers. On 17 February 2025 there was a joint announcement to state that the previous evaluation and scoring from 2018 cannot be considered reliable, therefore, employers and trade unions are now exploring options for current data collection and analysis to ensure the integrity of the project.

5.2 Clarification was also provided that while it is understood that Job Evaluation does not equate to the harmonisation of pay for jobs across different employers, work is being undertaken in partnership to aid meaningful negotiations on the appropriate application of Job Evaluation outcomes to pay structures. The full announcement can be found here: Latest News

6   DRAFT STRATEGY

6.1 The Executive Team have been meeting with teams across the College to gather feedback on the draft strategic aims. It is important that staff's views are taken into account as the College continues on this journey of transformation and change. In addition, stakeholders and employers are also being encouraged to feedback their views.

7   PARTNERSHIP WORKING

7.1 The Principal has engaged in the following activities:

7.1.1   attended the College Principals' Group with College Scotland;
7.1.2   attended College Employers Scotland meeting;
7.1.3   Jacqui Brasted, the Interim Director for Access, Learning and Outcomes, Keith Coyne, Assistant Director, Elizabeth Shevlin, Deputy Director of Assurance and Outcomes and Mairi Mitchell, Senior Policy Officer attended the College on 29 January 2025 and met with the Executive Team.

7.1.4   attended the quarterly meeting with Paul Manning, CEO of South Lanarkshire Council, Alison Brown Head of Enterprise and Sustainable Development and Douglas Hashagen, Employability Manager;

7.1.5   hosted Dr Graeme Jackson, the Interim CEO of Colleges Scotland;

7.1.6   met with Professor Soumen, Director of Health and Social Care at South Lanarkshire Council to ascertain how we could work together to tackle Health and Social Care challenges with further work now in train with the Health and Social Care Team at the College; and

7.1.7   met with Martin McKay CEO of Clyde Gateway to explore collaborative opportunities.

8   GOOD NEWS

8.1 *The CECA Academy*

8.2 The College was delighted to launch the CECA (Civil Engineering Contractors Association) Academy on 19 February 2025 alongside a range of CECA members, tier 1 construction companies, Monica Lennon MSP and Chair of the Construction Skills Party as well as delegates from the Scottish Funding Council.

8.3 SLC is the fourth college to launch a CECA academy, and this initiative is aimed at meeting essential skills shortages in the civil engineering sector. This transformative initiative for young people is the start of their journey in the construction industry and lengthy careers and opportunities await.

8.4 James Jamison, Curriculum Manager for the Building Service Engineering area has led on this and has been supported by MacKenzie Construction, who have recently moved into the Technology Park.

8.5 *SkillsMiner Partnership*

8.6 The College has teamed up with Skillsminer, the UK's leading AI-driven skills platform, to revolutionise how students, job seekers, and employers connect. This partnership ensures education aligns with job market demands, addressing skill shortages in key sectors.

8.7 By integrating Skillsminer's data insights, the College can analyse qualification trends and emerging job opportunities, helping learners identify transferable skills and career paths. This initiative enhances employability, workforce development, and economic growth*. This could be a sector wide initiative and thank you to Chris Sumner for leading on this. More information will be shared with you as the project progresses.

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 that the voluntary severance scheme will have now closed;
11.1.2 note that the Scottish Funding Council visited the College in preparation for dissolution; and
11.1.3 note the wider sector updates including the post school funding reform.

South Lanarkshire College
SLC
East Kilbride

BOARD OF MANAGEMENT MEETING

DATE	3 March 2025
TITLE OF REPORT	Education Scotland College Sector Update 2023-24, His Majesty's Inspectors of Education engagement in Scotland's colleges during academic year 2023 to 2024
REFERENCE	09
AUTHOR AND CONTACT DETAILS	Stella McManus Stella.mcmanus@slc.ac.uk
PURPOSE:	To provide members with information relating to the performance of the College sector.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • note the findings in the report and are encouraged to read the full report which can be found here https://education.gov.scot/inspection-and-review/hm-chief-inspector-reports-and-guidance/college-sector/college-sector-overview-report-2023-to-2024/
RISK	• That the College does not continue to focus on quality enhancement activities and continuing professional development opportunities for staff, which would be detrimental to learners.
RELEVANT STRATEGIC AIM:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The Education Scotland report collates findings from all enhancement activity across Scotland. • External factors have impacted learner attainment rates, however, overall attainment levels in Full Time FE and HE remain lower than pre pandemic levels. • Recruitment is dropping across colleges, and changing demographics, including a shrinking 16–24 age group and competition from employers and universities, present long-term challenges for curriculum planning and sector sustainability. • To address the key insights found, the following is recommended: improve learner outcomes through data insights and early intervention, strengthen staff engagement in enhancement activities and take on board stakeholder engagement. Enhance curriculum design to meet stakeholder needs and address poorly performing programmes, establish consistent arrangements for meta skills development. Also support learner representation and foster staff development.

1. INTRODUCTION

1.1 This national overview report summarises the findings from HM Inspectors' engagement with all Scottish colleges during academic year (AY) 2023-24. It highlights areas of positive practice and areas requiring improvement and includes analysis of the latest published college performance data (AY 2022-23).

1.2 The purpose of the report is to provide key stakeholders and national decision makers with the findings that can be used productively to guide future planning and interventions to improve and enhance Scotland's college provision.

1.3 As a reminder Education Scotland will no longer be the lead for quality improvement this will now be the remit of QAA.

3 BACKGROUND

3.1 During AY 2023-24, HMIE conducted a range of evaluative activity in each college such as Annual engagement visits (AEVs) or thematic reviews. The report also recognises that challenges and external factors which have impacted negatively on learner success.

3.2 These include:
   3.2.1   Recruitment challenges
   3.2.2   Impact of COVID-19
   3.2.3   Financial pressures
   3.2.4   Industrial action.

4 PROGRESS ON IMPROVEMENT TARGETS

4.1 Most colleges (22) made satisfactory progress in addressing areas for improvement, while three did not progress sufficiently. Nine colleges were identified as needing further action to enhance the quality of provision and learner outcomes.

4.2 Despite efforts to improve attainment, overall completion rates for full-time Further Education (FE) and Higher Education (HE) remain below pre-pandemic levels. A decline in full-time enrolments has been accompanied by lower completion rates, with notable variations across colleges and subject areas. Some institutions continue to experience persistently low attainment rates, affecting overall sector performance.

4.3 In FE, full-time learner completion rates declined from around 66% pre-pandemic to 63.6% in 2022/23—an improvement from pandemic lows but still below previous levels. Similarly, HE completion rates fell from 69.8% pre-pandemic to 65.5% in 2022/23. Some colleges have shown improvement or maintained strong outcomes, but others struggle with ongoing challenges.

4.4 Part-time learner attainment has been more resilient. In FE, part-time completion rates were 78% pre-pandemic and remained at 77.3% in 2022/23. HE part-time success rates increased during the pandemic and returned to pre-pandemic levels (78.6%) in 2022/23.

4.5 Overall, learner numbers in Scottish colleges are declining, falling from 380,000 in 2007/08 to 179,000 in 2022/23. Changing demographics, including a shrinking 16–24 age group and competition from employers and universities, present long-term challenges for curriculum planning and sector sustainability.

5   KEY INSIGHTS

5.1 Scottish colleges are essential in ensuring Scotland has a skilled and adaptable workforce, offering diverse educational paths, including further and higher education, employment-focused training, and apprenticeships.

5.2 Rates of learner successful completion have improved by 2.9% compared to the previous year. However, significant variability in performance persists across the sector, particularly in full-time FE provision and within a number of individual colleges. These require more focussed efforts to secure the necessary improvements.

5.3 Persistent attainment gaps exist for care experienced learners and other equity groups, requiring targeted interventions to address systemic barriers.

5.4 Colleges provide extensive support for learners, particularly those facing financial hardship, disabilities, or mental health challenges. Despite these efforts, the rising demand for support highlights the need for more sustainable and comprehensive arrangements.

5.5 Colleges use digital technology effectively to widen access to a broader range of learners, including those in remote areas. However, gaps in digital infrastructure in rural areas limits learning opportunities.

5.6 While colleges make efforts to engage staff in evaluation activities and embed meta skills into programmes, inconsistencies in these practices limit their impact.

5.7 Student Associations are active in many colleges, providing a platform for learner feedback and engagement in college decisions. However, there is a need to raise more awareness and increase participation of learners in representation systems.

5.8 Only a minority (43%) of all teaching staff are registered with the GTCS, and only around two thirds hold the Teaching Qualification in Further Education (TQFE) or equivalent. Strengthening professional standards across the sector remains a priority.

6   RECOMMENDATIONS

6.1 To address the findings outlined in the Key Insights, the following are recommendations for colleges and national bodies to improve the quality of provision and services across Scotland's colleges.

6.2 *Improving Learner Outcomes*
6.3 Use data-driven approaches and early interventions to improve retention and successful completion rates for: full-time learners; care experienced learners and other key groups; and individual colleges and subject areas with low performance.

6.4 *Strengthening Staff Engagement*
   6.4.1   Improve staff participation in evaluative activities, ensuring that:
   6.4.2   staff take account of stakeholder feedback to inform forward planning; and,
   6.4.3   learner outcomes improve.

6.5 *Enhancing Curriculum Design*
   6.5.1   Evaluate and adjust the curriculum portfolio to address poorly performing programmes; and align more effectively with learner and employer needs.
   6.5.2   Establish consistent arrangements for the development, monitoring and evaluation of meta and wider skills to support learner progression and employability.

6.6 *Supporting Learner Representation*
   6.6.1   Strengthen arrangements for learner representation by:
   6.6.2   increasing awareness of student association officers and their roles; and,
   6.6.3   ensuring all learners are engaged in supporting college improvement.

6.7 *Fostering Collaboration and Professional Development*
   6.7.1   Provide staff with more opportunities to share and learn from effective practice.
   6.7.2   Increase the number of teaching staff with a Teaching Qualification in Further Education (TQFE) or equivalent.
   6.7.3   Support the registration of teaching staff with GTCS, in line with national agreements, to enhance professional standards across the sector.

7   EQUALITIES

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

8   RISK

8.1 That the College does not continue to focus on quality enhancement activities and continuing professional development opportunities for staff, which would be detrimental to learners.

9   RECOMMENDATIONS

9.1 Members are recommended to:
   9.1.1   note the findings in the report and encouraged to read the full report which can be found here https://education.gov.scot/inspection-and-review/hm-chief-inspector-reports-and-guidance/college-sector/college-sector-overview-report-2023-to-2024/

South Lanarkshire College

Students' Association

Board Report

January 2025

YOUR COLLEGE
YOUR WAY

Contents

Overview

It has been another busy period for the SA with lots of different events and activities taking place towards the end of 2024. We celebrated Halloween, Christmas Jumper Week, took part in the 16 Days of Action against GBV, attended lots of fantastic student events, created new opportunities for students and continued our commitment to tackling student poverty to name but a few.

As this report will highlight, we have established a fantastic network of student volunteers who, along with our Student Officers, are keen to be involved in SA and college events by collaborating with us to continually improve student health, wellbeing and helping ensure all events run smoothly. We received some amazing feedback from our student volunteers and look forward to providing them with more opportunities to get involved with the SA throughout the rest of this academic year!

The festive period can be a challenging time for many of our students, so we were keen to ensure we highlighted the support services available within the College in both the run-up to the holidays and re-iterated this again in January for all our new students beginning their studies. As part of this work, we created a specific newsletter to highlight to students the support that was available within the community while the College was closed over the Christmas holidays.

We are incredibly proud of the work that's been undertaken so far and very much look forward to carrying this on through 2025 with lots of fun and engaging activities for our students!

Student Engagement

Over the past few of months the Students' Association have been hosting a variety of fun events and activities for students to participate in to give students a better chance of getting to know who the SA are, where the SA offices are located and what the SA can do for them!

Halloween saw the return of our annual Costume Competition with prizes for the most creative efforts from our many guisers who participated. Our complimentary student meals and larder continued to be highly valued by our students. STEM returned to SLC and as always was a massive success. The much-anticipated Graduation Ceremony proved to be a wonderful occasion for the graduates of 2024 and their families who came along to celebrate their achievements. We are committed to working with Think Positive on our latest Student Mental Health Agreement and have held different activities to help the students know we are here for them if they need assistance with any issues that may come up. Supporting local initiatives has also been a consideration for the SA.

Complimentary Student Meals and Student Larder

The ongoing cost of living crisis is still greatly impacting our students, and the Student Association is committed to helping them through this challenging time. We are incredibly grateful to be able to continue to provide free healthy breakfasts and free soup and sandwich, with the financial support of the South Lanarkshire College Foundation, to our students. The SA looks forward to working with our new supplier Aramark to continue delivering this important initiative to our students on selected days each week.

We are also committed to continuing with our food larder for students as it has provided a lifeline to some of our students facing financial distress. They know they can access this much needed service by visiting the SA office whenever they need to. Located within the Student Association Office students can come in anytime and take whatever they need, including food and toiletries. In the larder, we also provide free stationary such as notebooks and binders.

Reminders of how to access both initiatives are shared across our social media channels, SA newsletter and on physical posters across campus.
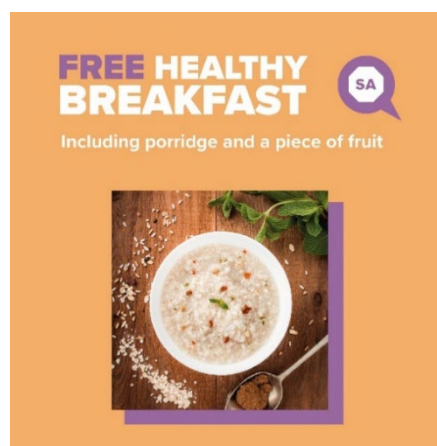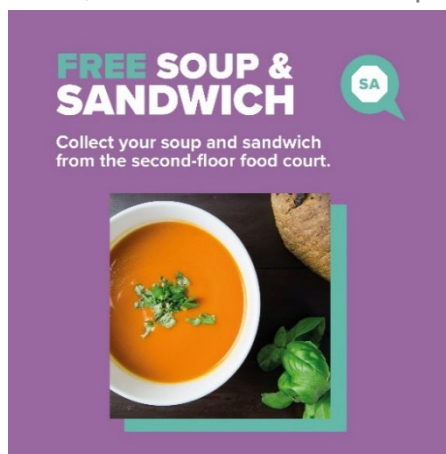
STEM Event

Students who volunteered for the Step into STEM event in October were invited to a special appreciation gathering to thank them for the time they generously dedicated to the event. During the gathering, they received certificates and goody bags from Developing the Young Workforce (DYW). Each goody bag included a £10 Amazon voucher along with practical gadgets, all of which were gratefully received by the students.

Student Mental Health Agreement (SMHA)

The College and Student Association have both committed to signing up for the Student Mental Health Agreement in 2024, with a view to undertaking a further 2-year plan on how to best support student mental health. The Student Mental Health Agreement is an initiative by Think Positive with the focus being to improve and promote student mental health support across Scotland. We are looking to building on the existing work already undertaken with regards to student mental health.

For example, as a focus on men's mental health the SA hosted a "Pizza and Patter" session. The session was held within the construction wing during lunch break in the hope of attracting our target audience. Twelve pizzas and canned drinks were provided for the students to come along, eat pizza and get chatting. Once the students heard about the free pizza they were pouring through the door. The response was excellent, and we had a lot of student engagement. The pizza ran out within 2 mins which was just what we wanted. Leaflets from relevant support organisations were given out. It was a fantastic opportunity deliver the message that men's mental health matters too and where we can, we will support them or signpost them onto someone who can.

To continue supporting student mental health a lunchtime Mindfulness Colouring Club has been running through the academic year. Activities on offer include board games, wordsearches, word jumbles, with colouring books and pencils all being made available. Seasonal materials are introduced during opportunities such as Christmas and Halloween.

Halloween

Halloween was a brilliant day with lots of students and staff taking part throughout the college in their amazing Halloween costumes. The SA President hosted a table with "What's in the Box?" and there were screams and laughter aplenty while students felt their way through a myriad of touch sensations to guess the correct objects and claim their prize. Fun giveaways and party bags were handed out for the best costumes while the ultimate winner collected a meal voucher for The Black Rooster restaurant. There was a real buzz around the College and the student feedback was really positive. Two of our NC Photography students, Emma Gillespie and Corren McNeil, volunteered their time to capture the day on camera. The event wouldn't have been such a success if it hadn't been for Maura Higgins. Maura is one of our Student Officers who is studying British Sign Language and is an absolute whizz at designing and creating all our promotional posters.

Kilbryde Hospice – Giving Back to Our Community

Students had a great time raising awareness and funds for Kilbryde Hospice through a bake sale. The cake didn't last long and was sold out in 20 minutes. The students also went to the Kilbryde hospice for a half day field visit to learn more about the hospice environment. The bake sale raised an amazing £308! What a wonderful achievement.

Carers Rights Day

On Carers Rights Day we were pleased to welcome Social Security Scotland to campus. Throughout the day, the team engaged in workshops and met with unpaid student carers to provide support, guidance and financial advice.

EmilyTest Charter

The SA continues to work closely with the College with regards to the annual review of the EmilyTest Charter. We submitted the second part of our Charter submission in November 2024 and are currently awaiting feedback.   Members of the Student Services team and the SA attended the most recent EmilyTest Conference in November. It was an excellent day learning about the different support initiatives in place, as well as meeting lots of different people from a variety of organisations.
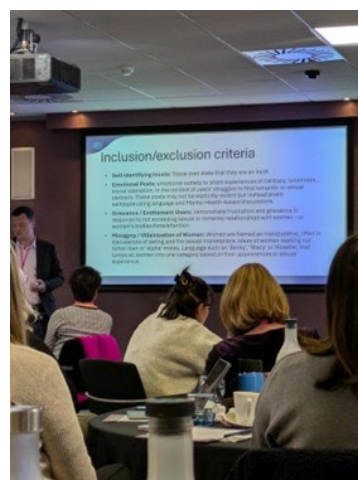
16 Days of Action Against GBV

SLC came out to show their support for #16Days and was well supported by students and staff in an array of brilliant ways to get behind #16Days.

The SA ran a social media campaign throughout the #16Days highlighting the key messages and priorities in tackling the scale and prevalence of violence against women and girls in our society. This makes it everyone's business to tackle this issue.

We hosted a coffee and chat event getting students together to discuss and raise awareness of gender-based violence and its many forms. The event was well attended and informative. It gave some students the opportunity to better understand the meaning of gender-based violence and how widespread it is in the day to day lives of many women and girls. Everyone left a little more enlightened.

Students and staff braved the freezing weather to participate in the Reclaim the Night March. The team set off from Castle Street in Hamilton and marched through the streets passing The Town Hall which was lit up in orange in another show of support to end violence against women and girls.

Egg Box Appeal

Refueweegee is a community-led charity in Glasgow. They offer people who have been forced to flee their home countries a warm welcome and some of the things needed to make feel that little bit more at home here in Scotland.

Every Monday they buy fresh eggs in bulk to distribute through their free store. The eggs are always extremely popular but still have to make it home in one piece and that's where the egg boxes come in.

The SA launched the egg box appeal back in August and students and staff didn't let us down! As a result of this huge, ongoing support we have found other sustainable uses for the egg boxes within the College. They are being recycled within our Horticulture department for planting seedlings and are being used to break down soil for planting in our college garden. The larger boxes were also donated to Loaves and Fishes who have also found good use for them.

Graduation Ceremony

Our class of 2024 had a fantastic time at the resplendent Hamilton Townhouse celebrating their graduation ceremony. It was their time to celebrate their achievements in a packed house full of their family and friends. We were delighted to be part of such a positive event.

Christmas Activities

The festive season was full of fun. We had Christmas Jumper week, our Christmas tree of support, guessing games and the Elf on the Shelf made daily appearances.

The students got really creative with their Christmas outfits. They went way beyond jumpers with festive accessories, make-up and nails.

Students were invited to colour a Christmas bauble or write a message of support before hanging their bauble on the SA Christmas tree, located in the Advice Centre.

The guessing games went down well with winners receiving care packs including hot chocolate sachets and marshmallows.

The Elf on the Shelf got up to all sorts of mischief including leading the students on a scavenger hunt and appearing in a different scenario each day as a bit of light-hearted fun for the students. It was a good laugh to see what he was up to every day.
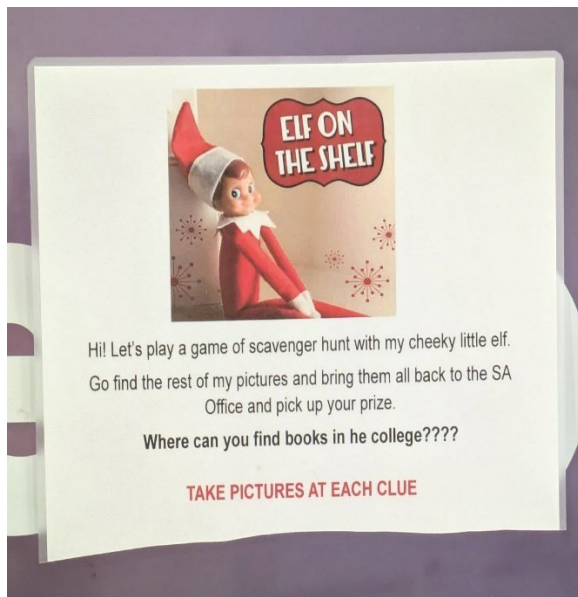
Forthcoming Events

Event	Date
Re-Freshers'	28th – 30th January
Love Your Planet	14th February
Valentine's Day	14th February
CE Care Day	20th February
Purple Friday	28th February
Easter Egg hunt	Easter 2025

Ongoing Men's Mental Health Drop-in

Rebranding of Complimentary Breakfast and Lunch Posters.

