

## BOARD OF MANAGEMENT

There will be a meeting of the Board of Management on 5 December 2023 at 1730 hours via Microsoft Teams or in the Boardroom at South Lanarkshire College

### AGENDA

Agenda Item	Item	Paper (Yes or No)	Owner
1	<b>Apologies for Absence</b>	N	PS
2	<b>Declaration of any potential Conflicts of Interest in relation to any Agenda items</b>	N All	All
3	<b>Minutes of Previous Meetings</b> Minutes of Board of Management 26 September 2023.	Y	PS
4	<b>Matters Arising from the Previous Meeting</b>	N	PS
	<b>Reserved Matters for Approval - Drafts only not for publication</b>		
5	Annual Audit Report of Audit Scotland (External Auditors) and Completion Letter		
6	Financial Statements for the Year to July 2023	Y	AK
	<b>Matter for Approval</b>	Y	E McK
7	South Lanarkshire College Self Evaluation	Y	S McM
	<b>Matters for Discussion</b>		
8	Chair's Update	N	PH
9	Principal's Update	Y	SM
10	Student Association Report	Y	KW
11	Board Self Evaluation and Next Steps	Y	PMc
	<b>Matters for Information</b>		
12	College Cashflow and Quarter 1 Management Accounts.	Y	E McK
13	Risk Register	Y	E McK
14	Reports by Chairs of Committees <ul style="list-style-type: none"> <li>• Curriculum, Quality and Development</li> <li>• HR</li> <li>• Audit and Risk</li> <li>• Finance and Resources</li> </ul>	N N Y N	JG HA CMc CG
15	<ul style="list-style-type: none"> <li>• The Lanarkshire Regional Outcome Agreement</li> <li>• Minutes: Approval of the Lanarkshire Regional Outcome Agreement</li> </ul>	Y	PMc
	<b>Item</b>		
16	Summation of Actions and Date of Next Meeting		PS
17	Any Other Business		PS

Key: PS: Peter Scott, PH: Paul Hutchinson, SM: Stella McManus, EmcK: Elaine McKechnie,  
JG: Prof Jo Gill, HA: Heather Anderson, CMc: Craig McLaughlin, CG Clare Gibb

BOARD OF MANAGEMENT	
Minutes of Meeting held on 26 September 2023 at 1730 hours via Microsoft Teams and in the Boardroom at South Lanarkshire College	
<p><b>Present</b></p> <p>P Hutchinson (Chairing Member) S McManus (Principal) H Anderson S Coutts A Doherty Prof. J Gill E Hamilton D Morrison T Robertson R Smith P Sweeney K Wither</p>	<p><b>In Attendance</b></p> <p>K McAllister (Head of Finance) G McIntosh (Head of HR)</p> <p>C Robertson (TU Observer)</p> <p style="text-align: center;">Clerk – P Scott (Governance Professional)</p>
01	<p><b>Apologies for Absence</b></p> <p>P Brodie T Feely C Gibb C Mclaughlin F Mullen F Whittaker</p>
02	<p><b>Declaration of any potential Conflicts of Interest in relation to any Agenda items</b></p> <p>None received</p>
03	<p><b>Minutes of Previous Meetings</b> Minutes of Board of Management 1 June 2023.</p> <p>These were duly approved .</p>
	<p><b>Reserved Items</b></p> <p>Two additional Minutes dated 14<sup>th</sup> June and 12<sup>th</sup> July respectively were also considered and approved. These were reserved by reason of Commercial Confidentiality but related to the supply and installation of LED lighting. The Board noted that these works had been entirely grant funded and had been completed well within budget. The Board also noted that the College had been given authority to apply the surplus to other works which met the same “green” criteria as had been applied to the provision of this energy saving form of lighting. Management was to be commended for its initiative in this matter which not only met Government environmental targets but made appreciable cost savings.</p>
04	<p><b>Matters Arising from the Previous Meetings</b></p> <p>There were no matters rising not to be considered under other Heads of Business.</p>