BOARD OF MANAGEMENT

DATE	3 March 2025
TITLE OF REPORT	Management Accounts to 31 January 2025 & Cashflow
REFERENCE	11
AUTHOR AND CONTACT DETAILS	Elaine McKechnie – VP Finance, Resources & Sustainability Elaine.McKechnie@slc.ac.uk
PURPOSE:	To update Members on management accounts to 31st January 2025 in conjunction with a projection of cashflow based on actual income and expenditure.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: • note the contents of the report, the financial position for the period and the supporting narrative; • note the longer term cashflow situation as notified to Scottish Funding Council and the short term cashflow situation as presented to the SLT monthly; and • note the Finance & Resource Committee's approval the decision to retain the £750,000 of funds previously held in a special reserve account within the College current accounts until such times of greater financial certainty.
RISK	The main risks are to: • 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:	• The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The report contains a summary of income and expenditure for quarter ended 31 January 2025. • The Board is asked to note a draft operating deficit of £57k as at 31 January 2025. • The cash flow report suggests that following circa £1M in expected severance payouts and a potential £1M in employment tribunal settlements, the College cashflow will track between £300K - £1M each month from now until July 2026. • The Finance & Resources Committee approved no reinvestment of the £750k of funds previously held in a special reserve account to be made at this time.

1 INTRODUCTION

1.1. This paper provides an overview of actual financial results for the period ending 31 January 2025 in conjunction with a projection of cashflow for academic year 2024-25 based on actual income and expenditure to 31 January 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 Board should be encouraged by the work ongoing in respect of the current College restructure proposal that is running alongside the Voluntary Severance scheme to 28 February 2025. While the Voluntary Severance scheme represents an additional cost to the College in the short term, these two initiatives mark a positive step forward in mitigating against risks posed by these funding cuts in the longer term.

2.4 The College was not able to prepare 31 January 2025 management accounts in time for the meeting of the Finance and Resources Committee on 10 February 2025, given the requirement to issue papers one week in advance of the meeting. Instead, the Finance and Resources Committee considered a reported draft deficit on 31 December 2024 of £115k.

2.5 The management accounts for this Board meeting have been updated to include the results to 31 January 2025. Utilising Power BI modules and a review of existing contracts, progress has been made in identifying the potential value of income at this quarter end.

3 MANAGEMENT ACCOUNTS: OPERATING SURPLUS/(DEFICIT)

3.1 The College has recognised a minimal operating deficit of £57k.

3.2 While the College remains vigilant to minimise expenditure where possible, imposing a recruitment freeze and continually engaging in procurement activity to ensure best value in all major contracts, the results have been negatively impacted by a £384k overspend in salaries primarily due to under provision of curriculum pay awards that were concluded in the first quarter of 2024/25.

3.3 Additionally, the correction of the underpaid VAT on prior year utility bills that was rectified during 2024-25 has added an unexpected expense of £146,217 to the cost base for the College.

4 MANAGEMENT ACCOUNTS: INCOME

4.1 Total income of £10.526M has been received YTD, with £8.671M relating to Scottish Funding Council (SFC) grants, representing 82.4% 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%.

4.2 Funding from the Scottish Funding Council has been received across August – January 2025 in line with monthly drawdown submissions. A further £7.8K of SFC funding in respect of period poverty was receipted in December 2024 and has been deferred to the balance sheet until expenditure is incurred in line with the conditions of grant.

4.3 Non-recurrent SFC funding of £300K contains provisions for the partial conversion of capital funding to revenue related maintenance funding at 50% (£427K in total) as confirmed by the SFC in December 2024. A pro-rate share amounting to £213K has been recorded for the six months to January 2025. Similarly, the anticipated funding towards the SPPA employer rate pension increase from 23% to 26% has been accrued for the first six months of the year, totalling £102K.

4.4 Fees of £1.563M reflect all course fees, vocational courses, school provisions and commercial income for the year 2024/25; including an assessment of CITB, SNIPEF and SAAS funding due to the 31 January 2025. SAAS fees totalling £648K were received in January 2025; a portion of which has been accrued into 31 January 2025 results.

4.5 Other contracts of £113K contain £8K in respect of Numeracy funding and £105K in respect of Employability Hub (formerly Rural Academy).

4.6 Other revenue grants contain income of £100K in respect of UKRI Innovate UK funding to 31 December 2024.

4.7 Other income of £73K includes £37K in respect of the Nursery rental and £34k in respect of bank interest generated. The total interest generated also includes an accrual for £14k on the special reserve deposit account of £750k which matured on 3 February 2025 and has not been extended.

5   MANAGEMENT ACCOUNTS: EXPENDITURE

5.1 Wages and salaries are £7.409M YTD, being over budget by £384K 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 £358K alone.

5.2 Non salary expenditure/overheads of £3.174M (versus £2.779M budget) are overspent by £395k.

5.2.1   Central services expenditure contains a provision for £192k of legal fees in relation to the Employment Tribunals which concluded in December 2024, largely explaining the overspend of £188K.

5.2.2   Property expenditure is over budget by £107K which reflects the corrective spend incurred on VAT on utility bills that occurred in the first quarter of 2024-25.

5.2.3   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, a portion of which has been recognised in the financial results to 31 January 2025 (£100K).

6   CASH FLOW

6.1 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 November 2024 in respect of both December 2024 and January 2025.

6.2 The Board is asked to note that the cashflow reflected in the paper at section 10 is the College's November 2024 submission with some amendments. Specifically:

6.2.1   £1.3M of other operating expenditure has been reflected in March 2025, which includes a £1M potential settlement of employment tribunal claims.
6.2.2   The estimated cash outflow of circa £1M in respect of the settlement of voluntary severance payouts has been phased across March – July 2025.

6.3 The College currently has £3.8M of funds in the bank as at the end of January 2025. Allowing for SFC continued funding and the potential payouts above, the cashflow projection at section 10 suggests the College will operate within a range of £300k - £1M in funds each month until Jul 2026 following the potential conclusion of these large payouts. As a rule of thumb, the College would always want to try and hold at least enough funding each month to pay its employees the following month, which will be nearer £1.2M in cash reserves (including tax and NI cash implications).

6.4 The £750k placed on a 6-month short term deposit account expired on 3 February 2025. The College has paused on making any further reinvestment to allow for the conclusion and outcome of the employment tribunal. Similarly, the work ongoing to establish potential timeframes for successful voluntary severance applicants vacating their posts needs to conclude to understand when cash payouts will likely be made. As above, for the purposes of the longer term cashflow, this has been phased across March – July 2025.

6.5 In the absence of having definitive answers to these uncertainties at this stage, the Finance & Resources Committee were advised to support the approach to defer further reinvestment into a special reserve account until circumstances are confirmed.   Should the College be able to invest more funding into a special reserve account to earn more interest at the conclusion of the employment tribunal and voluntary severance scheme period, it will bring this for the consideration of the Committee either to the next Committee meeting in May 2025 or sooner, if appropriate.

6.6 The cashflow projection at section 10 suggests that the College could have a short term cashflow concern in March 2026 with a requirement to utilise its £300K overdraft facility to cover any shortfall. The College would like to offer the Board assurances that it will closely monitor cashflow monthly and bring updates on a timely basis should this arise nearer the time.

7   MANAGEMENT ACCOUNTS TO 31 JANUARY 2025

SOUTH LANARKSHIRE COLLEGE

Management Accounts for the year ended 31st July 2025

	Note	Period Ended 31st Jan 2025				Year ended 31st July 2025		
		Actual	Budget	Variance		Forecast	Budget	Variance
		£'000	£'000	£'000		£'000	£'000	£'000
INCOME								
Scottish Funding Council grants								
SFC recurrent grant		7,685	7,685	0		13,724	13,724	0
SFC non recurrent grants - other		300	194	106		601	388	(213)
Release of government capital grants		487	487	0		805	805	0
FE and HE Childcare		198	203	(5)		396	406	10
Total		8,671	8,569	101		15,526	15,323	(203)
Tuition fees and education contracts								
UK Higher Education students		383	429	(46)		766	858	92
Non EU Higher Education students		16	7	10		33	13	(20)
UK Further Education students		772	576	196		1,390	1,152	(238)
SDS contracts		279	284	(5)		557	567	10
Other contracts		113	132	(19)		225	264	39
Total		1,563	1,427	136		2,971	2,854	(117)
Other Income								
Other revenue grants		100	61	39		200	122	(78)
Other income		73	71	2		145	141	(4)
Release of ERDF deferred capital grant		48	48	0		96	96	0
Release of Scottish Government deferred capital grant		70	70	0		139	139	0
Release of Energy Saving Partnrship deferred capital grant		3	3	0		5	5	0
Release of Business Stream deferred capital grant		0	0	0		0	0	0
Release of SLC Foundation capital grant		0	0	0		0	0	0
Total		293	252	41		585	503	(82)
Investment Income		**0**	**0**	**0**		**0**	**0**	**0**
Total Income		10,526	10,248	278		19,082	18,680	(402)
EXPENDITURE								
Staff Costs								
Teaching departments		4,813	4,455	(358)		9,625	8,959	(666)
Teaching services		1,112	1,024	(88)		2,223	2,085	(138)
Administration and central services		762	843	81		1,523	1,911	388
Premises		482	467	(15)		964	968	4
Other support services		241	236	(4)		481	500	19
		7,409	7,024	(384)		14,817	14,423	(394)
							0	
Non Salary Expenditure								
Property		787	680	(107)		1,474	1,360	(114)
FE and HE Childcare		198	203	5		396	406	10
Net Depreciation		890	790	(100)		1,779	1,579	(200)
Central Services		574	385	(188)		956	771	(185)
Marketing		55	50	(5)		111	100	(11)
Academic supplies		623	616	(7)		1,245	1,231	(14)
Cross College Costs		48	55	8		96	111	15
		3,174	2,779	(395)		6,056	5,557	(499)
							0	0
Total Expenditure		10,583	9,803	(780)		20,873	19,980	(893)
Surplus / (Deficit)		(57)	445	(501)		(1,791)	(1,300)	491

5

8 SHORT TERM CASH FLOW PROJECTION

South Lanarkshire College				
Short term cash flow forecast				
Feb-25				
Balance at 31 Jan 2025	A	3,897,469		Note anticipated balance of £3,124,736 in prior month (difference largley due to SAAS fees of £645k being received in January 2025)
		Expected	Actual	
Inflow				
SFC grant in aid drawdown		686,199		Month 7 of drawdowns
SFC student support drawdown		202,212		Month 7 of drawdowns
SFC Capital Grant		42,504		Month 7 of drawdowns
SFC SPPA 26% Pension Uplift		205,000		Month 7 of drawdowns
		1,135,915		
Other (inc. fees)		374,541		
Expected inflow for Feb 2025	B	1,510,456		
Outflow				
Salaries - net pay		(775,000)		Payable 26th Feb 25
Salaries - deductions		(500,000)		Employee & employer salary contributions for Jan 25 payable in Feb 25
Student support		(303,318)		Student support payouts expected to start for new academic year
Purchase ledger		(200,000)		
Capital grant expenditure		(50,000)		
Expected outflow for Feb 2025	C	(1,828,318)		
Movement during the month	(B- C) = D	(317,862)		
Expected cash at 28 Feb 2025	(A- D) = E	3,579,607		
Sums ring-fenced & carried forward from financial year 2022/23 & 2023/24				
Salary award		0		Curriculum staff
Job evaluation - unfunded		806,000		Additonal Job Evaluation unfunded accrual LTD as at 31 Jul 24
Capital expenditure		698,986		Per CAPEX schedule for 242/5
ESF clawback provision		0		
Building retention		32,000		
Student funding to be repaid		0		
Apprentice support fund		6,000		
	F	1,542,986		
Cash provisions for items carried within 2024/25 budget				
Professional fees		100,000		Includes £50K provision for pension consultancy & £50k residual ET legal fees
ET		800,000		Estimation of potential ET costs
Voluntary Severance		1,000,000		Estimation of potential cash outlay
	G	1,900,000		
Funds to be retained from cash balance				
	(F + G) = H	3,442,986		
Free funds forecast at 28 February 2025	(E - H) = J	136,621		Note: one month's salaries = £1.2m
Major contract income receivable in respect of 2024/25				
CITB income		0		0
		0		
SNIPEF income		0		
Major contracts income receivable		0		

9 MONTHLY CASHFLOW (SFC Adaptation to reflect actual bank balance at 31 January 2025)

9.1 *Table 1 Cashflow projection*

Long term Monthly cashflow forecast:	SFC Adaptation of Cashflow submitted in Nov 2024																		Total FY2025-26	Total AY2025-26
	Feb-25 Forecast	Mar-25 Forecast	Apr-25 Forecast	May-25 Forecast	Jun-25 Forecast	Jul-25 Forecast	Aug-25 Forecast	Sep-25 Forecast	Oct-25 Forecast	Nov-25 Forecast	Dec-25 Forecast	Jan-26 Forecast	Feb-26 Forecast	Mar-26 Forecast	Apr-26 Forecast	May-26 Forecast	Jun-26 Forecast	Jul-26 Forecast	Total FY2025-26	Total AY2025-26
RDEL																				
Income from foundation (revenue)																			0	0
Other Income excluding EMA (revenue)	250,000	325,000	350,000	125,000	200,000	650,000	136,870	182,280	300,000	90,000	425,000	1,100,000	125,000	325,000	350,000	125,000	200,000	750,000	4,009,150	4,109,150
RSB funding																				
Total RDEL income (excluding drawdown)	250,000	325,000	350,000	125,000	200,000	650,000	136,870	182,280	300,000	90,000	425,000	1,100,000	125,000	325,000	350,000	125,000	200,000	750,000	4,009,150	4,109,150
Wages and Salaries	1,275,000	1,475,000	1,475,000	1,475,000	1,575,000	1,375,000	1,150,000	1,150,000	1,150,000	1,150,000	1,150,000	1,150,000	1,150,000	1,150,000	1,150,000	1,150,000	1,150,000	1,150,000	15,100,000	13,800,000
restructing costs																				
Other Operating Expenditure excl' EMA	200,000	1,300,000	200,000	200,000	450,000	606,027	400,000	459,936	550,000	450,000	300,000	400,000	300,000	300,000	200,000	200,000	450,000	300,000	4,615,963	4,309,936
NPD Unitary charges (paid by colleges)																				
Return of funds to SFC (Clawback, SSF etc)																				
Donation to Foundation																				
High priority backlog-resource																				
Lifecycle maintenance resource	0	0				0			0	0	0	0		0		0		0	0	0
Student Support expenditure (excluding EMA)	303,318	323,538	485,308	384,858	647,076	0	220,466	465,087	363,981	323,539	404,423	303,318	323,538	485,308	323,539	363,981	467,052	0	4,406,902	4,044,232
Total RDEL expenditure	1,778,318	3,098,538	2,160,308	2,059,858	2,672,076	1,981,027	1,770,466	2,075,023	2,063,981	1,923,539	1,854,423	1,853,318	1,773,538	1,935,308	1,673,539	1,713,981	2,067,052	1,450,000	24,122,865	22,154,168
Net RDEL expenditure (a)	-1,528,318	-2,773,538	-1,810,308	-1,934,858	-2,472,076	-1,331,027	-1,633,596	-1,892,743	-1,763,981	-1,833,539	-1,429,423	-753,318	-1,648,538	-1,610,308	-1,323,539	-1,588,981	-1,867,052	-700,000	-20,113,715	-18,045,018
CDEL																				
Income from foundation (capital)																			0	0
Proceeds of sale of fixed assets																				
Other income (capital)	127,511	25,501	97,759	97,759	97,759	97,759	70,000	21,034	76,507	76,507	62,006	85,007	42,504	25,501	97,759	97,759	97,759	97,759	850,100	850,100
Total CDEL income	127,511	25,501	97,759	97,759	97,759	97,759	70,000	21,034	76,507	76,507	62,006	85,007	42,504	25,501	97,759	97,759	97,759	97,759	850,100	850,100
Backlog maintenance capital																			0	0
Lifecycle maintenance capital																			0	0
Digital poverty																				
Other capital expenditure (land, buildings, fixtures, IT)	50,000	50,000	166,034	50,000	75,000	100,000	70,000	21,034	76,507	76,507	62,006	85,007	42,504	25,501	97,759	97,759	97,759	97,759	850,100	850,100
Work in Progress (Assets Under Construction)																				
Surrender of proceeds																				
Total CDEL expenditure	50,000	50,000	166,034	50,000	75,000	100,000	70,000	21,034	76,507	76,507	62,006	85,007	42,504	25,501	97,759	97,759	97,759	97,759	850,100	850,100
Net CDEL expenditure (b)	77,511	-24,499	-68,276	47,759	22,759	-2,242	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ODEL																				
Capital Loan/Lennartz Repayments (c)																			0	0
EMA																				
EMA income	4,830	20,785	0	9,550	13,500	5,580	2,340	540	1,320	2,640	8,370	11,580	4,830	20,785	0	9,550	13,500	5,580	81,035	81,035
EMA expenditure	7,800	10,380	4,890	13,500	5,160	540	0	0	2,610	8,370	12,390	4,020	7,800	10,380	4,890	13,500	5,160	540	69,660	69,660
Net EMA (d)	-2,970	10,405	-4,890	-3,950	8,340	5,040	2,340	540	-1,290	-5,730	-4,020	7,560	-2,970	10,405	-4,890	-3,950	8,340	5,040	11,375	11,375
Total Net Outflows/(Inflows) (a)+(b)+(c)+(d)	-1,453,777	-2,787,632	-1,883,474	-1,891,050	-2,440,977	-1,328,229	-1,631,256	-1,892,203	-1,765,271	-1,839,269	-1,433,443	-745,758	-1,651,508	-1,599,903	-1,328,429	-1,592,931	-1,858,712	-694,960	-20,102,340	-18,033,643
Opening Bank Balance	3,897,469	3,579,607	1,350,522	1,701,242	1,299,656	534,325	509,376	739,948	709,573	619,948	456,325	512,345	1,628,415	907,822	-133,534	772,231	668,763	485,697		
Net Cash Available	2,443,692	791,975	-532,952	-189,807	-1,141,321	-793,904	-1,121,880	-1,152,255	-1,055,698	-1,219,321	-977,118	-233,413	-23,093	-692,081	-1,461,963	-820,700	-1,189,949	-209,263		
SFC Cash Drawdown Total	1,135,915	558,547	2,234,194	1,489,463	1,675,646	1,303,280	1,861,828	1,861,828	1,675,646	1,675,646	1,489,463	1,861,828	930,915	558,547	2,234,194	1,489,463	1,675,646	1,303,280	18,618,284	18,618,284
Closing Bank Balance	3,579,607	1,350,522	1,701,242	1,299,656	534,325	509,376	739,948	709,573	619,948	456,325	512,345	1,628,415	907,822	-133,534	772,231	668,763	485,697	1,094,017		

10 EQUALITIES

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

11 RISK AND ASSURANCE

11.1 The main risks are:

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

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

11.2 Assurances continue to be given by the College that work will continue to progress monthly reporting development across 2024-25. 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.

12 RECOMMENDATIONS

12.1 Members are asked to:

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

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

12.1.3 note the Finance & Resource Committee's approval the decision to retain the £750,000 of funds previously held in a special reserve account within the College current accounts until such times of greater financial certainty.

BOARD OF MANAGEMENT

DATE	3 March 2025
TITLE OF REPORT	SLC Strategic Risk Register Commentary
REFERENCE	12.0
AUTHOR AND CONTACT DETAILS	Elaine McKechnie, Vice Principal – Finance, Resources & Sustainability Elaine.mckechnie@slc.ac.uk
PURPOSE:	To provide members with an update to the risk management arrangements of the College.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • review and approve the strategic risk analysis contained in the College's Strategic Risk Register and the commentary therein; and • note no movement in risk scorings since November 2024
RISK	• That College strategic risks are not identified, and mitigating actions are not taken.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• Of the fifteen risks identified, no scores have been changed. • Owing to the Christmas College sector shut-down and the ongoing stagnancy of many issues within the political landscape regarding Educational Reform, Budget constraints, National Bargaining and various sector-wide strategic frameworks, the College Risk Management Group has not deemed any change to risks this quarter. • The main challenges for the College continue to be financial sustainability and reputational damage because of the current employment tribunals.

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 22 January 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. Owing to the Christmas College sector shut-down and the ongoing stagnancy of many issues within the political landscape regarding Educational Reform, Budget constraints, National Bargaining and various sector-wide strategic frameworks, the College Risk Management Group has not deemed any change to risks this quarter.

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

1.4. Following the completion of the Board Strategy Day on 19 November 2024 at which the Board assigned new risk appetites to each risk category, further updates have been made to the Risk register.

1.5. The risk register has been discussed and approved at the Lanarkshire Region Strategic Risk Management Meeting on 4 February 2025 and subsequently at the last meeting of the Audit & Risk Committee on 10 February 2025.

2. RISK ONE - FINANCIAL SUSTAINABILITY

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 Despite enrolments being ahead of last year at this point, further financial pressures exist in the form of rising payroll costs and the anticipated £300k additional expense in the form of employer NI contributions.

2.3 Nevertheless, the College continues to diversify income streams through the provision of full cost recovery courses and as at January 2025, the College had met 75% of its annual target of £125,000.

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. No change to post mitigation risk has been proposed. The internal review of pension and payroll management has concluded in January 2025 with 12 recommendations noted. Many of these recommendations have already been rectified through discussions with Internal Audit and the College would seek to assure the Board that many of the issues examined were historical and are highly unlikely to reoccur due to greater automation and enhanced formal checks of data within the new HR system. As a result, there has been no increase to risk scorings.

3.3. The Head of Finance post has been recruited and will begin on 17 March 2025. This is a crucial appointment for the College which will help the overall financial control environment.

4. RISK THREE - CREDIT TARGET

4.1. The post mitigation risk remains at 5, with inherent risk remaining at 15. Serving students through the provision of education and corresponding allocated credits is the core business of the College and rightfully it is correct that the College maintains a higher inherent risk score should credit targets not be met.

4.2. At this juncture, the credit level is 41,996 with a projected 482 credits withdrawal which would be a 41,514 outturn. This is 95% to target. The curriculum areas continue to work on action planning to address the 5% shortfall but the College does not believe that this represents any cause for concern.

4.3. As before, the College recognises that it faces an operational risk in the form of failure to retain apprenticeship contracts with local businesses and employers due to on-going strike action impacting on the resulting of students, which could impact on credit targets and other income. A recent visit from Skills Development Scotland (SDS) to the College in January 2025 highlighted that the quarter two achievement rates for Modern Apprenticeship (MA) contracts had been particularly low at 42.9%. This was due to Action Short of Strike (ASOS) and partly due to a number of early leavers.

4.4. The College has sought to address this shortfall and owing to external verification of work that took place, the quarter 3 achievement rate was 70%. The College commits to a review of how MA contracts are monitored internally, and plans are in place to have more regular meetings with Curriculum areas to ensure monitoring of contracts is communicated appropriately to all impacted parties.

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

5.1. The College continues to be confident that its arrangements for and in particular, GDPR, 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.

6. RISK FIVE - CAPITAL FUNDING REQUIREMENTS

6.1. There has been no change to inherent risk scoring in January 2025 at 12, with post-mitigation risk remaining at 8.

6.2. The College acknowledges that there continues to be insufficient funding for capital and maintenance works however it does benefit from having a relatively new campus.

6.3. The College continues to implement quarterly CAPEX meetings to ensure progress is made on capital projects that are priority.

6.4. Nevertheless, the College does acknowledge that the lack of funding available to support with further net zero capital investment does significantly reduce the College's ability to meet its net zero goal, but this is a wider sector issue, not just a College issue.

7. RISK SIX – THERE IS A BREACH OF LEGISLATION AND ASSOCIATED REGULATIONS

7.1. The inherent risk score remains at 12 in January 2025, signifying the catastrophic impact of a potential breach of legislation and regulation on being able to continue as a viable entity. Post-mitigation risk remains at 8.

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 remains at 6, with post-mitigation risk score at 3.

8.2. The College is confident that its arrangements for business continuity allows it to report an acceptable level of risk, although further training for both staff and Board members is required. Storm Eowyn on 24 January 2025 enabled the College to test procedures for the closure of the College at short notice with staff and student communications being received on a timely basis.

8.3. The Business Continuity Planning (BCP) scenario will soon be rolled out to SLT which is based on the HEFESTIS change management process. The College insurance provider, AJ Gallaghers, has also offered to run a session to test the robustness of BCP procedures across 2024/25.

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 for January 2025. The College is aware that to keep this as an area green. Completion of the audit recommendation for incident response for Senior Leadership Team (SLT) and continual staff training will need to be maintained.

9.2. Actions arising from a previous Audit & Risk Committee meeting had requested that the College consider the risk of users leaving the company via HR processes (staff leaving or leaving due to a disciplinary process). The Committee need reassurance that this risk has been considered as part of the risks stated in the cyber risk register.

9.3. The risk items associated with users is captured under Risk 1 in the cyber risk register, broken access control, which states that "users cannot act outside of their intended permissions". This is also further supported by the cyber risk framework which expands on the cyber risk register, section 6 "People" which explicitly talks about the process around people management and HR process.

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

10.1.   There has been no change to the risk scoring as at November 2024 (inherent risk 8 and post-mitigation risk 4).

10.2.   The Block 1 2024-25 curriculum self-evaluation cycle concluded in January 2025. The outputs consider: student voice from both the Student Experience Survey: Start of Your Learner Journey 2024-25 and the Course Evaluation – Student Voice submissions; course team voice from the Course Team Self-evaluation submissions and the curriculum Progress Reviews. The self evaluation exercise enables the College to review and refine current practices to support the achievement of high standards in learning and teaching.

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 from November 2024 remaining at 8; and a post-mitigation risk remaining at 4 in January 2025.

11.2.   Feedback from the staff on the Employee Engagement Framework has been positive and the Executive Team are committed to taking feedback on board and implementing changes to help ensure an engaging and effective employee journey going forward.

11.3.   iTrent is now the lead payroll system, which has immediate automation and payroll control benefits. Employee Self Service is expected to be launched around April 2025, to give employees access to several modules, including holidays, expense claims, equality data and career reviews. The improvement in the HR management system is likely to contribute towards an engaging and effective employee journey.

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 from November 2024, with no change to inherent risk at 9 and post-mitigation risk remaining at 3.

12.2.   As advised previously, this is another positive area for the College and Student and Staff wellbeing and safety continues to be of upmost importance. The College currently has a Safeguarding & Child Protection Evaluation Action Plan in place until the end of academic year 2024/25. Key actions are designed to progress the priorities to ensure that Safeguarding and health and wellbeing of students and staff is taken seriously.

12.3.   As reported previously, the new HR management system, once implemented, will also assist with the management of employee wellbeing and development.

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 from November 2024 (staying at 8) and post-mitigation risk remaining at 8.

13.2.   Standard monthly meetings with curriculum, student services and finance continue to ensure bursary application updates are communicated and any issues are resolved across departments on a timely basis. The latest meeting in December 2024 was positive and highlighted no additional concerns.

13.3.   As part of the plans for a restructure of the College in 2025, the College is currently reviewing its Extended Learning Support (ELS) at the College with a view to making some structural changes that will further support the student experience.

14. RISK THIRTEEN - FAILURE OF CORPORATE GOVERNANCE

14.1.   No further change to inherent risk as at January 2025 (currently 8) with post-mitigation risk at 4.

14.2.   All corporate governance arrangements are up to date and the new Governance Professional continues to ensure continuity of the programme of work across the year to ensure compliance with the Code.

14.3.   The College continues to be well supported by the Governance Professional, ensuring that due process is being followed.

15. RISK FOURTEEN – ADVERSE REPUTATIONAL RISK

15.1.   There is no change to the inherent risk scoring as at January 2025 (currently 16) and post-mitigation risk remaining at 12.

15.2.   The employment tribunal concluded in December 2024 with results expected by February 2025. As the outcome of the tribunal is not known at this time, the College doesn't consider itself to be in any worse a position than it was in November 2024. Consequently, no change to risk score has been proposed.

16. RISK FIFTEEN – THE MEETING OF NET ZERO TARGETS

16.1.   The inherent risk scoring has been maintained at 9 in January 2025, with post-mitigation risk remaining at 6.

16.2.   The College Climate Change Action Team (CCAT) group has responsibility for setting out and delivering a project plan for further initiatives that will be undertaken to support the goal of net zero targets by 2040. This includes car charging ports, air tightness of the building, water conservation and aeration measures and further ground source heat pumps, to name but a few. The CCAT team meets monthly and is progressing with a variety of initiatives to support climate change and net zero emissions.

16.3.   Nevertheless, with both unknown and reductions in funding sources, it is increasingly difficult for the College to drive forward with larger capital investments. There has been no indication of any available funding from the Scottish Government but the team are well versed in remaining vigilant to any new funding streams that might present.

17. EQUALITIES

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

18. RISK AND ASSURANCE

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

19. RECOMMENDATIONS

19.1.   Members are recommended to:
   o review and approve the strategic risk analysis contained in the College's Strategic Risk Register and the commentary therein; and
   o note no movement in risk scorings since November 2024.

APPENDICES

Document 12.1   The College's Strategic Risk Register

Document 12.2   SLC Cyber Risk Register

Document 12.3   Regional Strategic Risk Register

Board of Management

DATE	3 March 2025
TITLE OF REPORT	QAA SEAP (Self Evaluation Action Plan) 2024 to 2025
REFERENCE	Agenda Item 013a
AUTHOR AND CONTACT DETAILS	Angela Pignatelli, Vice Principal Learning Teaching and the Student Experience apignatelli@slc.ac.uk
PURPOSE:	To provide members with an update of the first Quality Assurance Agency (QAA) Self Evaluation and Action Plan (SEAP) 2024 to 2025.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: • note the progress made in the 2024 to 2025 academic session; • note the content of the report, the areas for development and the implications for the College and the student experience.
RISK	• that the areas for development identified are not actioned resulting in an unsatisfactory report or negative student experience; • that the College does not meet the quality assurance and enhancement requirements of scrutiny bodies.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours

SUMMARY OF REPORT:	• This is the first of the new external quality arrangements working with QAA;
	• This self-evaluation report provides an update on the progress of the college in ensuring a high-quality student experience;
	• The scope covers the four over-arching pillars set by QAA including:
	  - Excellence in Learning and Teaching,
	  - Supporting Student Success,
	  - Enhancement and Quality Culture,
	  - Student Engagement and Partnership,
	Each underpinned by data and evidence including externality.
	• The submission is not published.

1. INTRODUCTION

1.1 The new approach to quality assurance and enhancement includes the submission of a Self-Evaluation Action Plan (SEAP) by all organisations with the tertiary sector to the Scottish Funding Council (SFC). This first SEAP forms the basis of institution led quality review and will be the only annual reporting on quality submitted by institutions to the SFC.

2 BACKGROUND

2.1 The SEAP enables reflection on the operation of programmes and provides assurances regarding high quality learning and teaching, curriculum delivery and the enhancement of the student experience. It serves as a focus for analysing and responding to a range of inter-related operations including outcome data and student feedback to inform continuous action planning.

2.2 The SEAP replaces the Evaluative Report and Enhancement Plan (EREP) which formed part of the quality arrangements in the 'How Good is our College' Education Scotland Framework.

2.3 The SEAP also replaces the learning and quality aspects of the outcome agreement process.

3 CONTENT

3.1 The SEAP is a reflection on the College quality assurance, enhancement outcomes and progress made since the last external review. For South Lanarkshire College, the last external review was May 2024 by Education Scotland for the Annual Engagement Visit (AEV). This noted no main points for action. The SEAP frames progress from May to November 2024.

3.2 This SEAP forms the evidence base for the College in relation to high quality learning and teaching outcomes. It will be used as part of the evidence base for the Tertiary Quality Enhancement Review (TQER) and will be used by QAA to inform institutional progress and support the institutional Liaison Meetings with the QAA and key contact.

3.3 The scope covers the four over-arching pillars set by QAA including:
- Excellence in Learning and Teaching,
- Supporting Student Success,
- Enhancement and Quality Culture,
- Student Engagement and Partnership,
Each underpinned by data and evidence including externality.

3.4 The submission is not published.

4 EQUALITIES

4.1 There are some matters for people with protected characteristics or from areas of deprivation which arise from consideration of the report.

5 RISK AND ASSURANCE

5.1 That the areas for development identified are not actioned resulting in an unsatisfactory report or negative student experience;

5.2 That the College does not meet the quality assurance and enhancement requirements of scrutiny bodies.

6   RECOMMENDATIONS

6.1 Members are asked to:

- note the progress made in the 2024 to 2025 academic session;
- note the content of the report, the areas for development and the implications for the College and the student experience.

South Lanarkshire College SEAP

Self-Evaluation & Action Plan 2024 - 2025

December 2024

Version Number: 1.0

Document Information

Procedure Published/Created:	November 2024	
Reviewed Date:		
Owner:	Vice Principal Learning, Teaching and the Student Experience/ Quality Curriculum Manager	
Approved by:	(SLT)	
Equality Impact Assessment:		
Next Review Date:		

Version History

Version Number	Date	Author	Rationale
1.0	November 2024	Vice Principal Learning, Teaching and Student Experience	New Quality Arrangements for Self-Evaluation and Action Planning via QAA

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Table of Contents

South Lanarkshire College
Self-Evaluation and Action Plan 2024-25

Introduction

South Lanarkshire College (SLC) has set clear, ambitious, goals through our vision to be Scotland's leading college delivering excellence. Our mission of "Preparing students well for their future, in an outstanding learning environment and inclusive community," remains pivotal to our continued focus on student progression and successful destinations. Our commitment to designing a curriculum offer which not only meets industry requirements, but is shaped by industry, remains steadfast. The robust nature of our quality assurance and enhancement processes, together with our cycle of evaluation, enables a culture of self-reflection, continuous professional development and continuous improvement. Our all-staff event in August provided an invaluable overview of the new Quality Assurance Agency (QAA) Tertiary Enhancement Framework (TQEF) to ensure the entire workforce, teaching staff and support staff, have an active awareness of the new framework and how it impacts their field of work.

This Self-Evaluation and Action Plan follows the clear guidance set by QAA in not describing our process but rather the decision-making resulting from our approaches, all of which are aligned here to the 4 key TQEF headline principles, with data evidence and externality informing the decision and actions taken/to be taken.

Our South Lanarkshire College Board has set clear, high, expectations for our provision under the following college strategic aims:
- Successful Students, which aligns successfully to the TQEF aim "Supporting Student Success"
- Highest Quality Education, which aligns successfully to the TQEF aim "Excellence in Learning and teaching" and
- Support Sustainable Behaviours.

It is worth noting that these priorities will be changing for academic session 2025/26 – 2030 to:
- **The Student Experience**: To provide a responsive, high-quality and entrepreneurial, destination focussed curriculum, embedding holistic support services, and lifelong learning opportunities for the communities the College serves.
- **People and Culture Development**: To recruit, retain, develop and reward talented staff who will enable students to reach their full potential.
- **Growth and Innovation**: To provide an estate and digital infrastructure for 21st century learning, and to collaborate on innovative and mutually beneficial partnerships.
- **Sustainability**: To be a future proofed independent and financially viable organisation able to invest and collaborate for growth and resilience, and to work towards achieving a Net Zero campus community.

Development of our workforce is key to achieving excellence in the student experience including the highest standards of learning and teaching, our ability to support student success and enhance our quality culture. A cultural focus of "students at the heart" is enabled via our college values which are vital in our collective ability to achieve continued success as they define how we work together as Team SLC:
- **Togetherness:** visionary and transparent leadership, common purposeful goals and build on values;
- **Connectedness:** meaningful participation in decision-making, a listening organisation and developing collaboration.
- **Recognition:** culture of values-based recognition, celebration of individual and team contributions and effective, frequent praise.

- **Enablement:** providing valuable feedback, developing manager effectiveness and individualised training and development.
- **Motivating work:** autonomous working, learning organisation and meaningful work.

Working proactively with our Student Association, student executive team and class representatives and establishing mechanisms for their immersion in the life and work of the College operations to ensure strong student engagement and partnership working to support student success.

Contextual Statement

South Lanarkshire College (SLC) has been an important part of the South Lanarkshire community for over 75 years. As the biggest education provider in South Lanarkshire, the College is the anchor educational institution in the community. It is important that the College is visible and seen to be making a positive contribution to the lives of local residents over and above teaching and learning. Our distinctive contribution to the communities in South Lanarkshire, and the surrounding areas, is primarily through our expertise in teaching and learning to support individuals and businesses. SLC helps all young people and adults to improve their skills and employment prospects and excels in supporting those who are long-term unemployed and/or have complex learning needs. Our inclusive approach and outstanding track record in supporting all students, including those with special educational needs and disabilities, means that every individual, no matter what their particular circumstances, are equipped with the skills they need to become self-sufficient contributors to the local community and beyond.

We believe that better-educated and more employable residents enjoy improved physical and mental wellbeing, greater financial resilience, and are more likely to take on active, positive roles in their communities.

Headline Principles

Principle 1: Excellence in Learning, Teaching and Assessment

Strategic leadership of learning and teaching

Our strategic focus on successful students, the highest quality education and sustainable behaviours helps the College to ensure that all our activities are rooted in improvements to learning and teaching and the student experience. Our teaching and support staff work with these aims to ensure effective support and guidance continues to be provided for our students. Meaningful and impactful engagements with Education Scotland have led to the College meeting and even surpassing in some instances the requirements of the previous "How Good Is Our College?" framework as evidenced by our most recent Annual Engagement Visit (AEV) Report. Working with national strategies, we remain focused on preparing our students for the world of work. The College continues to provide a learning environment where students are equipped with the specific skills required to progress onto their chosen destinations. Students are supported to reflect on their skills and are able to build on developing, cultivating and applying their skills. Through our robust learning, teaching and assessment approaches, internal quality cycle of evaluation and internal reflective practices, our staff have clarity on the level of the quality standard expected. Investment in a tailored electronic system for staff to use daily in relation to live tracking and monitoring of student retention and achievement, reported through our portals and dashboards in PowerBI, enable data driven decision making.

Key Performance Indicators

We continue to be one of Scotland's higher performing colleges and the Board of Management, Senior Leadership Team (SLT) and staff at South Lanarkshire College retain a robust focus on maintaining our

reputation for delivering a high-quality learning experience for students, as evidenced by Education Scotland in the most recent Annual Engagement Visit Report in July 2024 and by our performance indicators.

Table 1: Summary of SLC attainment rates over a 3-year trend and sector benchmarked:

Mode	Completed Successful 23/24	Completed Successful 22/23	Completed Successful 21/22	Completed Successful Sector 22/23
FE FT	70%	73%	58.4%	63.6%
FE PT	83.9%	82%	73.9%	77.3%
HE FT	68.3%	68%	68.1%	65.5%
HE PT	78.1%	74%	72%	78.6%

Student outcomes are consistently high and are some of the strongest performance indicators in Scotland. Academic performance remains sector leading across all ages and types of provision types and this remains unchanged in academic year 2023-24. Performance indicators are strong for full-time (FT) and part time (PT) further education (FE) learners, with the latter being 51% of the College's provision, standing at 70% and 83.9% respectively. We are pleased to report that across all modes of delivery, the college is performing above sector average with the exception of HE PT where we are in-line with the sector.

The national performance indicators for the sector demonstrate the success of our approach to excellence in learning, teaching and assessment practices, particularly in relation to our Full Time Further Education (FTFE) offering where the College sits at the top of the national performance outcomes for academic session 2023/24 (Table 2). The College sits in third position at a national level for the FTFE provision delivered. Given the volume of FTFE students (1105) and the comparative scale of the college, this is a significant achievement. The College sits in tenth position for Further Education Part Time (FEPT) provision success; sixth position for HEFT provision and fourteenth position for Higher Education Part Time (HEPT) provision. Action planning continues to take place in session 2024/25 to increase the success levels for these cohorts of students and enable improvements to their educational experience.

Table 2: Summary of National Performance Indicators for Full Time Further Education (FTFE):

College	FE FT	No. FE F	FE PT %	FE PT	HE FT %	No. HE F	HE PT%	No. HE PT
Newbattle	77.4	41	33.3	4	72.2	13	0	0
Lews Castle	76.4	81	86.3	654	0	0	100	11
South Lanarkshire College	**72.8**	**1105**	**82**	**1086**	**68**	**537**	**74**	**208**
Orkney	71.3	62	93.7	1726	0	0	0	0
West Lothian	70.4	762	90.9	3874	67.9	423	90	497
Shetland	69.6	39	93.7	1713	0	0	0	0
Ayrshire	68.6	1929	74.7	5194	65.8	1042	83.4	453
Inverness College	68.5	857	84.7	1865	0	0	100	45
Borders	68.3	597	75.1	1582	65.6	145	87.3	103
Forth Valley	67.9	1161	87.1	3872	69.6	747	83	722
The North Highland College	67.6	282	72.4	631	0	0	0	0
Dundee and Angus	67.5	1986	72.3	3244	72.4	1034	73.2	426
West College Scotland	67.3	2380	69	7365	59.5	1032	77	598
Perth	67.3	750	76.2	885	0	0	35.3	6
University Highlands and Islands	67.2	2706	83.7	10723	0	0	84.9	62
Moray College	66.8	494	78.1	1116	0	0	0	0
Edinburgh College	65.7	2191	76.7	6891	72.4	1912	85.7	2150
SRUC Land Based	65.5	440	85.3	1656	0	0	0	0
Dumfries and Galloway	65.3	619	85.6	2687	74.1	249	82.3	200
North East Scotland College	63.3	2659	72.6	3,772	67	1,350	73.6	318
Glasgow Kelvin	59.2	1370	75	3421	60.5	675	76	339
Glasgow Clyde	59.1	1729	71.1	5794	65.8	1534	73.5	761
West Highland College	58.8	87	81.3	1159	0	0	0	0
Fife College	58.3	2146	78.6	4137	60.8	1059	76.8	1160
New College Lanarkshire	57.8	1711	76.1	7,515	63.7	1,270	60.2	405
City of Glasgow	52.3	1624	75.9	3408	62.8	3865	74.8	717
Argyll College	50	54	75.4	974	0	0	0	0
Scotland	**63.60%**	**27,156**	**77.3**	**76,225**	**65.5**	**16887**	**78.6**	**9119**

The February 2024, Education Scotland conducted the Care Thematic Review which involved the curriculum areas within the SFC Care Grouping including Early Education and Childcare, and Health & Social Care. The review focussed on four key Quality Indicators from the "How Good Is Our College" (HGIOC) Framework. The visit was highly positive with Education Scotland expressing positive feedback on the following:
- exceptional utilisation of feedback from partners and key stakeholders;
- effective deployment of meta-skills and questioning techniques, with both students and staff

engaged in the learning process;
- a curriculum characterised by flexibility and adaptability, delivering significant value-added benefits;
- outstanding support provided to learner, with seamless integration between curriculum and support services;
- strong endorsements from employers regarding the quality of learners and robust partnerships with organisations such as the NHS resulting in meaningful work placements.