	<b>Matters for Approval</b>
05	<p><b>Board Recruitment</b></p> <p>The Governance Professional advised that this matter had already been approved by a Special Meeting of the Board held on 22<sup>nd</sup> August 2023 and presented a Minute for approval by the Board. Said Minute was duly approved.</p> <p>The Board duly welcomed the undernoted new members to the Board, they having been appointed by the Lanarkshire Regional Strategic Board subject to approval by the College Board. The effective date of appointment was therefore 22<sup>nd</sup> August 2023.</p> <p>The Chair commented that this had been a robust process and that the new members clearly were bringing considerable expertise to the table which would strengthen and enhance the Board in the challenging times ahead.</p> <p>The new members were as follows: -</p> <p style="padding-left: 40px;">Paul Brodie Scott Coutts Thomas Feely Prof. Jo Gill Peter Sweeney MBE</p>
06	<p><b>Governance Professional</b></p> <p>The Chairing Member spoke to the paper as presented and invited the Board to confirm and ratify the appointment of Paul McGilvery as Governance Professional. This was a Board Appointment and the unanimous recommendation from the Appointments Committee followed a robust process. The Board could be assured that there would be an equally robust handover process supported by the outgoing Governance Professional.</p> <p>The Board fully endorsed the recommendation and welcomed their new Governance Professional</p>
	<b>Matters for Discussion</b>
07	<p><b>Chair's Update</b></p> <p>The Chairing Member gave a verbal update on matters of moment. The dissolution of the Lanarkshire Regional Strategic Board was fully supported by both of the constituent colleges and by the LRSB itself. It was important to stress that both of the constituent colleges were fully committed to working together in the spirit of collaboration and partnership to meeting the educational needs of Lanarkshire and serving the best interests of the larger community.</p> <p>Ongoing Industrial Action clearly affected the work of the college, but it should be made clear that the college fully supported the right to take this action and shared a desire for an early settlement of the negotiations.</p>
08	<p><b>Principal's Update</b></p> <p>The Principal spoke to the paper as presented and which is referred to for its detailed terms. The good news was that the college had, pending audit confirmation, achieved its credit target for 2022/23 and anticipated being able to meet the 2023/24 target within the 2% available tolerance. Realistically, the Industrial Action and in particular the Action Short of a Strike had impacted on students but the college awaited the outcome of a ballot before considering the option of a partial reduction in pay in agreement with the Unions.</p> <p>She was also pleased to announce that both Vice Principal roles had now been filled by eminently suitable candidates.</p>

	<p>She had also met a range of stakeholders from across the sector and has now been approved to join two Boards, the College Development Network and Construction BE-ST – in respect of which last she acknowledged the help and support of the Vice Chair.</p>
09	<p><b>Finance Forecast Review 2022-23 to 2025-26</b></p> <p>The Board considered and noted the paper presented by the Head of Finance and which is referred to for its detailed terms.</p> <p>The paper summarised the projection for the academic years to 31 July 2024, 31 July 2025 and 31 July 2026 in the format required the Scottish Funding Council (the Financial Forecast Return (FFR)).</p> <p>The figures reflect the Budget as presented to the Board in June 2023, the first year of which was approved, and this paper was presented to the Finance and Resources Committee on 30 August 2023.</p>
10	<p><b>Strategy Day Summary</b></p> <p>The Principal presented a paper collating and summarising the outcome of the Boards' August Strategy Day and this paper is referred to for its detailed terms</p> <p>All groups had identified that dissolution was a priority but recognised the need to continue to collaborate with New College Lanarkshire.</p> <p>Financial challenges were recognised and as such the College business model would need to change and become more commercially minded. Key would be adopting a business development approach which could provide a clear full cost course offer.</p> <p>In turn this would mean developing a staff culture which would reward and recognise staff input whilst changing the collegiate mindset as to what a new business model needed to be so as to face the undoubted challenges ahead.</p> <p>The findings could be grouped into the following draft themes:-</p> <ul style="list-style-type: none"> <li>• Student Experience</li> <li>• People and Culture</li> <li>• Growth and Innovation and</li> <li>• Sustainability.</li> </ul> <p>After full and detailed consideration, including the view that sustainability could also include finance, the Board approved the proposals and <b>as an action point</b> instructed management to initiate wider consultation with staff and stakeholders.</p> <p>The priorities would be:-</p> <ol style="list-style-type: none"> <li>1. Student Experience: To provide a responsive, entrepreneurial, destination focussed curriculum and lifelong learning opportunities for the communities the College serves.</li> <li>2. People and Culture: To recruit, retain, develop and reward talented staff who will enable students to reach their full potential.</li> <li>3. Growth and Innovation: To be a future proofed independent and financially viable organisation able to invest and collaborate for growth and resilience.</li> <li>4. Sustainability: To work towards achieving a Net Zero campus and providing an estate and infrastructure for 21<sup>st</sup> century learning.</li> </ol>
11	<p><b>Governance Rolling Review</b></p> <p>The Governance Professional presented a paper which is referred to for its detailed terms.</p> <p>Members are recommended to note that:</p>