Academic Standards and Awarding

Education Scotland: The last Education Scotland (ES) Annual Engagement Visit (AEV) was conducted on 14 and 15 May 2024, just six weeks before the end of the academic session 2023-2024. Prior to this, Education Scotland conducted a Care thematic Review in February 2023. The Annual Engagement Visit team focussed on the key themes of learner progress and outcomes, approaches to assuring and enhancing the quality of learning and teaching including professional updating, and learner engagement. Within the report, there's a recognition and understanding of significant progress made by the college across the key themes and it was noted that there are **no main points for action**.

There was a recognition of significant progress across a number of aspects of the college key performance indicators (KPIs). These are:

- 11 areas of positive progress identified against Quality Indicator 3.2 Equity attainment and achievement for all learners and no areas for development identified;
- 12 areas of positive progress identified against the Quality Indicator 1.2 Leadership for improvement of learning and teaching and 1 area for development identified;
- 8 areas of positive progress identified against Quality Indicator 2.3 Learning, teaching and assessment and no areas for development identified;
- 5 areas of positive progress identified against Quality Indicator 1.2 Learners leading learning and no areas for development identified;
- 3 areas of positive progress identified against Quality Indicator 1.4 Evaluation leading to improvement and 1 area for development identified.

The AEV specified the following areas for development:
- **Areas for development 1:** There is no strategic or consistent approach to the tracking and monitoring of meta skills within college programmes. This is limiting learner awareness of the importance of these skills and their ability to identify and discuss them with prospective employers.
- **Areas for development 2:** Most learner representatives do not receive sufficient training to undertake their role effectively.

Both of which are reflected in our 2024 – 2025 action planning.

Awarding Bodies: The College continued to meet, and in instances exceed, the academic standards as evidence in the suite of Awarding Body external verification and external quality assurance reports. In addition to full compliance, SQA reported 45 Good Practices across 8 qualification verification criterion. Strengths were identified in resources, candidate support and internal assessment and verification practice. Opportunities for further enhancement were also identified, with 34 recommendations across 8 qualification verification criteria. A college-wide review of the activity is conducted, with recommendations for enhancement reported through the Quality Forum, Quality Enhancement Group and the Learning, Teaching and the Student Experience (LTSE) Committee. Formal actions arising are included in course, curriculum and/or college action plans, as appropriate.

SQA Verification: Our SQA Systems Verification audit took place in December 2023 concluding with an overall level of assurance as "Good: system meets control objectives". It included:

- Identified strengths of a strong culture of continuous improvement; IV processes; strong collaboration between curriculum and quality departments; action plans which are developed to address identified quality concerns;

There were no significant weaknesses identified.

Curriculum Planning, Design and Delivery

Our levels of curriculum activity are capped at 43,601 credits. This is within the context of known further demand and market needs. There remains scope for us to operate at higher levels and offer more curriculum provision. The areas of Building Services Engineering and Health & Social Care remain two of the highest levels of credit bearing activity with demand continuing to be expressed to serve the needs of ESOL in the region to those whose first language is not English.

Table 3: credit activity level and outturn:

2023/2024	Credit allocation	Credit outturn	Over-activity / %
SFC Core Target	43,601	44,077	476 / 101.9%

As a result of restrictions to the volume of curriculum we can offer, our curriculum planning, design and delivery are prioritised robustly to ensure maximum impact for the communities we serve and to enable their better life choices and chances. Alignment to Regional Skills Assessments (RSAs), government priorities and labour market intelligence have enabled this prioritisation resulting in a focus on these key curriculum areas:

- **Health and Social Care**: With over a third of jobs in South Lanarkshire in health, social work, and nursing, this sector is positioned for consistent growth and sustained demand for replacement workers. Additionally, the increasing use of technology and an aging population necessitate a coordinated response to address evolving care needs and enhance service delivery.

- **Construction and the Renewables Industries**: There is significant growth in these sectors across South Lanarkshire and the Glasgow City Region, with 47% of employers reporting skills shortages and approximately 11,000 job openings. A local response is essential to meet the demand for new skills, particularly in retrofitting and sustainable construction practices.

- **Business, Law and the Financial Services**: The demand for skilled professionals in business and public service is increasing, with an anticipated growth of around 11,000 jobs in South Lanarkshire by 2033.

- **Travel, Tourism and the Hospitality Industry**: In 2023, South Lanarkshire saw 7,000 job openings in tourism and 5,000 in food and drink sectors. Both industries face challenges in recruiting and retaining a skilled workforce.

Curriculum analysis and evaluation activities over session 2023 – 2024 consisted of three formal Progress Review (PRs) meetings running alongside consistent team level review and evaluation. The level of scrutiny involved in the PRs, focusing on the effectiveness and appropriateness of the curriculum offer, are underpinned by the pertinent curriculum data sets, together with the feedback on and from services to support the student journey and student and industry feedback. Throughout the academic session, iterative planning, responsive to the changing needs of the students and industry, enabled a curriculum design appropriate to learning needs, bespoke learning approaches and all within the context of a cost-of-living crisis. Our data system, PowerBI holds live and weekly updated vital statistical information to enable curriculum teams, support staff and guidance tutors to be proactive in the required interventions to aid retention. The data sets and trend information available enable timely monitoring and reporting of activity and, by implication, the required actions.

The College continued its robust approach to curriculum planning in 2023/24 to ensure a pipeline of skilled students progress into the communities we serve and into the wider world of work. Curriculum Progress Reviews have concentrated on the appropriateness of the curriculum offer in response to a dynamically changing world and further skills development including skills mapping to the careers of the 21st century.

Learning Environment, Resources and Technologies

The college has completed a revised digital strategy to improve the digital culture in learning and teaching to enable more widespread use of a technology enabled inclusive curriculum design to benefit student engagement and understanding.

The focus on an electronically enabled curriculum has identified a lack of access to devices and a concerted need for engagement in Jisc Digital Capabilities for staff and students which is planned in the 2024 to 2025 academic year. Moodle and Microsoft Teams are utilised as our Virtual Learning Environments with staff responding to student feedback regarding platform preferences and engagement approaches.

Continued pressures on physical space exist including requirements for outdoor learning spaces to enable Childhood Practice activities. Horticulture space was successfully identified and created in 2023 to enable the successful running of that curriculum area.

Professional Development and Peer Review

The Professional Standards for Lecturers remains a focus for the college to ensure that the curriculum and pedagogical quality standards are met, and enhanced, to improve the student experience. 78% of academic staff at the college hold a teaching qualification with others working towards completion of the Teaching Qualification in Further Education (TQFE) and 43% of lecturing staff have registered with the General Teaching Council of Scotland (GTCS) to date.

In June 2024, a refreshed approach to the College's Professional Discussion on Learning and Teaching (PDLT) was endorsed by the Senior Leadership Team (SLT). This process involves reflection by the member of staff, evaluation by students and by an independent college reviewer. It is designed to be a constructive, supportive and developmental experience. A thematic review is conducted after each academic cycle to ensure that good practice and opportunities for staff development are identified and inform enhancement actions.

Our All-Staff Development days and Continuing Professional Development (CPD) days, occurring formally at three points in the academic session, have enabled key high-level messages, which contextualise the external environment in which we're operating, to be set and for colleagues to share practices and knowledge in the cultural approach of peer-to-peer learning. There has been a particular focus in upskilling the workforce to ensure awareness of, and skills development in relation to, Net Zero, Green Technologies, Sustainability, the Digital Upskilling and Trauma Informed Practice. The Education Scotland Report indicated that "college provides good opportunities for teaching teams to engage in professional development and updating. Workshops on neurodiversity and digital upskilling are well attended. Staff feel motivated to enhance their pedagogical practice and feel confident in professional dialogue on these themes".

Innovation in Learning, Teaching and Assessment

A specific drive has been in relation to the digital agenda for all staff. The creation of the Digital and Artificial Intelligence sub-group has resulted in the sharing of pedagogical and service improvements using Jamworks and AI enabled technological advances. A variety of identified Digital Champions continue to share practices, and their digital toolkit, with staff and students for enhanced learning engagement experiences.

Widespread use of Microsoft Sway, podcasts, recording of teaching sessions, eportfolios and even virtual work placements are enabling students to thrive in areas such as Childhood Practice, Health and Social Care, Plumbing & Heating, Carpentry & Joinery, Childhood Practice and Hairdressing & Makeup.

Principle 2: Supporting Student Success

Enabling Student Success

The student voice is threaded throughout our policies, procedures and systems. There have been no incidents which would qualify for submission to the HE Concerns Scheme. Student representation is established across all levels of our operations up to, and including, Committees and Board level. Key to the success of our students is the support offered by our Student Support Services. Some of the most impactful aspects of this positively impacting the student experience include:

Going Further for Student Carers - We continue to provide dedicated support to our student carers in line with keeping with the Carers Trust 'Going Further for Student Carers: Recognition Award' which was won in 2020. This was an outstanding achievement for the College and recognises the significant effort and energy which is consistently invested across the College to support student carers to achieve their full potential. To achieve and maintain this, the Students' Association and Student Services team work in close partnership with staff across the College to ensure that:
- Student carers are being proactively identified from enrolment to completing their college course, and awareness is being raised throughout the College all year round;
- Student carers are being supported to give them a fair chance to be successful in their studies and maintain positive health and wellbeing;
- Student carer progressions are showcased, and evaluation tools are used to celebrate achievements and make improvements to ensure that appropriate support is delivered.
- Named staff contact support is available to all carers and they can self-identify at any time through the Student Portal;
- Our dedicated Carers Support page on the website provides further information for students and prospective applicants: https://www.slc.ac.uk/students/student-support/carers/
- Dedicated documents are always available on the internal Staff Document Library, including our Statement of Intent, Carers Action Plan, Carers Support Plan and Carers Support Policy. All these documents, and more, are available on the dedicated webpage for easy access for students and applicants.

We continue to work closely with the Carers Trust, and other Carer support services, to ensure that support across the College meet the needs of student carers. We regularly invited the Carers Trust and other organisations on campus as part of our events calendar, such as during Freshers' and Carers' Week, as well as arranging for information stalls throughout 2023 to 2024.

NUS Think Positive - The Students' Association continued to be part of the Think Positive initiative and have produced a further Student Mental Health Agreement for 2022-24. Going forward we will be working with Think Positive on our 2024-2026 Student Mental Health Agreement. The College was also invited to have representation at Think Positive's Project Advisory Group in 2024, with the Depute Head of Student Services attending the quarterly meetings. Further information on the work related to the Student Mental Health Agreement is available here: https://www.slc.ac.uk/students/student-association/

Gender Based Violence - In May 2021, the College was selected to be a pilot institution, and one of only two colleges in the UK, to participate in the EmilyTest Gender Based Violence Pilot Charter for colleges and universities. EmilyTest is a Scottish charity working to improve prevention, intervention and support concerning gender-based violence in further and higher education. The College takes a zero-tolerance approach to all instances of gender-based violence and has developed a strategy and action plan that is underpinned by two strategic priorities:
- Prevention
- Support & Wellbeing Framework

We are delighted to say that in November 2023, the College was the first and only college in Scotland to receive the GBV Charter EmilyTest Award. We are currently working through our annual review of the Charter for submission in November 2024.

Our dedicated GBV prevention webpage (https://www.slc.ac.uk/students/student-support/gender-based-violence/) provides students, staff, stakeholders and prospective applicants an overview of the important work the College and Student Association are doing to tackle GBV.

Report and Support - The College also implemented Report and Support software that all students can access, with a view to this being extended to all staff. Report and Support allows students to raise any concerns either anonymously or by providing contact details. Concerns can range from mental health and wellbeing, sexual harassment, bullying to safeguarding and more. These concerns, received by a member of the Student Services team, to investigate and support. Further roll-out of this service will take place over the upcoming academic year with promotion across social channels and fortnightly newsletters.

The College Extended Learning Support (ELS) team experienced and continue to experience and increase in the levels Increase in demand for ELS and support from the college Learning Hub across all subject areas. Students are presenting with increasingly complex needs and support requirements. There is an increase of class groups containing a number of students presenting with Additional Support Needs (ASN) and students presenting with dual support needs, including those who are care experienced. The volume of student needs continue to increase exponentially and requires urgent action planning:

- 2023/24 referrals: 336
  2024/25 referrals for Block one alone: 356
- Disclosures of disability at enrolment have increased significantly this session:
  2023/24: 4.1% (188/4595)
  2024/25: 7.7% (257/3348)
- Increase in 16-year-olds accessing ELS reflective of enrolments of 0-17 year olds:
  2023/24: 28.7% (1319/4595)
  20 24/25: 32.3% (1083/3348)
- Increase in enrolments of Care Experienced students:
  2023/24: 2,5% (114/4595)
  2024/25: 3.1% (105/3348)

Achieving Positive Outcomes for Every Learner

The effectiveness of the student experience to ensure positive outcomes is the focus of all we do. Across curriculum teams and support staff teams, the commitment to a responsive, enabled and supported student journey drives the enhancement activities undertaken. Substantive evidence of this came through the Education Scotland Care Thematic Review in February 2024 and the Education Scotland Annual Engagement Visit in May 2024. Interventions and engagement strategies leading to a successful student experience are embedded within our curriculum and support teams' methodology. Some key student metrics can be seen in Table 4.

Table 4: Student measures:

Measure	2023/24 Performance	2022/23 Performance
Student Successful Completion Rate	96.13%	81.3%
Early withdrawal rate	3.9%	4.9%
Further withdrawal rate	8.8%	6.4%
Student Recruitment figures, Full Time (FT) and Part Time (PT)	FT: 2192 PT: 3028	FT: 2375 PT: 3700

The recently published National Performance Indicators for academic session 2022/23 demonstrate that the extensive additional support provided by curriculum and support teams for groups of students facing the greatest barriers to learning has had positive impact:

- Students from SIMD10 (350) achieving 70.6% which is 2% above 2021/22 levels;
- Students from SIMD20 (655) achieving 70.5% which is which is 4.1% above 2021/22 levels;
- 228 students who declared that they had a disability completed successfully at 64.2% which is the same level as 2021/22;
- 75 students from a Care experienced background completed successfully at 51.7% which is a slight increase of 0.3% from the 2021/22 levels;
- 32 students from ethnic minority backgrounds completed successfully at 68.4% which is 4.8% below 2021/22 levels.

Further analysis, and action planning, continues around the experience of those students in the key groups of disability, care experienced and ethnic minority to improve success. Overall unofficial indicative attainment rates from session 2023/24 in comparison to 2022/23 indicate FEFT has increased by 2% to 69.2%; HEFT has decreased by 3.1% to 68.3%; FEPT has decreased by 6% to 84.1% and HEPT has increased by 10% to 78.5%.

Support for Employability, Skills Development and Lifelong Learning

The college continues to provide a learning environment where students and apprentices are equipped with the specific skills required to progress in their chosen destinations. Students are supported in reflecting on their skills and are able to build on developing, cultivating and applying their skills to progress onto identified progression pathways.

Through our learning, teaching and assessment approaches, meta skills, core skills and essential employability skills are identified whilst studying, providing our students with the opportunity to grow a range of skills for industry and life skills to thrive. All curriculum teams were tasked to embed skills for life, learning and work within their curriculum, the extent of which was evidenced in, and informed the curriculum review activity planning, in the May 2024 PRs.

We developed a revised Personal Learning Plan (PLP), hosted a series of support sessions and promoting links to MetaSkills resources via our Quality Portal. In addition, the college promoted the Basic Key Skills Builder (BKSB) Programme, assessing the SCQF level of student ability to support the approach of the right student on the right course.

Effective and Successful Transitions

Senior Phase: The college works closely with South Lanarkshire Council and is proud of the valuable work with Developing the Young Workforce (DYW). The partnership working has ensured that the College's Senior Phase offer takes account of labour market trends and provides clear progression pathways for our young people. The College offer is divided into four pathway options to Senior Phase pupils from across the Local Authority, delivered either in college or in a school hub. Overall retention for academic session 2023/24 was 87%, which is 9% down on the previous year. Achievement levels was 86% which is 5% better than the previous year. The required actions for improvement and enhancement being taken forward.

The Health and Social Care Curriculum Team secured a new collaborative agreement with the University of Strathclyde in 2023. The Education & Social Services Degree (BA) responds to the Scottish Government's aspiration for different services to communicate more effectively and to work in a more integrated way to meet the service-user needs of children, young people, and adults. This provides a new learner pathway for South Lanarkshire College students onto degree level study. Collaborations and immersive partnership working, particularly with employers and managing agents undertaken continues to grow, including across New Lanark Heritage Centre, Police Scotland, NHS Scotland, CITB and SNIPEF, to enable a better-quality, fit-for-purpose experiences in developing skillsets for the 21century and beyond. The relevant skillset enables smoother, more effective and successful transitions into employment.

Robust analysis of retention is vital to ensure opportunities for effective transitions. The college curriculum Progress Reviews tracked in-year retention rates to implement intervention strategies enabling students to continue their course of study and transition effectively:

- Early Withdrawals (EW) in Further Education Full Time (FEFT) decreased from 9.6% in 2022/23 to 7.03% in 2023/24;
- Early Withdrawal (EW) in Higher Education Full Time (HEFT) decreased from 6.6% in 22/23 to 2.7% in 23/24;
- Further Withdrawals (FW) in FE FT have increased to 16.4% from 12.34% in 22/23;
- Further Withdrawals in Higher Education Full Time (HEFT) increased to 15.2% from 11.4% the previous year.

Action planning continues into session 2024/25 by curriculum teams to understand the reasons behind the withdrawals, support the students to remain on their chosen course of study and to complete their courses successfully. Students who have behavioural challenges, or specific support needs, are encouraged and supported to stay on their programme through a Fitness to Study policy. The cost-of-living crisis and mental health issues remain prominent in overall analysis. However, overall retention remains high at 87% however this is a decrease of 2% on the previous year 2022 – 2023.

Table 5: Enrolments, Retention, Early and Further Withdrawals 2023/2024:

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
FE FT	1,153	81	7.03	189	16.4	77
HE FT	659	18	2.7	100	15.2	82.1
FE PT	2,467	76	3.1	88	3.6	93.4
HE PT	321	10	3.1	16	5	92
Overall	4,600	185	4%	393	9	87%

Context and Community - meeting the needs of students

The college delivered The Rural Academy programme as part of South Lanarkshire Council's ESF employability pipeline. The programme has previously delivered a blend of accredited and non-accredited learning and teaching with one-to-one employability support and guidance tying into the Scottish Government's No-one Left Behind agenda. It provided a focus on key priority groups to enhance employability skills linking to our local Routes to Work South (Gateway to Employment and Making it Work) and by the Council (Aspire Works, Supported Employment). Improvements to the delivery model to ensure a lack of duplication in our community upskilling are being taken forward in session 2024/25.

ESOL demand in our communities continues to outweigh provision and resource. In 23/24 there were 175 students across Beginner Level to National 5. Internal adjustments identified at progress reviews have been devised to address growing demand for the next session. Key highlights from the Education Scotland Annual Engagement report published in July 2024 included the support given to the local community including how well the staff work with the local authority to support refugee learners such as providing students housed in local hotels access to digital devices to assist their learning English as a Second Language. (ESOL).

During 2023/24 staff and students have excelled in many areas, for example, being nominated and winning College Development Network Awards for the following areas: College Community Learning Awards for the Rural Academy for a Thriving Rural Community; and The Sustainability Action Award for the College Way Market a Sustainable Pop-Up Shop.

Responsiveness to Concerns

Given the continued, and continuing, rise in student issues, 2023 saw the responsibility for Safeguarding issues be shared with 100% of our Curriculum Managers (CM). This has provided a much-needed distribution of responsibility resulting in more timely responsiveness to concerns. In addition, Mandatory Training for all staff was rolled out in the 2023 session. The Safeguarding Team meet quarterly to review overall findings and actions including reviewing the Safeguarding and Child Protection Evaluation Action Plan. Newly identified and implemented quality processes "Tell Us" was introduced to provide students with the ability to report feedback on their student experience. This has directly led to improvements in service across support and curriculum areas to enhance the student experience.

Institution wide culture of assurance, improvement and enhancement

In 2023 – 2024 and continuing into 2024 and beyond, the culture of quality assurance, quality improvement, quality enhancement and self-evaluation has been nurtured both formally and informally. Formally, though a series of groups, including the:
- The Quality Forum
- The Quality Audit Group
- The Quality Enhancement Group
- The Equalities Group
- Professional Discussion of Learning and Teaching (PDLT)

Professional dialogue and professional learning arrangements have been successful in the last session. These have a strong focus on learning and teaching, and support staff to obtain teaching qualifications which reflect the professional standards for lecturers. Quality enhancement processes involving 100% of Curriculum Managers with their 2 Associate Principals, provided a focussed reflection on how programmes have been delivered, the identified improvements which have led to improvements in retention, attainment and enhanced development of skills. The scope and impact of the Course Tutor / Guidance Lecturer roles ensure that each student is supported to plan their learning and assessment, review their progress and development needs, leading to developing their learning skills. All conducted through impactful, regular and meaningful feedback. Dedicated information, advice and guidance support services are available to respond to specific individual needs of students.

Professional Development and Review (PDR) processes enabled staff to work with line managers to plan activities to enhance their learning, teaching and assessment practice. External Review arrangements of HGIOC were widely understood, adopted and aligned to in staff curriculum planning and ability to self-evaluate throughout the year.

Institution-led Review/Activity and Action Planning

The 2023-24 institution-led review activity included;
- extensive Block 1 and Block 2 evaluations,
- curriculum Progress Reviews in Block 3,
- an internal quality systems verification, and
- internal quality audit activity, conducted by both the College's Quality Audit Group and Henderson Logie.

Course, curriculum and college-wide actions were agreed in response to the review activity. Key enhancement projects, such as the redevelopment of the College's in-house developed Internal Verification System, promote the success of this methodology.

Students and apprentices experience very good teaching and support as evidenced by internal feedback and external feedback from employers and external reviews. The strong and improving links between our staff, local employers and higher education providers, such as the University of the West of Scotland, the University of Glasgow and the University of Strathclyde, mean our students are able to articulate directly onto degree programmes where appropriate or smoothly progress onto employment with a skillset aligned to employer needs.

Principle 4: Student Engagement and Partnership

Students as Partners in their Learning Experience

A strong focussed team of support staff work closely with curriculum teams in order that students are well supported, respected and valued. The Student Association (SA) have been key to ensuring the voice of our student community shapes their learning experience. The SA meet with the Executive Team on a monthly basis as critical partners in enhancing the student experience. The class representative system harnesses local level views which ensures students are shaping their learning and influencing the approach to their life and work in the college. Informal and formal feedback mechanisms have directly impacted the decision making of the college leading to strong satisfaction levels (Table 6).

Table 6: Student Satisfaction Survey measures

Measure	2023/24 Performance	2022/23 Performance
Overall satisfaction score from recent student survey	FE: 89% HE: 82%	FE: 88.6% HE: 82.8%
Overall satisfaction score from SFC national student survey	FE FT: 89% FE PT: 89% HE FT: 82% HE PT: 98%	FE FT: 89% FE PT: 88% HE FT: 83% HE PT: 89%

Students at Core of Review and Enhancement Activity

The Student Association are actively engaged in and participate in all levels of college review and enhancement activity. They are actively involved at Regional Board level, SLC Board level, SLC Committee level and at Executive Team level with monthly meetings forming the basis of their being critical partners in enhancing the overall student experience in the college. Their immersion with the Students Executives and Class representatives has meant that views are shared and actioned as required and in a timely manner.

The SA and the Quality Department worked in partnership to further develop the student voice processes in advance of the 2023-24 quality cycle. This collaboration resulted in the collation of robust qualitative evidence regarding student ratings with respect to pre-entry, college induction, course induction, and funding and support sections; captured in the first student experience survey in September-October 2023.

Student participation in course evaluation was developed to include the phrase "tell us if/what" in all sections of the Block 1 Course Evaluation – Student Views 2023-24 proforma. The inclusion assisted Class Representatives (Class Reps.) to elicit information and promote discussion with their peers. The quantitative and qualitative data informed the self-evaluation process at class, course, curriculum and college levels. Quality continued to provide direct support, advice and guidance to Class Reps. via the Class Reps. 2023-24 Teams page. As well as facilitating the Class Rep. training sessions in partnership with sparqs (Student Partnership in Quality Scotland), and the Student Association. There were 7 sessions conducted throughout November 2023.

The Student Experience Survey: How is it going? – SFC SSES survey was open for 6 weeks between 8th March 2024 and 3rd May 2024, as per the SFC's College Student Satisfaction and Engagement Survey 2023-24 guidance. A College-wide action to achieve a minimum of 50% response remains in place, in response to the returns submitted to the SFC in June 2024; 49.19% for FEFT and 42.94% for HEFT.

SLC Action Plan 2024 – 2025

This plan links directly to the college evaluation and mapped to the Tertiary Quality Evaluation Framework (TQEF) 4 main principles with externality and data evidencing threaded throughout.

SFC SEAP Principle and Area for enhancement or development	College Identified Enhancement Area	Action(s) and planned impact/ outcomes	Milestone/Status	Responsible/Lead
Excellence in Learning, Teaching and Assessment	**1.1 Professional development** Lecturing staff should continue to develop and implement a wider range of differentiated learning techniques and assessment approaches, relating to remote and blended learning to effectively meet students' needs.	1.1.1 Continue to share best practice and use digital champions within areas. 1.1.2 Training & Development plans for each area to be created focussing specifically on learning and teaching support required, with use being made of national sessions. 1.1.3 To consider the use of supported experiments with a focus on collaboration and sharing, and how coaching can be further used to enhance learning and teaching. 1.1.4 To implement an improved professional learning pathway for academic staff to support progress towards TQFE. 1.1.5 Digital Champion Teams to be further promoted. 1.1.6 Sharing good practice HN Next Gen methodology. 1.1.7 Wider application of differentiation practice in learning,	1.1.1 In progress. Sharing of best practice happens formally through staff development days. 1.1.2 Incorporated into curriculum self-evaluations and planning documents. 1.1.3 On-going. 1.1.4 Learning, Teaching and Assessment Strategy published. Pathway developed to include TiCT @SCQF L7. Individual lecturer pathways to be supported, and communication and numeracy development required, if appropriate. 1.1.5 In-progress. Teams in operation – further development/engagement to be promoted via CM forum. 1.1.6 Planned for 2023-24 via CM forum.	LD/LW/CS/CMs

		teaching and assessment by course teams and lecturers. 1.1.8 Further review of curriculum design, planning, timetabling and assessment practice should be undertaken.	1.1.7 In-progress. Further review in Block 2. 1.1.8 Quality Reviews are in progress on programmes below the PI targets for 2022- 23, and Block 1 2023-24. The LTSE team have begun a wider review of L, T & A, and the associated planning and reporting mechanisms.	
Excellence in Learning, Teaching and Assessment	**1.2 Professional development** New action from Block 1 Self Evaluation. To deliver further staff development in response the Block 1 self-evaluation activity. This action has arisen from the increase in students presenting with complex issues and the abolition of the counselling funding from 31 March 2023.	1.2.1 HR to plan additional staff CPD in mental health awareness and expand the pool of Mental Health First Aiders. 1.2.2 Plan to develop curriculum staff to support wider application of differentiation practice in L, T and A.	1.2.1 In progress. 1.2.2 Not yet started.	HR/Quality
Excellence in Learning, Teaching and Assessment	**1.3 Curriculum planning, design and delivery** To start to review the curriculum intent at SLC and to clearly identify our key curriculum strategic priorities by January 2025, which will help to ensure all areas have clear progression pathways.	1.3.1 Revised college wide approach to curriculum planning based on up-to-date LMI and national priorities. 1.3.2 Further deep dive required into curriculum to mitigate risks to under recruitment. This will involve a more thorough analysis of under recruiting courses.	1.3.1 Completed. 1.3.2 Deep dive Curriculum Progress Reviews concluded in Dec. and focussed 2023-24 Curriculum Planning session conducted in January 2023. On-going – extensive review planned for 2024-25 AY.	Quality/ARP

Excellence in Learning, Teaching and Assessment	**1.4 Peer review and evaluation of learning, teaching and assessment** The use of systems to monitor and drive performance are not fully embedded across the College. To implement a suite of Power BI reporting to allow all staff to have improved data insights allowing for earlier intervention and planning.	1.4.1 New achievement and retention report to be established to focus performance against key indicators, including the ability to monitor achievement gaps. 1.4.2 Curriculum planning system developed. 1.4.3 Credit projection report established. 1.4.4 IT Strategy Group to be re-established to review college wide systems. 1.4.5 Staff training to support system changes.	1.4.1 Completed 1.4.2 Completed 1.4.3 Completed 1.4.4 Partially completed - College wide systems have been reviewed by Head of MIS, learner records system approved. Continued enhancement of Power BI Dashboard. New HR system due to be use from August 2024. Further developments to be discussed with the IT group and SLT. Completion of the JISC Digital evaluation tool to drive enhancement. 1.4.5 On-going. Power BI sessions rolled out to staff with protected CM time used for items such as curriculum planning.	LD/LW/CS/SLT
Excellence in Learning, Teaching and Assessment	**1.5 Learning Environment, Resources and Technologies**	1.5.1 lack of access to devices 1.5.2 need for engagement in Jisc Digital Capabilities for staff and students which is planned in the 2024 to 2025 academic year	1.5.1 exploration of IT Hub or locker system required in session 2024/25 1.5.2 Engagement with the Jisc framework to be implemented Dec 2024/25	CS/RH CS/LTSE

Supporting Student Success	**3.1 Enabling Student Success**	3.1.1 Benchmarking SLC and national Success rates 3.1.2 Enabling Student Success: actions to improve achievement rates 3.1.3 2023-2024 Student Outcomes Review 3.1.4 Leaver Destination Trends 3.1.5 Case Study Example	3.1.1 completed 3.1.2 completed 3.1.3 underway 3.1.4 underway 3.1.5 underway	Quality/LTSE
Supporting Student Success	**3.2 Enabling Student Success** To focus on improving all attainment rates but in particular FE FT attainment rates, where possible, through our continued rigorous intervention and support. Attainment Targets: FE FT 61% FE PT 76% HE FT 72% HE PT 81%	3.2.1. Move to Power BI reporting with achievement and retention report allowing drill down to course level for improved tracking and monitoring. 3.2.2. Curriculum Progress Reviews implemented instead of Academic Boards to allow for deep dives into course tracking. 3.2.3. The reinstatement of course team reporting cycle, with impact reviewed by CMs and overall at Curriculum Reviews. 3.2.4. Continued wraparound support provided by Student Services and curriculum teams to keep students on track to achieve. 3.2.5. Pre-entry services should be developed further to promote recruitment and enrolment and should include initial core skills/ELS assessments by August 2023. 3.2.6 Robust planning to improve withdrawal rates	3.2.1 Completed. 3.2.2 Completed. Periodic Curriculum Progress Reviews in place for 2022-23. 3.2.3 Completed 3.2.4 Ongoing, intervention through support and counselling working with curriculum teams. 3.2.5 In-progress. FE core skills initial screening and self-directed learning pilot in progress. Further developed planned for session 2024/25. Plan to allocate a dedicated member of staff to support initial screening and support for learning. 3.2.6 underway	Quality/LTSE/CS

| Supporting Student Success | 3.3 Support for employability, skills development and lifelong learning

To review the curriculum to identify embedded specific skills development opportunities, including meta skills. | 3.3.1 To develop and agree an approach to skills development across the college through focussed training sessions for academic staff, December 2024.
3.3.2 FE curriculum design to include explicit development of meta- and core-skills and provide appropriate certification of a broad range of skills.
3.3.3 HE curriculum design should include explicit development of IT skills for learning and work, academic writing and meta-skills, and provide appropriate certification.
3.3.4 A review of documentation/proforma to be undertaken to remove duplication and capture meta- and core-skills effectively.
3.3.5 Education Scotland: There is no strategic or consistent approach to the tracking and monitoring of meta skills within college programmes. This is limiting learner awareness of the importance of these skills and their ability to identify and discuss them with prospective employers. | 3.3.1 On-going. Identification of meta and core skills signposted in curriculum offer. College-wide process to further develop for 2024-25.
3.3.2 In Block 1 staff were asked to identify the opportunities for meta skills development. In Blocks 2 and 3 these opportunities will be reviewed to provide a focussed plan. College proforma will be further developed throughout 2024-25.
3.3.3 This is part of the wider review of learning, teaching and assessment, and Student Services. Further review Dec 2024.
3.3.4 In progress, review led by the LTSE team.
3.3.5 Underway: Raising the awareness of consistent approach to MetaSkills launched with all staff in August 2024. A consistent approach adopted across all areas through PRs and Operational Planning reporting. | LTSE/Quality |

Supporting Student Success	**3.4 Enabling student success – well-being, inclusion, equity and student support.** To further a process to provide a holistic picture of individual learners and their support needs.	3.4.1 Implement a Student Services Strategy by December 2024. 3.4.2 Student funding processes should be reviewed to promote retention. 3.4.3 Information, advice and guidance processes should be developed further to promote retention, progression and achievement. 3.4.4 Develop a college-wide standardised induction programme, which includes signposting to appropriate SCQF level ESOL, communication and/or numeracy skills development. 3.4.5 Early intervention strategies should be implemented to support students with additional learning support needs and students should be identified at pre-entry guidance where possible. Learners should be sign-posted to relevant drop-in or support sessions as early as possible after starting their course. 3.4.6 Further roll out Report and Support service including promotion across social media channels and fortnightly newsletters. 3.4.7 devise strategies for the increasing number of students presenting with complex needs and support requirements including dual needs and care experienced.	3.4.1 This is being developed as part of the overall college to consider a different approach to on entry students and how their support needs are met. 3.4.2 SLT to agree the approach by end of Block 2 2024. 3.4.3 In-progress. 3.4.4 In progress. Further review by November 2024 delivery. 3.4.5 Part of the wider student services and learning support review for on entry intervention. A new system in under development. 3.4.6 Underway and progressing well. 3.4.7 Underway. Careful planning being implemented in conjunction with curriculum teams during evaluation reviews.	Student Services/Quality/LTSE

Supporting Student Success	**3.5 Achieving Positive Outcomes for Every Learner**	3.5.1 Further analysis and action planning on the experience of those students in the key groups of disability, care experienced and ethnic minority to improve success session 2024/25 3.5.2 Improve the retention rates for Senior Phase pupils given 9% drop.	3.5.1 underway 3.5.2 underway	
Supporting Student Success	**3.6 Context and Community**	3.6.1 improvements or changes to the Rural Academy Model required to ensure skills pipeline and lack of duplication regionally.	3.6.1 Proposal bid for change to Employability Academy for session 2024/25 session underway.	Business Development/LTSE
Enhancement and Quality Culture	**4.1 Quality Culture**	4.1.1 Establish a new College approach to Quality Review and Enhancement The SLC Way 4.1.2 Education Scotland Annual Engagement Visit 4.1.3 Case Study Example	4.1.1 Completed 4.1.2 completed 4.1.3 completed	Quality/CMs
Enhancement and Quality Culture	**4.2 Institution wide culture of assurance, improvement and enhancement**	4.2.1 Realign curriculum delivery for 2023-24. 4.2.2 The college has changed its in year credit delivery due to having to make changes in order to meet its credit target. The line management changes now give an opportunity to review this for each curriculum area.	6.1 Completed. 6.2 Completed. Finalised the credit allocation in line with the 2023-24.	Quality/CMs

Enhancement and Quality Culture	**4.3 Institution-led review/activity and action planning** To share the findings of the PDLT overview with lecturing staff to support the dissemination of emerging practice.	4.3.1 Links to sharing of best practice across the college	4.3.1 PDLT forum training was delayed due to depletion of observers, training session from ES is required. Plan is to disseminate best/good practice via the Quality Forum.	Quality/CMs
Enhancement and Quality Culture	**4.5 External outlook – globally responsive** New action from Block 1 Self Evaluation. Revised approach to business development and the College's commercial offer required.	4.5.1 Alternative Funding to implement a business development strategy.	4.5.1 In progress. Areas have identified full cost opportunities and Alternative Funding, Curriculum and Marketing are now working together on their approach.	AF/APs/CMs
Student Engagement and Partnership	**5.1 Student Association and Student Representatives**	5.1.1 Most learner representatives do not receive sufficient training to undertake their role effectively. 5.1.2 Enhanced working with class reps on further training requirements	5.1.1 A consistent programme of training to be rolled out 2024/25 when SA established. 5.1.2 Mid-year check on progress and sparqs involvement	Quality/SA/SS
Student Engagement and Partnership	**5.2 Students at core of review and enhancement activity** To make better use of results from student surveys and student feedback to effect improvements the learner experience.	5.2.1 Collation of actions has started so that feedback can be provided to students on progress being made with their requests. 5.2.2 Student Voice, Lecturer and Curriculum Manager working groups started to promote wider engagement and enhance the action planning processes. 5.2.3 Learner participation in surveys is too low. Work with the class	5.2.1 Further revised processes in place Learner Voice embedded on the quality enhancement and evaluation activities, and feedback via Class Reps, Student Association and Quality Teams. On-going reflection and enhancement activity.	Quality/CMs

		representatives and Student Association (SA) to increase. 5.2.4 Revised process for Self-Evaluation	5.2.2 Ongoing and can be seen in reviews. Further development planned for 2024-25. 5.2.3 Completed. Periodic review planned. 5.2.4 Completed. Continuous in-year reviews planned.	
Student Engagement and Partnership	**5.3 Effective and robust student representation** To support the Student Association and Class Representatives to work more closely together, share thinking and agree actions.	5.3.1 Work with the Student Association to support additional times for the class reps, and them, to meet throughout the year. Link to learner voice actions.	5.3.1 Collective Teams forum and Quality & SA – joint promotion of Class Rep. Training. SA/SOs have wider engagement with volunteers and Class Reps, involved in event planning, e.g., Refreshers, open	Quality/SA/CMs

SLC SEAP 2024-25: Statement of Assurance

Statement of Assurance:

As the Accountable Officer for South Lanarkshire College, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2023, including the scope and impact of these.

I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision.

I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.

Signature:

Accountable Officer (Name):   Stella McManus (Principal)   **Date:** 2 December 2024

Board of Management

DATE	3 March 2025
TITLE OF REPORT	SFC Outcome Agreement Self Evaluation 2023 to 2024
REFERENCE	Agenda Item 013c
AUTHOR AND CONTACT DETAILS	Angela Pignatelli, Vice Principal Learning Teaching and the Student Experience apignatelli@slc.ac.uk
PURPOSE:	To provide members with the final Scottish Funding Council (SFC) Outcome Agreement Self Evaluation for session 2023 to 2024.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: • note the progress made in the 2023 to 2024 academic session; • note the content of the report, the areas for development and the implications for the College and the student experience.
RISK	• that the areas for development identified are not actioned resulting in an unsatisfactory report or negative student experience; • that the College does not meet the quality assurance and enhancement requirements of scrutiny bodies.
RELEVANT STRATEGIC AIM:	• Successful Students • The Highest Quality Education and Support • Sustainable Behaviours

SUMMARY OF REPORT:	• This is the last of the Regional Outcome Agreement Self-Evaluation Reports given the new external quality arrangements introduced in working with QAA;
	• As directed by the SFC, this self-evaluation report does not provide an update on learning and quality as the SEAP is the identified vehicle for this;
	• This report provides an update on the progress of the college in ensuring a high-quality student experience;
	• The scope covers the five themes identified in the Lanarkshire Regional Outcome Agreement Lanarkshire ROA including:
	  - Fair Access and Transitions,
	  - Student Experience (in lieu of Learning and Teaching),
	  - Coherent Learning Provision,
	  - Work Based Learning and Skills,
	  - Net Zero and Environmental Sustainability.
	Each underpinned by data and evidence including externality.
	• The submission is not published.

1. INTRODUCTION

1.1 As the Scottish Funding Council (SFC) introduce the Outcomes Framework and Assurance Model (OFAM) for 2024 to 2025, the Outcome Agreement (OA) Self Evaluation of 2023 to 24 is required to complete the previous framework model. This report provides the SFC with a short factual report of self-evaluation against the commitment made in the 2023 to 2024 OA.

1.2 Any, and all, elements referring to Learning and Quality sit in the QAA Self Evaluation Action Plan (SEAP).

1.3 For the purposes of this final OA report, the second Regional Outcome Agreement (ROA) Aim "02 Quality of Learning and Teaching" has been replaced as "02 Student Experience" in light of the need to remove reference to "Learning and Quality".

1.4 The Regional Outcome Agreement has, previously been created and agreed jointly with New College Lanarkshire. This final submission does not require this joint approach.

2 CONTENT

2.1 The SFC OA Self Evaluation Report includes:
- Reflection on available statistical and performance data for Annual Year (AY) 2023 to 2024;
- Reporting qualitative and quantitative progress including specific reference to published milestones and commitments in the OA across priority areas with the exception of the areas of Learning and Quality;
- Reporting on early mitigations in place to address challenges moving forward into AY 2024 TO 2025;
- Two case studies to illustrate how the College is using the funding it is given under the themes of "Outcomes for Students" and "Outcomes for Economic Transformation and Social Renewal".

2.2 There will be no OA or National Measures table required for future years as the Outcomes Framework (OF) came into effect in August 2024.

2.3 The College will continue to evidence delivery of outcomes through the data and information collected through the Assurance Model.

3 SCOPE

3.1 The Outcome Agreement Self Evaluation provides updates and evidence in relation to quality assurance, enhancement outcomes and progress made since the Outcome Agreement Review. The wider organisation progress to target is captured but not Learning and Quality which is captured, by the request of the SFC and QAA in the new SEAP process.

3.2 For South Lanarkshire College, the last external review of Learning and Quality was May 2024 by Education Scotland for the Annual Engagement Visit (AEV). This noted no main points for action. The SEAP frames progress from May to November 2024 and can be read in conjunction with this Outcome Agreement Self Evaluation.

3.3 This SEAP forms the evidence base for the College in relation to high quality learning and teaching outcomes. It will be used as part of the evidence base for the Tertiary Quality Enhancement Review (TQER) and will be used by QAA to inform institutional progress and support the institutional Liaison Meetings with the QAA and key contact.

- The scope of the SFC Outcome Agreement self Evaluation the five themes identified in the Lanarkshire Regional Outcome Agreement Lanarkshire ROA including:
  - Fair Access and Transitions,
  - Student Experience (in lieu of Learning and Quality),
  - Coherent Learning Provision,
  - Work Based Learning and Skills,
  - Net Zero and Environmental Sustainability.

  Each underpinned by data and evidence including externality.

3.4 The submission is not published however, case studies will be published.

4   EQUALITIES

4.1 There are some matters for people with protected characteristics or from areas of deprivation which arise from consideration of the report.

5   RISK AND ASSURANCE

5.1 That the areas for development identified are not actioned resulting in an unsatisfactory report or negative student experience;

5.2 That the College does not meet the quality assurance and enhancement requirements of scrutiny bodies.

6   RECOMMENDATIONS

6.1 Members are asked to:

- note the progress made in the 2023 to 2024 academic session;
- note the content of the report, the areas for development and the implications for the College and the student experience.