	<p>The Rolling Review has been agreed in principle but with the appointment of a new Governance Professional the final version for consideration should reflect his input as well as that of the outgoing Governance Professional</p> <p>The proposal now is that the new and the outgoing Governance professionals should work with the Internal Auditors to produce a more detailed structured Rolling Governance Review for consideration by the next most appropriate Board.</p> <p>The model attached to the paper had been considered in draft by the Board and by the substantive committees and their input had been embedded in the current version as presented to the Board – as also had the input of the Student Association and Trade Union representatives</p> <p style="text-align: center;">The principles of good governance are:</p> <ol style="list-style-type: none"> <li>1. Leadership and Strategy</li> <li>2. Quality of the Student Experience</li> <li>3. Accountability</li> <li>4. Effectiveness</li> <li>5. Relationships and Collaboration</li> </ol> <p>The Governance Rolling Review plan would focus on these areas, with subheadings of importance such as staff governance, quality monitoring and oversight and partnership working.</p> <p>The Board approved this as a way forward.</p>
12	<p><b>Student Association Report</b></p> <p>The Board considered with approval the detailed Report as submitted and as referred to for its detailed terms.</p> <p>This evidenced a vibrant Student Association which was working closely in partnership with the College for the benefit of the student body and demonstrated a high level of student engagement.</p> <p>The Board noted in particular:</p> <ul style="list-style-type: none"> <li>• Progress with the Emily Test Gender Based Violence Charter</li> <li>• Initiatives to ease student poverty &amp; the cost of living</li> <li>• The Student Mental Health Agreement</li> <li>• The detail of the 2023/24 operational plan</li> <li>• The supply of low cost high value Hoodies</li> <li>• Involvement in the Lead &amp; Change Event and</li> <li>• And the range planned forthcoming events</li> </ul> <p>The Governance Professional advised that he had, in a support capacity, attended the meeting of the South Lanarkshire College Educational Foundation which had approved applications from the Student Association for funding of student-centred initiatives and had been greatly impressed by the quality of the business plans submitted by the Association with input from senior staff. It was perhaps worthy of note that the Trustees had been able to agree all of the applications. All involved were to be commended.</p>
	<p><b>Matters for Information</b></p>
13	<p><b>College Cashflow and Quarter 4 Management Accounts.</b></p> <p>The Board considered the paper as presented and as referred to for its detailed terms and noted in particular that:</p> <ul style="list-style-type: none"> <li>• The projected deficit had increased although year end reconciliation work has not yet commenced and that it some costs may have been incurred that relate to the following financial year;</li> </ul>

	<ul style="list-style-type: none"> <li>• The salary award for 1 September 2022 has not been agreed and that every 1.0% increase over the rate already incorporated would result in additional costs of £125k; and</li> <li>• The impact of a settlement and potential cost to the College of the ongoing Job Evaluation scheme has not yet been factored into the forecast</li> </ul>
14	<p><b>Risk Register</b></p> <p>The Board considered the Paper as presented and as referred to for its detailed terms</p> <p>The Board noted in particular that the main challenge for the College continues to be the central cash settlement which, as recently announced for 2023/24, is a level lower than 2022/23. Most recent guidance from the Scottish Funding Council is that this crucial funding stream will not increase over the short term, with ring-fenced allocations being similarly constricted.</p> <p>The Summary of the College’s Strategic Risk Register within the paper had been most helpful as a record of the report already considered in detail by ARC.</p>
15	<p><b>Sector Reforms</b></p> <p>The Board noted with interest the detailed paper as presented and as referred to for its detailed terms. The independent reviews, if all of the reforms were to implemented, would clearly and fundamentally change the education system in Scotland,</p> <p>In particular it was noted that:</p> <ul style="list-style-type: none"> <li>• The Independent Review of Qualifications seeks to reform qualifications and to introduce a new Scottish Diploma of Achievement.</li> <li>• The Independent Review of the Skills Delivery Landscape seeks to create one single funding body for Scotland and to transform Skills Development Scotland into a national careers service.</li> <li>• The Purpose and Principles for Post School Education and Research were set out in the Scottish Government’s five principles and immediate priorities for change.</li> </ul>
16	<p><b>Audit Scotland: Scotland’s Colleges 2023 Report</b></p> <p>The Report as presented was duly noted.</p> <p>The significant risks facing the sector clearly included:</p> <ul style="list-style-type: none"> <li>• a funding reduction of 8.5% in real terms between 2021/22 and 2023/24;</li> <li>• rising staff costs being colleges biggest financial pressure; and</li> <li>• an urgent need for significant changes to the sector as recommended by the reforms to be implemented as a matter of urgency.</li> </ul>
17	<p><b>SQW: Labour Market Intelligence Paper</b></p> <p>The Board carefully considered the Paper as presented and as referred to for its detailed terms.</p> <p>This flowed from a Presentation delivered to the June Board</p> <p>The Paper focussed on the demographics of South Lanarkshire, labour market supply, demand and growth sectors and considered the wider trends and drivers before finally concluding with a number of challenges and opportunities presented in the paper. These included, a growth in 16-18 years olds, replacement demand for Health and Social Care and Wholesale and Retail workers and South and North Lanarkshire commonalities -where the high proportion of people employed in Health &amp; Social Care and Wholesale &amp; Retail across both areas, suggested areas of commonality and potential collaboration which the Board would wish to explore and develop.</p>

	<p>In particular it was clear that the population of South Lanarkshire is not sufficiently skilled to meet workforce requirements and so opportunities for industry upskilling are evident - requiring a clear business development strategy.</p> <p>It was felt that the College's expertise in construction and related provision may be particular strengths to build on given the likely demands which will come to form the transition to net zero.</p> <p>This information will help direct the strategic direction of the College as well as providing additional intelligence for when the Regional Transition Group is re-established to discuss the parameters for dissolution.</p>
18	<p><b>Reports by Chairs of Committees</b></p> <p><b>Curriculum, Quality and Development</b></p> <p>The Committee Chair summarised the ongoing work of the Committee. The impact of industrial Action was clearly significant. The workplan would include consideration of developing entrepreneurial activity. The student Voice was clearly central to ongoing development. In course of a brief discussion on the proposed Graduation arrangements, it was suggested that feedback from the student body would be helpful in meeting the expectations of students and their families</p> <p><b>Human Resources</b></p> <p>The committee Chair spoke to a paper as presented and which is referred to for its terms Audit and Risk. Key points were:-</p> <ul style="list-style-type: none"> <li>• HRC approval of the updated Health &amp; Safety Policy</li> <li>• New strategy for liP accreditation and planned creation of a "People Group"</li> <li>• Staff Recruitment and Retention internal audit "satisfactory" outcome</li> <li>• SPPA and SPF pension data returned on-time for the last pension year</li> <li>• ET/SLT are working with the Auditor and payroll experts to resolve historical payroll incorrect payments</li> <li>• EIS-FELA and UNISON took strike action on 7th September, further action planned 20th September. EIS-FELA ASOS continues with negative impact on students.</li> <li>• <u>RESERVED MATTER</u> Two new Employment Tribunal Claims had been received.</li> <li>• <u>RESERVED MATTER</u> Bereavement – there had been two recent in-service staff deaths and appropriate action was being taken</li> </ul> <p><b>Audit &amp; Risk</b></p> <p>In the absence of the Committee Chair, Peter Sweeney summarised the Committee Proceedings:</p> <ul style="list-style-type: none"> <li>• Risk Appetite should be a matter for ongoing consideration by the Board with input from the Internal Auditors. The main risk would be to financial stability in the light of the "flat cash" settlement imposed on the sector as a whole.</li> <li>• The Committee had approved the strategic risk analysis and the identification of risk set out in the Strategic Risk Register. It had been felt that some of the risk factors may have been graded too highly, but management advice had been that they were comfortable with the values attached albeit they would be kept under review. For example, the reduction in credit targets, arguably, reduced the risk of failing to meet targets and this was under consideration.</li> <li>• In respect of the Rolling Audit Recommendation Monitor, the committee was working to a clear timetable. The entry on Cyber security was the largest item and Peter Sweeney would have a follow up session with the IT Manager – this being his own area of expertise</li> <li>• In respect of recommendations on Staff Recruitment and Retention the Committee had noted the recommendations considered that these should be taken forward by HRC.</li> </ul>