SELF EVALUATION 2023-24

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Quick Links

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Table of Contents

INTRODUCTION

South Lanarkshire College (SLC) Board has set clear, ambitious, goals through our vision to be Scotland's Leading College Delivering Excellence. The College mission of "*Preparing students well for their future, in an outstanding learning environment and inclusive community*," places a distinctive focus on student progression and destinations, based on an approach which engages students' future employers in the design and delivery of its curriculum.

The Board of Management expectations for priorities to 2025 sit under the following headings:
- Successful Students;
- Highest Quality Education and Support; and
- Sustainable Behaviours

New strategic priorities have been identified for the next five years 2025 -2030 will be:
- **The Student Experience**: To provide a responsive, high-quality and entrepreneurial, destination focussed curriculum, embedding holistic support services, and lifelong learning opportunities for the communities the College serves.
- **People and Culture Development**: To recruit, retain, develop and reward talented staff who will enable students to reach their full potential.
- **Growth and Innovation**: To provide an estate and digital infrastructure for 21st century learning, and to collaborate on innovative and mutually beneficial partnerships.
- **Sustainability**: To be a future proofed independent and financially viable organisation able to invest and collaborate for growth and resilience, and to work towards achieving a Net Zero campus community.

South Lanarkshire College has retained a focus on, and commitment to, coherent educational provision which is aligned to regional and national strategic priorities. The College provision continues to adjust, respond to and reflect the needs of the regional economy and communities served. The College aim is to enable a more equal society, a more successful economy, a high-performing institution and greater innovation in the economy. Within the context of a cost-of-living crisis and student mental health and wellbeing issues, the College has developed successful mechanisms to ensure students are supported in their educational journey to achieve their potential. Our commitment to working collaboratively, both internally and externally, has enabled greater depth of understanding of the key issues to be addressed and the bespoke solutions to achieve the most effective and impactful success.

CONTEXT

South Lanarkshire College (SLC) prides itself on delivering high levels of student success. SLC is an award-winning organisation which is reflective of the skills base and the enthusiasm of both the support and teaching staff. The resulting positive ethos and culture transmits to students and, in turn, enables a positive impact on student outcomes.

College levels of activity for 2023 to 2024 were capped at 43,601 credits. This is within the context of in-year evidence of known further demand and regional market needs. There remains scope for the College to operate with a higher volume of activity levels and offer more curriculum provision. The areas of Building Services Engineering and Health and Social Care remain two of the highest levels of credit bearing activity, with continued in-year demand for ESOL in the region for those whose first language is not English.

The table below shows the final 2023 to 2024 credit position with an outturn position which fell within the SFC tolerance threshold which was carefully managed despite the additional demand as the year progressed, which the College was unable to serve.

Table 1: Final 2023/24 credit activity level and outturn:

2023/2024	Credit allocation	Credit outturn	Over-activity / %
SFC Core Target	43,601	44,077	476 / 101.9%

Alignment to Regional Skills Assessments (RSAs), government priorities and labour market intelligence have established a strategic prioritisation of what the College delivers, resulting in a successful focus, and development in, these key curriculum areas throughout session 2023 to 2024:

- **Health and Social Care**: With over a third of jobs in South Lanarkshire in health, social work, and nursing, this sector is positioned for consistent growth and sustained demand for replacement workers. Additionally, the increasing use of technology and an aging population necessitate a coordinated response to address evolving care needs and enhance service delivery.
- **Construction and the Renewables Industries**: There is significant growth in these sectors across South Lanarkshire and the Glasgow City Region, with 47% of employers reporting skills shortages and approximately 11,000 job openings. A local response is essential to meet the demand for new skills, particularly in retrofitting and sustainable construction practices.
- **Business, Law and the Financial Services**: The demand for skilled professionals in business and public service is increasing, with an anticipated growth of around 11,000 jobs in South Lanarkshire by 2033.
- **Travel, Tourism and the Hospitality Industry**: In 2023, South Lanarkshire saw 7,000 job openings in tourism and 5,000 in food and drink sectors. Both industries face challenges in recruiting and retaining a skilled workforce.

The College is proactive in serving the needs of the local communities and works proactively with Community Learning and Development teams to provide progression pathways onto mainstream college courses. 48% of students reside in areas which are, according to the Scottish Index of Multiple Deprivation (SIMD), in the 5%, 10% and 20% most deprived in Scotland. Students and staff members work collectively supporting communities through projects, volunteering, and fundraising.

The curriculum offer is agile and responsive to change with the College being mindful of impacting factors including:

- a decrease in the number of young people in South Lanarkshire; school leavers progressing predominately on to higher education courses if they choose to continue their studies; a 5% decrease in school leavers entering FE across Scotland in between 2019-20 and 2020-21;

- UK universities being hit by a 40% fall in EU students since Brexit, highlighting the pressure on universities to look at the UK market more than ever before to meet targets. This is impacting directly on colleges. Especially with regard to Higher National provision;

- micro and small business enterprises making up 98% of the businesses in the area;

- more widely across the UK, skills gaps are being felt more acutely in a number of key sectors. In the NHS, 10% of vacancies going unfilled; and

- people having different preferences when it comes to how they like to learn. More than a quarter (26%) want to do so in a way that fits into their schedule according to the Future of Education report.

The agility of the staff teams to respond effectively to these numerous challenges can be seen in our performance success. The College continues to be one of Scotland's higher performing colleges. The Board of Management, Senior Leadership Team (SLT) and staff at South Lanarkshire College retain a robust focus on maintaining our reputation for delivering a high-quality learning experience for students, as evidenced by Education Scotland in the most recent Annual Engagement Visit Report in July 2024 and by our performance indicators.

Table 2: Summary of SLC attainment rates over a 3-year trend and sector benchmarked:

Mode	Completed Successful 23/24	Completed Successful 22/23	Completed Successful 21/22	Completed Successful Sector 22/23
FE FT	70%	73%	58.4%	63.6%
FE PT	83.9%	82%	73.9%	77.3%
HE FT	68.3%	68%	68.1%	65.5%
HE PT	78.1%	74%	72%	78.6%

The national performance indicators for the sector demonstrate the success of the approach to the student experience particularly in relation to the Full Time Further Education (FTFE) offering where the College sits at the top of the national performance outcomes for academic session 2023/24 (Table 3). The College sits in third position at a national level for the FTFE provision delivered. Given the volume of FTFE students (1105) and the comparative scale of the college, this is a significant achievement. The College sits in tenth position for Further Education Part Time (FEPT) provision success; sixth position for HEFT provision and fourteenth position for Higher Education Part Time (HEPT) provision. Action planning continues to take place in session 2024/25 to increase the success levels for these cohorts of students and enable improvements to their educational experience.

Table 3: Summary of National Performance Indicators for Full Time Further Education (FTFE):

Self-Evaluation January 2025

College	FE FT	No. FE F	FE PT %	FE PT	HE FT %	No. HE F	HE PT%	No. HE PT
Newbattle	77.4	41	33.3	4	72.2	13	0	0
Lews Castle	76.4	81	86.3	654	0	0	100	11
South Lanarkshire College	**72.8**	**1105**	**82**	**1086**	**68**	**537**	**74**	**208**
Orkney	71.3	62	93.7	1726	0	0	0	0
West Lothian	70.4	762	90.9	3874	67.9	423	90	497
Shetland	69.6	39	93.7	1713	0	0	0	0
Ayrshire	68.6	1929	74.7	5194	65.8	1042	83.4	453
Inverness College	68.5	857	84.7	1865	0	0	100	45
Borders	68.3	597	75.1	1582	65.6	145	87.3	103
Forth Valley	67.9	1161	87.1	3872	69.6	747	83	722
The North Highland College	67.6	282	72.4	631	0	0	0	0
Dundee and Angus	67.5	1986	72.3	3244	72.4	1034	73.2	426
West College Scotland	67.3	2380	69	7365	59.5	1032	77	598
Perth	67.3	750	76.2	885	0	0	35.3	6
University Highlands and Islands	67.2	2706	83.7	10723	0	0	84.9	62
Moray College	66.8	494	78.1	1116	0	0	0	0
Edinburgh College	65.7	2191	76.7	6891	72.4	1912	85.7	2150
SRUC Land Based	65.5	440	85.3	1656	0	0	0	0
Dumfries and Galloway	65.3	619	85.6	2687	74.1	249	82.3	200
North East Scotland College	63.3	2659	72.6	3,772	67	1,350	73.6	318
Glasgow Kelvin	59.2	1370	75	3421	60.5	675	76	339
Glasgow Clyde	59.1	1729	71.1	5794	65.8	1534	73.5	761
West Highland College	58.8	87	81.3	1159	0	0	0	0
Fife College	58.3	2146	78.6	4137	60.8	1059	76.8	1160
New College Lanarkshire	57.8	1711	76.1	7,515	63.7	1,270	60.2	405
City of Glasgow	52.3	1624	75.9	3408	62.8	3865	74.8	717
Argyll College	50	54	75.4	974	0	0	0	0
Scotland	**63.60%**	**27,156**	**77.3**	**76,225**	**65.5**	**16887**	**78.6**	**9119**

Priority 01: Fair Access & Transitions

The College's commitment to support students from the most disadvantaged backgrounds to enable fair access and transitions, has resulted both in stronger and increased internal and external relationships and progression routes and higher recruitment levels across many of our programmes.

Closer collaborative working with schools, universities, SWAP West, Who Cares Scotland, Social Work: Adult and Child Services, DWP Job Centre Plus, Armed Forces, Sparqs, Developing the Young Workforce (DYW), STEM, Skills Development Scotland (SDS), community and employers such as NHS, CITB, SNIPEF, Coca-Cola and Police Scotland, over session 2023 to 2024 has led to a heightened mutual understanding of the linkages, support and skills required to engage those who are disengaged, and address smoother transitions for individuals to enhance the talent pipeline into employment. The Scottish Widening Access Programme (SWAP) Health and Social Care operate and collaborate in an immersive manner with college staff and NHS staff proactively developing content together, is a model the College aims to replicate going forward.

Identification of the market needs in Civil Engineering led to scoping meetings with the Civil Engineering Contractors Association (CECA) for further development and implementation in 2024. The College's aim of ensuring a variety of access points was achieved in the continued development of robust Foundation Apprenticeship (FA) Programmes, Senior Phase collaborative working and adjustments to the offers in the community through the Rural Academy to shape a provision which offered less duplication and more skills focus.

The level of scrutiny involved in ensuring the effectiveness and appropriateness of the access points and transitions arrangements from both support teams and teaching teams, is underpinned by pertinent data sets, together with feedback on, and from, services to support the student journey. Evidence from the recently published National Performance Indicators for academic session 2022/23 demonstrate that the extensive additional support provided by curriculum and support teams for groups of students facing the greatest barriers to learning has had the following positive impact:
- Students from SIMD10 (350) achieving 70.6% which is 2% above 2021/22 levels;
- Students from SIMD20 (655) achieving 70.5% which is which is 4.1% above 2021/22 levels;

Self-Evaluation January 2025

However, an evaluation of the data sets of the below student groups reveals where further action planning is required in session 2024 and beyond to meet the College's strategic commitment to an inclusive culture:

- 228 students who declared they had a disability, completed successfully at 64.2% which is the same level as 2021/22;
- 75 students from a Care experienced background completed successfully at 51.7% which is a slight increase of 0.3% from the 2021/22 levels;
- 32 students from ethnic minority backgrounds completed successfully at 68.4% which is 4.8% below 2021/22 levels.

Further analysis, and action planning, continues around the experience of those students in the key groups of disability, care experienced and ethnic minority to improve their student experience and success on their courses. Attainment rates from session 2023/24 in comparison to 2022/23 indicate FE(FT) has increased by 2% to 69.2%; HE(FT) has decreased by 3.1% to 68.3%; FE(PT) has decreased by 6% to 84.1% and HE(PT) has increased by 10% to 78.5%. The required action planning for HE(FT) and FE(PT) has been carried forward into session 2024.

Priority 02: Student Experience

The effectiveness of the student experience, to ensure positive experiences and positive outcomes, is the focus of all the College does. Across teaching teams, and support teams, the commitment to a responsive, enabled and supported student journey drove, and continues to drive, the evaluative and enhancement activities undertaken. Substantive evidence of this came through the Education Scotland Care Thematic Review in February 2024 and the Education Scotland Annual Engagement Visit in May 2024. Interventions and engagement strategies leading to a successful student experience are embedded within our teaching and support teams' methodology. Some key student metrics can be seen in Table 4.

Table 4: Student measures:

Measure	2023/24 Performance	2022/23 Performance
Student Successful Completion Rate	96.13%	81.3%
Early withdrawal rate	3.9%	4.9%
Further withdrawal rate	8.8%	6.4%
Student Recruitment figures, Full Time (FT) and Part Time (PT)	FT: 2192 PT: 3028	FT: 2375 PT: 3700

A strong focussed team of support staff worked closely with teaching staff teams to ensure students were well supported, respected and valued. The Student Association (SA) have been key to ensuring the voice of the student community shapes their learning experience. In addressing the College's sincere commitment to this, the SA met with the Executive Team monthly throughout 2023 as critical partners in enhancing the student experience. The class representative system harnessed local level views which ensured students were shaping their learning and influencing the approach to their life and work in the college. Informal and formal feedback mechanisms directly impacted the decision making of the college in the last academic session, leading to strong satisfaction levels (Table 5).

Table 5: Student Satisfaction Survey measures

Measure	2023/24 Performance	2022/23 Performance

Overall satisfaction score from recent student survey	FE: 89% HE: 82%	FE: 88.6% HE: 82.8%
Overall satisfaction score from SFC national student survey	FE FT: 89% FE PT: 89% HE FT: 82% HE PT: 98%	FE FT: 89% FE PT: 88% HE FT: 83% HE PT: 89%

Throughout the 2023 to 2024 session, iterative planning, responsive to the changing needs of the students and industry, enabled a proactive approach by teams to tailor general support, counselling, wellbeing, learning, digital, additional learning and financial support needs in as bespoke a manner as possible. The introduction of student feedback systems 'Report and Support' and 'Tell Us' allowed a platform for regular views to be raised and actioned accordingly leading to organisational adjustments or improvements. was introduced to provide students with the ability to report feedback on their student experience. This has directly led to improvements in service across support and curriculum areas to enhance the student experience. The offer of free breakfasts and the launch of the Market Way Shop offering free clothing, were successfully accessed to aid the students' ability to continue on their course of study. The bespoke nature of the bursary appeals system ensured a route for those students struggling financially and requiring specific help to continue at the College. In addressing this need in a cost-of-living crisis, the Bursary Appeals Meetings were adjusted from monthly to 'as required' to ensure a timely and proactive turnaround of this vital student support.

Our data system, PowerBI, holds live and weekly updated vital statistical information to enable teaching teams, support staff and guidance tutors to be proactive in the required interventions to aid student retention and the wider student experience. The data sets and trend information available enabled timely monitoring and reporting of activity and, by implication, the required actions (Table 6).

Table 6: 3-year retention and achievement trend data evidence

2024/25

Mode Of Attendance Name	Level Name	Overall Enrolments	Excluded From All	WDEnr	Early Withdrawal	Further Withdrawal	Overall Retention	Outcome Exclusion	Achieved	Part Success	Into Employment
Full Time	Further Education	1,150	102	1,048	3.34%	5.53%	91.13%	0.00%	0.00%	0.10%	0.86%
Full Time	Higher Education	742	71	671	2.83%	5.22%	91.95%	0.00%	0.00%	0.00%	0.30%
Part Time	Further Education	1,932	96	1,836	2.51%	1.25%	96.24%	0.00%	6.43%	0.65%	0.33%
Part Time	Higher Education	268	14	254	3.15%	0.00%	96.85%	0.00%	0.39%	0.00%	0.79%

2023/24

Mode Of Attendance Name	Level Name	Overall Enrolments	Excluded From All	WDEnr	Early Withdrawal	Further Withdrawal	Overall Retention	Outcome Exclusion	Achieved	Part Success	Into Employment
Full Time	Further Education	1,412	185	1,227	6.28%	16.63%	77.10%	0.00%	70.01%	7.09%	3.83%
Full Time	Higher Education	780	121	659	2.73%	15.33%	81.94%	0.15%	68.29%	13.51%	2.12%
Part Time	Further Education	2,682	297	2,385	3.14%	3.31%	93.54%	1.13%	83.94%	8.47%	0.55%
Part Time	Higher Education	343	24	319	3.13%	6.27%	90.60%	0.31%	78.06%	12.23%	1.88%

2022/23

Mode Of Attendance Name	Level Name	Overall Enrolments	Excluded From All	WDEnr	Early Withdrawal	Further Withdrawal	Overall Retention	Outcome Exclusion	Achieved	Part Success	Into Employment
Full Time	Further Education	1,489	201	1,288	9.70%	12.34%	77.95%	0.00%	67.16%	10.79%	3.34%
Full Time	Higher Education	886	95	791	6.57%	11.38%	82.05%	0.13%	71.43%	10.49%	2.53%
Part Time	Further Education	3,364	259	3,105	2.16%	2.90%	94.94%	0.10%	91.01%	3.70%	0.81%
Part Time	Higher Education	336	39	297	8.08%	4.38%	87.54%	1.68%	68.35%	17.51%	1.68%

Retention PI FE Full Time

2024/25	33.98%	56.31%
2023/24	67.43%	
2022/23	64.99%	

Retention PI FE Part Time

2024/25	22.44%	57.56%
2023/24	83.49%	
2022/23	90.40%	

Retention PI HE Full Time

2024/25	33.93%	62.50%
2023/24	66.86%	
2022/23	69.67%	

Retention PI HE Part Time

2024/25	72.73%	16.16%
2023/24	76.62%	
2022/23	67.22%	17.22%

Robust analysis of retention is vital to ensure opportunities for effective transitions. The college curriculum Progress Reviews tracked in-year retention rates to implement intervention strategies enabling students to continue their course of study and transition effectively:
- Early Withdrawals (EW) in Further Education Full Time (FEFT) decreased from 9.6% in 2022/23 to 7.03% in 2023/24;
- Early Withdrawal (EW) in Higher Education Full Time (HEFT) decreased from 6.6% in 22/23 to 2.7% in 23/24;
- Further Withdrawals (FW) in FE FT have increased to 16.4% from 12.34% in 22/23;
- Further Withdrawals in Higher Education Full Time (HEFT) increased to 15.2% from 11.4% the previous year.

Self-Evaluation January 2025

Action planning continues into session 2024/25 by curriculum teams to understand the reasons behind the withdrawals, support the students to remain on their chosen course of study and to complete their courses successfully. Students who have behavioural challenges, or specific support needs, are encouraged and supported to stay on their programme through a Fitness to Study policy. The cost-of-living crisis and mental health issues remain prominent in overall analysis. However, overall retention remains high at 87% however this is a decrease of 2% on the previous year 2022 – 2023.

Table 5: Enrolments, Retention, Early and Further Withdrawals 2023/2024:

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
FE FT	1,153	81	7.03	189	16.4	77
HE FT	659	18	2.7	100	15.2	82.1
FE PT	2,467	76	3.1	88	3.6	93.4
HE PT	321	10	3.1	16	5	92
Overall	**4,600**	**185**	**4%**	**393**	**9**	**87%**

The College continued its robust approach to curriculum planning in 2023/24 to ensure a pipeline of skilled students progress into the communities we serve and into the wider world of work. Curriculum Progress Reviews have concentrated on the appropriateness of the curriculum offer in response to a dynamically changing world and further skills development including skills mapping to the careers of the 21st century. Further detailed evaluation on the Learning and Quality elements can be found in the SEAP.

Finally, 2023 saw our firm commitment to tackling Gender Based Violence (GBV) be achieved and recognised in our being awarded Emily Test Status; one of the first colleges in Scotland to have done so.

Priority 03: Coherent Learning Provision

Partnerships and collaborative commitments have been met and grown over the 2023 to 2024 session with a range of public and private sector stakeholders including the local authority and industry partners. High quality educational experiences have been honed further to ensure suitable skills are being developed to meet all needs.

As a fundamental aspect of our college operational effectiveness, we have invested heavily in our data and systems to ensure live and accurate data, through the PowerBI system. In 2023 it has been developed further and honed to give statistical information and year on year trend analysis to enhance what is required in ensuring a coherent learning provision. Through this, data on improvement gaps have been more readily available for scrutiny and actioning by all teams. 2023 highlighted a specific need for work on this in relation to the Inclusive Learning Curriculum Area to frame the data sets to support our most vulnerable students. Work on this, and work required on further staff training of this system, will take place in the next academic session 2024.

The College relationship with South Lanarkshire Council has grown and we are jointly proud of the valuable work with Developing the Young Workforce (DYW). The partnership working ensured that the College's Senior Phase offer took account of labour market trends and provided clear progression pathways for our young people. The College offer is divided into four pathway options to Senior Phase pupils from across the Local Authority, delivered either in college or in a school hub. Overall retention for academic session 2023/24 was 87%, which

is 9% down on the previous year. Achievement levels were 86% which is 5% better than the previous year. The required actions for improvement and enhancement are being taken forward.

The Health and Social Care Curriculum Team secured a new collaborative agreement with the University of Strathclyde in 2023. The Education & Social Services Degree (BA) responds to the Scottish Government's aspiration for different services to communicate more effectively and to work in a more integrated way to meet the service-user needs of children, young people, and adults. This provides a new learner pathway for South Lanarkshire College students onto degree level study. Collaborations and immersive partnership working, particularly with employers and managing agents undertaken continues to grow, including across New Lanark Heritage Centre, Police Scotland, NHS Scotland, CITB and SNIPEF, to enable a better-quality, fit-for-purpose experiences in developing skillsets for the 21century and beyond. The relevant skillset enables smoother, more effective and successful transitions into employment.