	<ul style="list-style-type: none"> <li>• Generally on respect of the Internal Audit Progress Report the Committee was satisfied with the detailed work undertaken in the context of the full internal audit programme</li> <li>• It had been especially noted that the in the most recent Section 22 Report the College had been found to be fully compliant with the Code of Good Governance and that Audit Scotland was encouraged by progress with audit recommendations and by the commitment to further improvements through a rolling review.</li> <li>• In a private session with the external auditors the committee had been comforted by a verbal report from the External Auditors that there were no significant issues with the Annual report and that any delay in completion of the accounts for the Regional Board should not impact on completion of the SLC Annual Return.</li> </ul> <p><b>Finance and Resources Committee</b></p> <p>In the absence of the Committee Chair the Governance Professional advised that although the last meeting of the Committee had been quorate and compliant with the 2016 Code of Good Governance, the Board had already adopted the higher Standard of the 2022 Code which required all decisions to be approved by a majority of Non-Executive Board Members. Technically that had not been achieved. The Board accordingly considered and ratified the Minutes of the last meeting as presented and as referred to for their terms so as to purify the actions and decisions of the Committee.</p>
19	<p><b>Board of Management Appointments etc</b></p> <p>These matters had already been fully addressed in terms of Item 05 above.</p>
20	<p><b>Items Reserved by Reason of Commercial Confidentiality</b></p> <p>Minutes: LED Supply and Installation</p> <p>These had already been considered as part of Item 03 above</p>
21	<p><b>Reserved Item</b></p> <p>Employment Tribunals</p> <p>Two applications had been intimated but as these were at an early stage of the process no further comment could be made at this time</p>
22	<p><b>Summation of Actions and Date of Next Meeting</b></p> <p>The Governance Professional summarised the actions of the Board as minuted above.</p> <p>The next Board Meeting was Scheduled for Tuesday 5<sup>th</sup> December 2023</p>
23	<p><b>Any Other Business</b></p> <p>There being no other business the meeting was declared closed.</p>



## BOARD OF MANAGEMENT

<b>DATE</b>	5 December 2023
<b>TITLE OF REPORT</b>	South Lanarkshire College Self Evaluation
<b>REFERENCE</b>	7
<b>AUTHOR AND CONTACT DETAILS</b>	Stella McManus <a href="mailto:Stella.mcmanus@slc.ac.uk">Stella.mcmanus@slc.ac.uk</a>
<b>PURPOSE:</b>	To provide Board Members with the opportunity to review the performance of the College for 2021-22 through the self-evaluation report.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to note the contents of this report.
<b>RISK</b>	There are no new risks arising as a consequence of considering this report.
<b>RELEVANT STRATEGIC AIM:</b>	<ul style="list-style-type: none"> <li>• Successful Students</li> <li>• Highest Quality Education and Support</li> <li>• Sustainable Behaviours</li> </ul>
<b>SUMMARY OF REPORT:</b>	<p>The College is required to submit a self-evaluation on an annual basis to the Scottish Funding Council (SFC). Like the previous year, the format is not dictated by the SFC, and the reports are being used to understand the scale of the impact of the pandemic and recovery on the quality of learning and teaching across the 2022-23 academic year.</p> <p>As part of the report the College has reflected on student progress and outcomes, quality assurance and evaluation methods, what it is like to be a student at the College, digital learning, delivery of learning and services to support learning and student engagement.</p>

## **1. INTRODUCTION**

1.1 To provide members with a copy of the Regional Outcome Agreement (ROA) which the Lanarkshire Regional Strategic Body is obliged to complete by the Scottish Funding Council (SFC) on an annual basis.