The College delivered The Rural Academy programme as part of South Lanarkshire Council's ESF employability pipeline for coherent provision. The programme had previously delivered a blend of accredited and non-accredited learning and teaching with one-to-one employability support and guidance tying into the Scottish Government's No-one Left Behind agenda. It provided a focus on key priority groups to enhance employability skills linking to our local Routes to Work South (Gateway to Employment and Making it Work) and by the Local Authority (Aspire Works, Supported Employment). Improvements to the delivery model to ensure a lack of duplication in our community upskilling are successfully being taken forward in session 2024/25 and under the jointly agreed new title of The Employability Academy.

Priority 04: Work Based Learning and Skills

The College's commitment to retraining and upskilling Lanarkshire's existing workforce saw enhanced success across multiple programmes in 2023 and our partnerships with local authorities, managing agents and external bodies, to deliver successfully on this agenda, has successfully materialised also.

In addition, vocationally based courses incorporating Modern Apprenticeships (MAs) saw continued demand. College apprenticeship provision has grown over the past few academic years, with the contract with Skills Development Scotland (SDS) peaking at 110 new apprenticeship starts, worth £627k (an increase of £124k on the previous academic year). There is a total of 290 apprentices at the peak of the contract responding to employer demand and economic growth. However, it is to be noted that 2023 new starts equated to 120 candidates, however the 2024 shrinkage to 110 is due to SDS cuts to every provider's allocation by roughly 10%. The Hairdressing framework experienced high levels of early leavers historically but 2023 saw the implementation of an onboarding period which had significant positive impact on increasing the achievement rates. While this may not be practical in certain vocational areas it is still being looked at for 2024.

Collaborations and immersive partnership working, particularly with employers and managing agents undertaken continues to grow, including across New Lanark Heritage Centre, Police Scotland, NHS Scotland, CITB and SNIPEF, to enable a better-quality, fit-for-purpose experiences in developing skillsets for the 21century and beyond. The relevant skillset enabled smoother, more effective and successful transitions into employment. The Health and Social Care Curriculum Team secured a new collaborative agreement with the University of Strathclyde in 2023. The Education & Social Services Degree (BA) responds to the Scottish Government's aspiration for different services to communicate more effectively and to work in

a more integrated way to meet the service-user needs of children, young people, and adults. This provides a new upskilling and reskilling learner pathway for South Lanarkshire College students and those in employment onto degree level study.

Priority 05: Net Zero and Environmental Sustainability

The College, as a member of the Environmental Association of Universities and Colleges (EAUC) and a signatory of the "Race to Zero" pledge, is committed to addressing climate change and reducing carbon emissions, with the goal of achieving net zero by 2040. In November 2023, the College reported a consistent year-on-year reduction in carbon emissions, decreasing from a baseline of 3,306 tCO2e in 2009-2010 to the current figure of 904.03 tCO2e.

This progress has been driven by the College Climate Change Action Team (CCAT), which developed a Climate Change Emergency Action Plan (CCEAP). The plan incorporates the five key elements of the UK FE Colleges Roadmap to assess the College's current position and implement a proactive strategy. This strategy involves close collaboration with curriculum areas, departments, and local employers to achieve net zero. In 2023-2024, 19 of the 24 identified actions (79%) were completed. Actions not completed relate to achieving carbon literacy organisation status and installing a business management system to enable live streaming of energy use and data collection.

During 2023-2024, the College partnered with the Energy Skills Partnership and Energy Savings Trust to utilise a mobile training facility. This initiative delivered Air Source Heat Pump courses to rural communities and current students, resulting in an increase in the number of qualified heat pump installers. The College also continues to strengthen partnerships with local suppliers to recycle materials for use as teaching resources. Local employers and other stakeholders are regularly invited to explore the College's sustainable facilities, which promote awareness of sustainable practices and provide CPD opportunities.

At the 2023 College Development Networks Awards, the College proudly received the Sustainability Action Award for its "College Way Market" initiative. This project provides students with access to donated clothing, reducing environmental impact while offering valuable work experience. Additionally, it supports students with limited income, reflecting the College's commitment to sustainability and social responsibility.

Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

Self-Evaluation for AY 2023-24

On behalf of South Lanarkshire College: Stella McManus

Signed:

Print name: Stella McManus

Position: Principal and CEO

Date: 10 January 2024

Case Study:
Widening access in Health and Social Care

Introduction

2023-2024 proved to be a successful year for South Lanarkshire College's Health and Social Care provision, supported through an enhanced curriculum designed to address the skills-gap in this key Scottish Government sector.

The Regional Skills Assessment for Lanarkshire continues to report an increase in Human Health and Social Work Activities over the mid-term (2024-2027), with a projected requirement for 5,200 posts. The refreshed curriculum design prepares our students with the skills needed to gain employment in this vital sector, as well as upskilling existing employees; improving their socio-economic agility.

Health and Social Care Provision Overview

There are circa 350 students in the Health and Social Care curriculum area; which offers courses from Scottish Credit and Qualification Framework (SCQF) Level 5 through to SCQF Level 10. Students on these courses achieve well, and the unconfirmed performance indicators for 2023-2024 demonstrate achievement across both Further Education and Higher Education provision as significantly above average, with the largest majority of students in Part-Time Further Education courses obtaining a 95% pass rate. Courses offered include:

- National Certificates in Health;
- Scottish Widening Access Provision (SWAP) in Social Work;
- SWAP in Nursing;
- Higher National Certificates in Healthcare Practice and Social Services; and
- A new Diploma in Education and Social Services, introduced in August 2023, with progressing onto the BA in Social Work, at Strathclyde University.

The Health and Social Care Team work with various stakeholders to ensure delivery meets the requirements of industry. These include NHS Lanarkshire, the University of the West of Scotland (UWS), Glasgow Caledonian University (GCU), Strathclyde University, third sector Organisations and South Lanarkshire Council. In addition, the Team collaborate with The Care Academy steering groups, the Child Poverty Action Team, the Health Network etc.

All lecturing staff are professionally registered with the relevant regulatory bodies, for example, the Nursing and Midwifery Council, the Scottish Social Services Council (SSSC) and the Health and Care Professions Council and undertake regular industry training opportunities, which ensures staff are relevant and up to date with current practice.

Health and Social Care Skills Gaps

The Nursing and Midwifery staff group is the largest in NHS Scotland, and accounts for 42% of their workforce. There are continued challenges regarding recruitment and retention with approximately 6,200 current vacancies. Recent reports suggest a 43% increase in Allied Health Professional vacancies with another circa 1,500 vacancies 2023-2024.

These statistics, together with the NHS Recovery Plan, the National Work Force Strategy for Health and Social Care, and Lanarkshire Health and Social Partnership highlight the continued demand

for courses which respond to the health and social care crisis. The College has ensured that courses delivered have strong progression routes to serve industry requirements. An example of the how the College supports, and benefits, the Health and Social Care Sector is given below.

Professional Development Award (PDA) in Acute and Community Care (AAC) Practice

NHS Lanarkshire is currently developing their Band Four Clinical Support Worker role. This will result in increased skills and responsibilities to address and support current pressures in the NHS. To practice at this level, staff are required to achieve an SCQF Level 8 qualification and are supported to do so. A Higher National Diploma (HND) is under development, it is anticipated this will provide a progression route with direct articulation to third-year of the associated degree programme, thus servicing the workforce pipeline.

To optimise opportunities in the interim, it was agreed to introduce the PDA: ACC, at SCQF Level 8; this provides a stepping stone towards the HND Health Care Practice (HCP). This is an exciting professional development opportunity for experienced staff to increase progression opportunities within the NHS. Challenges related to the cost-of-living crises can inhibit individual's opportunities to access continuing education. This model offers the opportunity to "earn while they learn", whilst the NHS still have the benefit of their valuable skills and experience.

The Health Care Support Workers, studying in 2024, were all practitioners in acute or community settings, 84.2% of which achieved successfully. All students that completed the programme succeeded. Within this first cohort of the PDA: AAC there was a total of 320 years of combined experience working in the NHS across a variety of specialties, which has now been further enhanced. The students were highly motivated and happy to share their practical experiences and demonstrated their capacity to relate practice to theory. Whilst undertaking the PDA: ACC students are registered as Trainee Practitioners and on completion promoted to Band Four. Our delivery has supported the direct promotion of 16 practitioners in this vital sector. In continued partnership with NHS Lanarkshire, the College is delivering this programme to a further cohort of 9 students, who commenced in August 2024, and we have committed to supporting activity in 2025-2026.

The NHS partnership continues to grow, with increased interest and applications for Modern Apprenticeships (MAs) in Social Services and Healthcare, at SCQF Level 7. This day-release partnership programme has attracted 18 applicants this year, which is a 50% increase in demand from the previous session. All of the applicants are now actively studying towards their MAs and express a desire to work towards the SCQF Level 8 qualifications required to achieve a Band 4 post. Our College, the students and our NHS partners hope that this model provides a sustainable pathway for NHS practitioners to thrive and develop a passion for life-long-learning and professional development.

Case Study:
Sustainable Enterprise – College Way Market

Introduction

College Way Market is a sustainable enterprise project originally set up as a monthly Clothes pop up shop by students in our Inclusive Learning department. The initiative provides a platform for employability education, hands-on life skills development and the cultivation of essential meta-skills. College Way Market equips students with practical, transferable experiences that prepare them for future employment opportunities while promoting sustainability and community engagement.

Overview

The project was planned and is run by our Skills for Employment and Skills for Life and Work students. Our objective is to give students attending supported courses the opportunity to gain valuable work experience in a retail-like environment. Students gain employability skills such as customer service, teamwork and stock management while building confidence as they manage College Way Market. Students also develop critical meta-skills such as problem solving, communication, adaptability and self-management as they prioritise tasks, navigate challenges and interact with peers and customers.

Clothing donations are sorted, sized, cleaned and then displayed in our now permanent 'boutique-style' shop situated at the College entrance, where students and staff can help themselves and update their wardrobes for free while reducing the effects of fast fashion and high street shopping.

We request clothing donations from staff and students to avoid unused clothes going to landfill and provide access to casual clothes students can wear to College and smart workwear they can wear to attend job interviews, reducing barriers to employment for those who cannot afford to invest in professional clothing. The venture is supporting students in a cost of living crisis, addressing sustainability priorities as well as equipping students with vital enabling employability skills.

Impact

Learners

Students attending supported courses follow a progressive learning pathway which gradually builds their independence, confidence and employability skills. College Way Market provides the platform to support the essential learning to scaffold the students' route to employment.

National 2 Skills for Independence students undertake a volunteering award. The skills gained are built upon as they progress to National 3 Skills for Life and Work where students undertake work placement units working in College Way Market and different areas within the College environment. These courses provide learners with the foundations and essential skills required for National 4 Skills for Employment where the students take full responsibility for managing College Way Market before undertaking work placements with external stakeholders.

Learners in all stages are supported to develop transferrable skills relevant to their learning, lives, the wider world and future employment that can immediately be put into practice. For many of the learners, confidence building is central to provision. Recognising and developing meta-skills helps build confidence and transferable skills and contributes to learner success and achievement. Working as part of a team managing College Way Market supports this.

A number of students who have undertaken National 4 Skills for Employment have transitioned to mainstream courses in South Lanarkshire College and other FE providers, to Project Search, and into paid employment with their external work placement providers. In 2023-24, 90% of the students successfully achieved their award, and early indicators are that this level of success will be sustained in 2024-25.

Staff

An increasing emphasis on meta-skills delivery has given staff on supported courses cause to re-evaluate and enhance their practice and provided a further tool to adapt the curriculum to meet the needs of both learners and stakeholders.

Stakeholders

Work placement provider partners have reported learners who are more sector relevant, flexible and adaptable. Stakeholders have reported recognition of the students' skillset which is directly transferable to their organisation.

Supporting National and Local Strategic Priorities

This highly successful project supports both national and local strategic priorities. Withers (2023) recognises that meta-skills should be the product of a good learning system rather than learning which is separate to higher or further education. We have successfully integrated and signposted meta-skills within our supported courses programmes.

SDS (2021) sets down that it is imperative for society that we have an understanding of meta-skills and that these skills are essential to excel, particularly in an environment of change. Our students have not only been certified to evidence their meta-skills profiles, they have developed a clear understanding of the skills they offer and feel comfortable in promoting their capacities.

This project is an excellent example of SLC's strategic priorities in action:

- Successful Students;
- Highest Quality Education and Support; and
- Sustainable Behaviours.

Evidencing how well we meet the requirements of the "*How Good Is Our College?*" framework and the Curriculum for Excellence, whilst embracing the key themes of the Adult Learning Strategy 2022 to 2027, Skills Development Scotland's "Skills 4.0" 2018 report – and preparing our students for the world of work.

DATE:	3 March 2025
AGENDA REF:	14
TITLE OF REPORT:	Governance Rolling Review
AUTHOR AND CONTACT DETAILS	Vari Anderson vari.anderson@slc.ac.uk
PURPOSE:	To update the Board on the most up-to-date Rolling Review document and the updates made thereto.
KEY RECOMMENDATIONS/ DECISIONS:	The Board is recommended to: • Note that the Rolling Review is a dynamic document and is therefore always a work in progress and comment as appropriate on the latest version, as attached. • Note the updates provided on the latest document
RISK	Governance is recognised as a potential strategic management risk and appropriate mitigating actions such as maintaining a dynamic Rolling Review is fully consistent with best practice.
RELEVANT STRATEGIC AIM:	• Highest quality education and support. • Sustainable Behaviors. • Successful Students
SUMMARY	• This report sets out the latest version of the Rolling Governance Review for information and comment. • It focuses on the principles of good governance with subheadings of importance relating to each principle. • It also includes key policies and governance documents which the College is required to keep under review

1. INTRODUCTION

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

2. BACKGROUND

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

3. GOVERNANCE ROLLING REVIEW

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

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

3.3 The Rolling Review now provides visible audit evidence of the role of the Board in monitoring key Policies and key Governance documents such as the Scheme of Delegation, the Committee Terms of Reference and Standing Orders – all of which the College is obligated to keep under review.

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.

4 RISK

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

5 EQUALITIES

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

6 RECOMMENDATIONS

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

ROLLING GOVERNANCE REVIEW DRAFT

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

Development Categories	Issue	Action	By Whom and When	Status and Progress Update as at 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 by December 2024	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 **October 2024** Governance Professional has encouraged all board members to complete the CDN online training course.
	1.2 Vision & Strategy	Involve Trade Unions (TUs) on Board	Governance Professional March 2024	TU Members have now been appointed to the Board and attached to committees
	1.3 Performance	Refresh paperwork for self-assessment and evaluation and plan for externally facilitated self-assessment review	Governance Professional December 2024	All now refreshed and good progress made towards externally facilitated self-assessment. **October 2024** Governance Professional has refreshed the paperwork and issued to internal auditors for

				inspection of template. E-Mail sent to Internal Auditors for scope of external self-assessment.
	1.4 Corporate Social Responsibility	Improve dialogue & communication with all stakeholders	Principal / Chair March 2024	The stakeholder letter has now recommenced. **October 2024** Stakeholder e-mail has now been issued; Board Members received a copy.
		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. March 2024 for Board approval.	This is to provide an opportunity for Board members to engage with staff and students. They may do this by: • Speaking with curriculum managers or support managers; • Informally (and with agreement and notification) pop into classrooms to speak to lecturers and students where appropriate. • Attending (with prior agreement) team meetings. Target dates met. 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 April 2024	At the April Planning Day members participated in a skills planning workshop, with external input. HMI has presented to Board following the Annual Engagement Visit and committees briefed on a satisfactory outcome.
	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	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	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.
3 Accountability	3.1 Accountability & Delegation	Involve staff in discussions on facing challenge	Principal and VP for Finance, Resources and Sustainability Ongoing	Board Members and management appropriately briefed on Training Day April 2024 All staff receive a key message update after every Board meeting.
	3.2 Risk Management	Connect risk appetite to risk register	Vice Principal Finance, Resources and Sustainability November 2024	Consult with the Internal Auditors on providing a further risk appetite session due to new board members joining. Good progress with work on consolidation of the risk register. **October 2024** Board training day has been scheduled for 19 November 2024. Internal Auditors are providing a session on risk appetite and board members have to complete CDN course prior to the training day
	3.3 Audit Committee	Membership to be adjusted in line with New Code	Governance Professional	Implemented.
	3.4 Remuneration Committee	Terms of reference to be revisited.	Governance Professional & Chair	Implemented
	3.5 Financial & Institutional Sustainability	Identify opportunities and address challenges	Principal and Vice Principals	At the April planning day review income diversification opportunities with Board members and options for collaboration were discussed.

		in context of "flat cash" settlement.	Ongoing	This is work is in progress and the Board have also had discussions relating to the new strategic priorities.
		Explore options for best use of resources to generate income.		
		Explore options for 3rd sector partnerships.		
		Explore possibility of identifying a university MBA research project for measuring cost -v- value efficiency	Vice Principal for Finance, Resources and Sustainability Ongoing	This is being considered at the Tri Partite Group with Scottish Government, Scottish Funding Council and college representatives. Business Planning is under active consideration.
	3.6 Staff Governance	Facilitate regular opportunities for Board members to engage with staff and staff representatives	Principal & Governance Professional [Ongoing]	It will be useful to hear advice from Trade Union Board Members and others January 2025 GP advises Board of all campus events to allow members to attend and engage with staff. Board also have the opportunity, with consent, to attend the college and meet with staff.
		Improve information flow to appointed staff representatives	Principal & Governance Professional	Governance Professional publishes meeting minutes to website. But again taking advice from staff and trade Union Members will be helpful with a view to publishing a college wide update on key discussion points following Board meetings, where appropriate. **October 2024**

				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 Strategy and Training days	Principal & Governance Professional Training Day – 30th April 2023	Considerable progress made but always room for discussion on potential for improvement. Members of the Senior team regularly attend Committees to present on items, for example Learning and Teaching and the Audit and Risk Committee.
4.1 Effectiveness	4.2 Board Chair	Plan for appointment of new Chair in 2024	Principal & Governance Professional June 2024	Implemented
	4.3 Senior Independent Member	Refresh Training & Support	Governance Professional	A new SIP requires targeted training albeit Board Training generally has included this.
	4.5 Board Members	Identify Training needs	Governance Professional November 2024	**October 2024** Board members have been reminded about the training available on CDN website. CPD forms are in the process of being completed and returned to the GP. Updates will be sought prior to each Board meeting. **January 2025** 3 new board members have been recruited and will be taking part in induction throughout February.
	4.6 Principal & Chief Executive	Set objectives and identify any training needs.	Chair [June 2025]	New remit for Chair's Committee addresses this but some work still to be done. **October 2024** Remuneration Committee considering setting the objectives and training needs. **January 2025**

				Performance review of Principal will take place in April/May 2025 and objectives set.
	4.7 Governance Professional	Recruit new postholder	Board	Implemented
		Agree overarching policy on resolving issues around grievance, breach of contract and conflict of interest	Governance Professional / Human Resources Director	The new Chairs Committee remit now provides a suitable mechanism. This has now moved from red to green.
	4.8 Appointment Induction & Training	New processes in anticipation of TU membership	Governance Professional	SLC has had TU observers at Committees and Board for several months. Formal induction has now taken place and also special training provided for committee Chairs.
	4.9 Board Evaluation	Revisit and refresh process and procedure	Governance Professional [Ongoing]	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. January 2025 Procurement process for externally facilitated exercise will commence in February. New induction and exit survey's are in draft form and will be introduced in 2025.
5 Relationships & Collaboration	5.1 Partnership Working	Build Collaborative initiatives with Regional Partner	Governance Professional and Principal June 2024	Projects identified for training & development. In addition, the Principal of South Lanarkshire College and the New College Lanarkshire Principal have started to meet regularly to consider options. Also, the Skills Led Region Planning sessions facilitated by Colleges Scotland for further

				collaboration, as well as the College West Partnership. Quarterly meetings are held with South Lanarkshire Council relating to collaboration. January 2025 Just to note that as part of the de-regionalisation process, SLC and NCL will be working in collaboration through working groups etc.
		Community Development	Principal and Vice Principal for Learning Teaching and the Student Experience. [Ongoing]	At the Strategic Planning Day further opportunities for working were discussed for links with the community – including, potentially the Principal and/or the Chairing Member to meet with the new Chief Executive of South Lanarkshire Council. Implemented.
6 Other	6.1 Equalities	Equalities Awareness Training	Governance Professional Ongoing Training	A dedicated training session has already been provided by the former Governance Professional and is available on the Board Portal, but a refresher might usefully be considered at some future point. The Board manual now includes a briefing on this topic.
	6.2 Student Association Support & Recognition	Student Awards Funding	Management Ongoing Support	Senior staff are already supporting the SA in seeking funding from the Educational Foundation but further mechanisms for rewarding student effort are being considered.

Schedule of Key Policies & Procedures		
Policy	Date	Due for review
Anti Bribery Policy	September 2024	September 2027
Dignity at work	July 2023	July 2026
Disciplinary Policy & Procedure	July 2023	July 2026
E Signature Policy	June 2024	June 2027
Equality Policy	Nov 2023	Nov 2026
Fee Waiver Policy	July 2023	July 2026
Fees Policy	June 2024	June 2027
Finance Regulations	June 2024	June 2027
Fraud & Anti Corruption Policy	June 2024	June 2027
Grievance Policy & Procedure	July 2023	July 2027
Lettings Policy	September 2024	September 2027
Procurement Policy	June 2024	June 2027
Safeguarding Policy	June 2024	June 2027
Staff Code of Conduct	Oct 2023	0ct 2026
Student Discipline Policy & Procedure	April 2023	April 2026
Whistleblowing Policy	July 2023	July 2026
Note that this element of the Rolling Review is under ongoing review and further policies may be added at request of Committees		

Schedule of Governance Documentation for Ongoing Review		
Code of Conduct	Reviewed as required by Standards Commission	Up to date
Committee Remits	For review four yearly or as required	Last review 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	3 March 2025
TITLE OF REPORT	Learning Teaching and the Student Experience Committee Chair's Report
REFERENCE	15
AUTHOR AND CONTACT DETAILS	Jo Gill Chair of the Learning, Teaching and the Student Experience Committee
PURPOSE:	To provide the Board with a report from the Chair of the Learning, Teaching and the Student Experience Committee from the meeting held on 3 February 2025.
KEY POINTS	Board Members are asked to note the following updates from the reports presented for discussion and information. ***Student Association Report:*** - A summary of the student association involvement in the festive activities including Graduation celebration to celebrate student success and achievement; - An impactful focus on the 16 days of Action against Gender Based Violence (GBV); - An overview of the complimentary student meals and student larder given the continued hardship faced by many students; - Involvement with the Student Volunteers in the Step ito STEM event in October working in partnership with DYW. - Continuation of the signed agreement through Think Positive of the Student mental Health Agreement to improve and promote student mental health; - Working with Kilbryde Hospice, Emily Test Charter and Carers Right Day to support valuable causes and raise awareness. ***Learning, Teaching and Mid-Year Review Updates:*** - The College credit level currently sits at 42,919 and is on track to meet the target of 43,600 credits; - The mid-year review provides an update on benchmarked retention, Curriculum Progress Reviews with associated outputs/actions; and Operational Planning Reviews with associated outputs/actions; - The Education Scotland Modern Apprenticeship (MA) Inspection of SNIPEF activity took place on 6 February 2025;

- There remains significant good practice and good news stories in relation to student achievement and success already in 2024 – 2025.
- The SFC Outcome Agreement Self Evaluation and Case Studies were brought for discussions as were the QAA SEAP (Self Evaluation and Action Plan) and the Hybrid Working Procedure;
- The Replacement Corporate Parenting Plan 2024-28 with Action Plan and the Supporting Care Experienced Students Infographic were brought to the Committee for awareness;
- The LTSE Committee Workplan was presented.

Quality update:

- The SLC Quality Cycle for 2024-25 has been adapted, with 2023-24 and 2024-25 activity on-going.
- Student voice remains central to the College's self-evaluation process, and work is underway to enhance engagement.
- Evaluation processes have been, and will continue to be, further developed in response to SFC & QAA requirements; with 2024-25 activity well-underway.
- The Quality Audit Group programme of internal audit is in progress; with a reprioritised plan for 2024-25.
- There have been no qualification approval applications since the last reporting cycle, there is a continued focus on actions from 2023-24.
- External qualification verification and quality assurance activity for 2023-24 has not fully concluded. The volume of selections for 2024-25 has increased significantly; whilst the available resource has reduced.
- Quality continues to engage with external partners to promote enhancement, develop practice and knowledge share with internal and external partners.
- Quality assurance and quality enhancement in learning and teaching is being further developed for 2024-25.

Developing the Young Workforce Update:

- A summary of GradU8 retention across all programmes for 24/25;
- Foundation Apprenticeship (FA) provision has sustained growth with 6 frameworks being offered across 14 cohorts;
- This academic session all FA courses are within the Consortium Agreement with the Local Authority and will deliver a baseline income of £233k. There will be no credit baring FAs in academic session 2024/25;
- No new senior phase independent options (Pathway 2) being offered in this academic session;
- The College continues to engage with schools to showcase SLC as a viable next step in their education and attends a range of school events where possible;

	• The College will continue to engage with our DYW regions stakeholders. ***Marketing and Communications Update:*** • Overview of all College Event Information including Graduation, Open Evenings and CLIC Events; • Application statistics for January 25 (Winter Start) courses; • The work and progress on the planning and launch for August 25/26 Recruitment Campaign; • Social Media updates including the launch of the new Social Media Policy and social media campaign activity updates; • Overview of Awards achieved including Partnership Award with the Energy Savings Trust as part of the Construction BE-ST – Accelerate to Zero Awards. This was announced on Thursday 7 November. ***Complaints Handling Update:*** • Summary overview including all completed complaints were closed in full within the required SPSO timeframe; • At the time of writing one complaint is currently being investigated; • The number of complaints received decreased from ten to seven compared to Quarter 1; • The number of complaints received in Quarter 2 2024-2025 was the same as Quarter 2 2023-2024; • Three fewer complaints were received relating to course management compared to the same period in 2023-2024.

Board of Management Meeting

DATE	3 March 2025
TITLE OF REPORT	Human Resources Committee (HRC) Chair's Report
REFERENCE	15
AUTHOR AND CONTACT DETAILS	Peter Sweeney, Chair of HRC Peter.Sweeney@slc.ac.uk
PURPOSE	To provide the Board with a report from the HRC Chair, including matters discussed during the HRC meeting on 13th February 2025.
BOARD ACTIONS / POINTS TO NOTE	The Board is asked to note Key Points, especially: • A discussion around the findings from a College-initiated internal audit into payroll and pensions matters, which was also discussed at the Audit & Risk Committee. All audit recommendations were accepted and many actions are already implemented. Mitigations implemented prevent any ongoing risk. • The Committee reviewed and approved a proposed Hybrid Working Procedure. • The Committee reviewed reports prepared in accordance with the Public Sector Equality Duty, which are in a new, more accessible format. These were approved for publication. • To support the College in creating its first Recruitment Policy, there was a discussion with Committee members on content that the Committee thought were important to capture, including around the Person Specification, employer branding and advance sharing of interview questions. • The Quarterly HR Report was comparably standard. Noted that UNISON is currently under regional supervision. The College projects for the new HR System and the Part-time Pensions calculations are progressing well. • The Quarterly Health & Safety report provided an updated on the completion of the ventilation works; confirmation of the pending occupational hygienist report and recognised an increase in the number of reported accidents. • There was reflection on a recent Disciplinary Investigation which reinforced the identified culture enhancement described in the employee engagement framework. • The Consultation and Voluntary Severance process is ongoing, with good participation in the consultation process from employees. The date for applications has been extended until the end of February 2025.

BOARD OF MANAGEMENT

Date	3 March 2025
TITLE OF REPORT	Audit & Risk Committee Chair's Report for the South Lanarkshire College Board and the Lanarkshire Regional Strategic Body
REFERENCE	15
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 4 February 2025
BOARD ACTIONS / POINTS TO NOTE	The Board is asked to note key points, especially: • The Committee noted the outcome from the Consultancy Review of Payroll and Pensions Management. • The 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 no further updates to scores had been deemed necessary over the last quarter. • An update from the SLC Quality Enhancement Group including the results of the EMA 1st Block Audit. • Proposed external audit fees for 2024-25 • SLC Digital Strategy which was remitted to the Board for approval; • The progress update of the Pension issue, noting no concerns at this stage of meeting the completion date of February 2025; and • The Governance Rolling Review, including the appointment of 3 additional Board members during the last quarter.

KEY POINTS	**Consultancy Review of Payroll and Pensions Management (Internal Audit)** *Reserved Item – Commercially Sensitive*
	• The Committee noted the outcome from the Consultancy Review of Payroll and Pensions Management. The report from Henderson Loggie had 12 recommendations of which 8 have already been actioned. **Rolling Audit Recommendations Commentary and Monitor** • The Committee noted the work that has been done to address the recommendations to date. In the last quarter, 2 recommendations have been closed off which is a positive step and the Committee were reassured that the executive team are working on the outstanding recommendations. **Risk Management** • Owing to the Christmas College sector shut-down and the ongoing stagnancy of many issues within the political landscape regarding Educational Reform, Budget constraints, National Bargaining and various sector-wide strategic frameworks, the Committee noted that College Risk Management Group did not deem any change necessary to the risk scoring this quarter. • The Committee noted the updates that have been made in respect of the risk register and gave thanks to Henderson Loggie for conducting the risk appetite session in November 2024 which was well received by the Board and Senior Leadership Team. • The Committee noted that the Head of Finance postholder is due to start on 17 March 2025 and this will enhance control environment. **Update from SLC Quality Enhancement Group** • The Committee considered and noted the remit and membership of the Quality Assurance and Enhancement Groups, the Quality Audit Group (QAG) Audit Schedule for 2024-25 and the results of the recent EMA 1st Block Audit . • It was noted that this function is not new activity for the College but rather demonstrates a renewed focus on various quality-focused groups with some renaming of subgroups and reorganisation of committee remits to minimise risks to the College. • The EMA 1st Block Audit was a positive report and did not highlight any areas of concern. **External Audit Fees 2024-25**

- The Committee noted and agreed the proposed level of fee set by Audit Scotland and the Auditor General for 2024/25. It was noted that the budget and fees recognise the difficult financial environment and the challenges facing public services, and public audit's role in helping meet them.

- A 1.9% increase in fee is proposed for the College from 2023/24 to 2024/25, representing an increase of £490 from £25,590 to £26,080.

SLC Digital Strategy

- The Committee considered the terms of the SLC Digital Strategy and remitted to the Board for approval. The Committee concluded that the Strategy was appropriate with no requirement for further amendments.

- The Committee gave thanks to Chris Sumner for his work on both the digital strategy and for representing the College at a JISC event in Manchester in January 2025.

Pensions Update – *Reserved Item Commercially Sensitive.*

- The Committee noted that there are no concerns at this stage and the target date of February 2025 is still on track.

Governance Rolling Review

- The Committee noted the updates to the Rolling Review. 3 additional Board Members have been appointed in the last quarter.

Conclusion

The College has continued to closely monitor all aspects of risk management, control and governance. The Committee remains of the opinion that the College's internal financial and management systems are adequate and effective. Further, the Committee is of the view that there is an ongoing process for identifying, evaluating and managing the College's significant risks.

BOARD OF MANAGEMENT

Date	3 March 2025
TITLE OF REPORT	Finance and Resources Committee Chair's Report for the South Lanarkshire College Board and the Lanarkshire Regional Strategic Body
REFERENCE	15
AUTHOR AND CONTACT DETAILS	S. Coutts, Chair of Finance and Resources Committee S.Coutts@slc.ac.uk
PURPOSE	To provide the Board with a Report from the FRC Chair including matters discussed during the FRC Meeting on 10 February 2025.
BOARD ACTIONS / POINTS TO NOTE	The Board is asked to note key points, especially: • Cashflow and Quarter 2 Accounts, noting the potential for large £1m payouts in the form of Voluntary Severance settlements and employment tribunals. • The Quarterly update from Procurement, noting thanks to the Procurement Manager for her work in this area • The Quarterly update from Facilities, noting a requirement for further analysis of energy usage and saving trends. • The Quarterly update from the Climate Change Action Team (CCAT) with successful partnership linkages, • The Quarterly Update from CLIC Innovate UK confirming that the College remains on track to meet the conditions of funding • A Voluntary Severance Progress update was provided to the Committee. • The Committee considered the capital expenditure plan and • The Committee was advised of the legal expenditure to date for the employment tribunal.

Cashflow and Accounts to 31 December 2024

- The Committee noted a draft operating deficit of £115k.

- While the College remains vigilant to minimise expenditure where possible, imposing a recruitment freeze and continually engaging in procurement activity to ensure best value in all major contracts, the results have been negatively impacted by a £311k overspend in salaries primarily due to under provision of curriculum pay awards that were concluded in the first quarter of 2024/25.

- The Committee noted that following circa £1M in expected severance payouts and a potential £1M in employment tribunal settlements, the College cashflow will track between £300K - £1M each month from now until July 2026.

- The Committee was assured that the College will continually monitor cash flow. No reinvestment of the £750k of funds previously held in a special reserve account has been made at this time.

Quarterly Update – Procurement

- The Committee reviewed the paper and noted that Procurement has been continuously improving and that the potential savings will be monitored and further reported.

- The Committee again noted the 12% increase in score in the Operational Procurement Review, increasing from 61% in 2020 to 73%.

- The Committee was encouraged to hear about the contract savings and thanks were given to the Procurement team for their efforts in increasing procurement compliance and reporting.

Quarterly Update – Facilities

- 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 advised that general waste levels continue to be a concern and the CCAT team are supporting an action around the reduction of general waste.

- The Committee queried the downturn in electricity being generated by solar panels and the 'generated vs usage' of power by the College. The College fully intends to bring further analysis to the next Committee cycle in May 2025 to enhance its reporting.

Quarterly Update: Climate Change Action Team (CCAT)

- The Committee noted the contents of the report and the ongoing work across the College to support the delivery of 'net zero' targets and the growing requirement on the College to provide sustainability reporting across various agencies.

- The Committee was encouraged by two new partnerships that had been established in the last quarter: Travelknowhow and the Lanarkshire Association of Mental Health (LAMH). These links will continue to drive the achievement of more sustainable practices at the College.

- The Committee was delighted to be advised that The Environmental Association of Universities and Colleges (EAUC) had awarded the College a Gold Award.

CLIC Innovate UK: A progress update

- The Committee was pleased to note the progress on the project which will render up to £197k of income by 31 March 2025.

- The Committee was encouraged by the engagement with CLIC events and the relationships being fostered with other organisations. The College does not foresee any issue or risk to securing this funding based on current engagement levels.

- The Committee was also encouraged to learn that funding for 2025-25 would likely be renewed. Since the time of the Committee meeting, funding for 2025-26 has been confirmed.

Voluntary Severance Update – Reserved Item (Commercially Sensitive)

- The Committee were provided with an update on the Voluntary Severance Scheme.

Capital Expenditure Plan

- The College has spent a total of £178.030 in the quarter to 31 January 2025 for the previously disclosed Hair & Beauty salon refurbishment and HR and IT room refurbishment projects that were completed in the first quarter of the year, together with spend on new digital fibre switches (£51k), the audio-visual display device in the Atrium (£22k) and the installation cost of the new pizza counter within the Canteen (£73k) in the quarter to 31 January 2025.

- Imminent pipeline works include a website upgrade (£15k) and various classroom refurbishments (£20k).

- The Committee was encouraged to learn that the Scottish Funding Council had granted some flexibility for the use of

	capital funding for revenue related purposes, The College can utilise 50% of its total £850,260 budget for revenue related, repairs and maintenance expenditure. **Legal Expenditure – Reserved Item (Commercially Sensitive)** • The Committee was advised of the current legal expenditure attributed to the Employment Tribunal • Further updates on conclusion of the Tribunal will be brought to the Committee in due course.

BOARD OF MANAGEMENT

DATE	3 March 2025
TITLE OF REPORT	Board Member Update
REFERENCE	16
AUTHOR AND CONTACT DETAILS	Vari Anderson Vari.anderson@slc.ac.uk
PURPOSE:	To update Board Members on the recent resignation of a non-executive board member, updated committee structures and board recruitment.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended: • To note the resignation of a non-executive board member and the implications on the Board and Committee membership • To approve the appointment of Scott Coutts as Senior Independent Member • To note the appointment of Laura Wright as Chair to the Finance and Resources Committee, Peter Sweeney as Chair to the Audit and Risk Committee and Heather Anderson as Interim Chair of the Human Resources Committee • To note the board recruitment update
RISK	• If a Senior Independent Member is not appointed, the College will be in breach of the Code of Good Governance for Scotland's Colleges. • Committees not being effective without appropriate balance of skills and experience
RELEVANT STRATEGIC AIM:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• Notes the resignation of Fiona Whittaker from the Board effective as of 4 March 2025 • Suggests appointment of Scott Coutts to the role of Senior Independent Member • Introduces Committee Chair restructures • Updates members on recruitment process.

1. INTRODUCTION

1.1 This paper records the resignation of a Non-Executive Board Member and Senior Independent Member along with proposals for appointment of a new Senior Independent Member and Committee restructures.

1.2 Following a recent recruitment drive for a Non-Executive Board Member to backfill for the above role, an update is provided on the status of recruitment.

2. BACKGROUND

2.1 On 11 December 2024, Non-Executive Board Member and Senior Independent Member, Fiona Whittaker, notified the Chair of the Board of her intention to resign from the Board of Management due to personal and professional commitments. It was confirmed that this resignation would be effective from 4 March 2025.

2.2 In terms of Section D3 of the Code of Good Governance for Scotland's Colleges, the Board must appoint one non-executive member to be the Senior Independent Member. Following discussions, it is proposed that Scott Coutts be appointed as Senior Independent Member.

2.3 If Scott Coutts is appointed as Senior Independent Member and in respect that Tom Feely has stepped down from his role as Chair of the Audit and Risk Committee. To ensure the Board and its Committees have the appropriate balance of skills and experience, Committee membership will be updated as follows:

- Laura Wright appointed as Chair of the Finance and Resources Committee
- Peter Sweeney appointed as Chair of the Audit and Risk Committee
- Heather Anderson appointed as Interim Chair of Human Resources Committee

Annex A contains an updated copy of the Committee Membership.

2.4 As of the date of writing, 19 February 2025, no applications have been received for the vacant Board Member role(s). The closing date has been removed from the vacancy advertisement and the application pack will remain available on the SLC website.

3. IMPLICATIONS

3.1 Fiona Whittaker was a member of the Human Resources and Audit and Risk Committees. Following recent board recruitment, both Committees retain their voting majority, and the Board remains compliant with the Further and Higher Education (Scotland) Act 1992 in respect that the Board comprises over 15 members.

3.2 If the Board appoints Scott Coutts as Senior Independent Member, the role of Finance and Resources Committee Chair becomes vacant. Committee re-structures are proposed which would maintain the appropriate skills balance on each Committee.

4. RISK

4.1 If a Senior Independent Member is not appointed, the College will be in breach of the Code of Good Governance for Scotland's Colleges.

4.2 If Committee structures are not updated to ensure the appropriate balance of skills and experience are maintained, Committees may not perform as effectively.

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

The Board is recommended to:

- To note the resignation of a non-executive board member and the implications on the Board and Committee membership

- To approve the appointment of Scott Coutts as Senior Independent Member

- To note the appointment of Laura Wright as Chair to the Finance and Resources Committee, Peter Sweeney as Chair to the Audit and Risk Committee and Heather Anderson as Interim Chair of the Human Resources Committee

- To note the board recruitment update

Board of Management **NB Chair may attend LTSE, FRC, ARC and HR Committees but cannot be a member of the ARC**	Remuneration Committee	Audit & Risk Committee *There shall be not less than 3 members. A quorum shall be 3 members. At least 1 should have a background in finance, accounting or auditing but membership should not be drawn exclusively from people with such a background*	Learning, Teaching & Student Experience Committee *There shall be not less than 4 members (this will include the Principal) a quorum shall be a minimum of 3 members of the Committee*	Finance & Resources Committee *There shall be not less than 4 members (this will include the Principal) a quorum shall be a minimum of 3 members of the Committee*	Human Resources Committee *There shall be not less than 4 members (this will include the Principal) a quorum shall be a minimum of 3 members of the Committee*	Chairs Committee
Douglas Morrison (Chair) Heather Anderson (Vice Chair) Stella McManus (Exc) Ronnie Smith Scott Coutts (SIM) (non-Exc) Prof Jo Gill (non-Exc) Tom Feely (non-Exc) Peter Sweeney (non-Exc) Anne Doherty (Exc) Tarryn Robertson (Exc) Catriona Blacker (Exc) Jack Whyte (Exc) Scott Gray (TU Rep) Graeme Forrester (TU Rep) Laura Wright (non-Exc) Andriy Strekhalliuk (non-Exc) Kirsty Pinnell (non-Exc) Jacqueline Morrison (non-Exc) Heather Meighan (non-Exc)	Heather Anderson (Chair) Douglas Morrison Peter Sweeney Jo Gill Laura Wright	Peter Sweeney (Chair) Tom Feely Anne Doherty Heather Anderson Jacquline Morrison	Prof Jo Gill (Chair) Stella McManus Douglas Morrison Tarryn Robertson Catriona Blacker Scott Gray Scott Coutts Heather Meighan	Laura Wright (Chair) Scott Coutts Stella McManus Douglas Morrison Scott Gray	Heather Anderson (Chair) Peter Sweeney Stella McManus Anne Doherty Douglas Morrison Jack Whyte Graeme Forrester Andriy Strekhalliuk Kirsty Pinnell	Douglas Morrison (Chair) Heather Anderson Laura Wright Jo Gill Peter Sweeney Stella McManus
In Board and Committees **ALL** decisions must have a majority of Non-Executive members (ie. **NOT** staff or students)	**Invited Members**	**Invited Members** Douglas Morrison Stella McManus	**Invited Members** Jack Whyte Anne Doherty	**Invited Members**	**Invited Members** Catriona Blacker Scott Gray	**Invited Members**
Invitees	**Invitees**	**Invitees**	**Invitees**	**Invitees**	**Invitees**	**Invitees**
Angela Pignatelli Elaine McKechnie Gary McIntosh (Governance Professional)	(Governance Professional)	Elaine McKechnie Angela Pignatelli (Governance Professional)	Angela Pignatelli Myra Sisi David Innes Wilma MacLeod Rose Harkness Lisa Doonan Ann Baxter (NCL) (Governance Professional)	Angela Pignatelli Elaine McKechnie Paula Blackadder (NCL) (Governance Professional)	Angela Pignatelli Gary McIntosh (Governance Professional)	(Governance Professional)
To Attend When Advised	**To Attend When Advised**	**To Attend When Advised**	**To Attend When Advised**	**To Attend When Advised**	**To Attend When Advised**	**To Attend When Advised**
Myra Sisi David Innes Rose Harkness Chris Sumner Andrew Kerr (Audit Scotland) Paula Blackadder (NCL) Yvonne Finlayson (Chair of RSB, ARC) David Archibald (HCLA)		Andrew Kerr-Audit Scot. Audit Scot. David Archibald-HLCA Stuart Inglis-HLCA Yvonne Finlayson-RSB'S ARC Laura Wright		Peter Sweeney		