## **2. ARRANGEMENTS FOR 2023-24**

2.1 According to the SFC the ROA should include a brief summary of the institution's context (including financial sustainability) and then set out what commitments institutions are making for academic year 2023-24 in each of the priority areas. The OA will be published in line with previous years to ensure transparency over the commitments that institutions are making in return for the public funding that they receive.

2.2 For academic year 2023-24, the SFC requires universities and colleges to deliver four aspects of their OA:

- 2.2.1 a short forward-looking OA that sets out what commitments institutions are making in the identified priority areas;
- 2.2.2 a national measures table that includes forward-looking projections for the AY 2023-24;
- 2.2.3 a short self-evaluation that provides assurance over delivery of the outcomes set out in the academic year 2022-23 OA; and
- 2.2.4 case studies to demonstrate ways in which funding has been used to deliver outcomes for students, research, economic transformation and social renewal.

2.3 The ROA covers the following priority areas:

- 2.3.1 Fair Access and Transitions
- 2.3.2 Quality Learning and Teaching
- 2.3.3 Coherent Learning Provision
- 2.3.4 Work-based Learning and Skills
- 2.3.5 Net Zero and Environmental Sustainability Response

2.4 South Lanarkshire College worked collaboratively with colleagues at New College Lanarkshire (NCL) to produce the 2023-24 document and it takes a high-level approach to the region. It also includes case studies from both SLC and NCL demonstrating how SFC funding is being used within the region.

2.5 Due to publishing timelines, now in November 2023, the SFC asked colleges whose board cycle fell outwith those timings to request Board approval in advance of the college board meeting on 5 December 2023.

## **3 EQUALITIES**

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

#### **4 RISK**

4.1 That the college does not highlight its commitments for the 2023-24 academic year impacting on loss of funding and learning opportunities for students.

#### **5 RECOMMENDATIONS**

5.1 Members are recommended to note the published version of the 2023-24 Regional Outcome Agreement.



South  
Lanarkshire  
College  

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East Kilbride

# SELF EVALUATION 2022-23

**We believe everyone regardless of identity or background - should have access to learning opportunities that enable them to always keep achieving.**

Version Number: 1.0

## Document Information

<b>Published/Created:</b>	November 2023
<b>Reviewed Date:</b>	October 2024
<b>Owner:</b>	Stella McManus
<b>Approved by:</b>	SLT October 2023 Board of Management December 2023
<b>Equality Impact Assessment:</b>	Yes
<b>Next Review Date:</b>	October 2024

## Quick Links

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

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



To find out more about FREDIE click [HERE](#)

To find out more about our Vision, Mission and Values click [HERE](#)



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## 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 College's approach to quality assurance and enhancement includes staff training, development and career reviews, aligned with the strategy. The Board of Management has set clear, high, expectations for our provision under the following headings:

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

These priorities establish a framework in which the College develops effective support for its students. They also ensure that the College complies with the requirements of the "*How Good Is Our College?*" framework, the Curriculum for Excellence, the Student Partnerships in Quality Scotland (sparqs) student engagement framework whilst embracing the key themes of the Adult Learning Strategy 2022 to 2027, Skills Development Scotland's "Skills 4.0" 2018 report – and preparing students for the world of work. The College provides a learning environment where students are equipped with the specific skills required to progress onto their chosen destinations. In addition, students are supported to reflect on their skills and are able to build on developing, cultivating and executing other skills required for 21<sup>st</sup> century society. The College learning, teaching and assessment approaches empower students to be successful, confident individuals, responsible citizens and effective contributors.

The approach also reflects the College values:

- Inclusive and Diverse
- Passionate About Our Roles and Responsibilities
- Continually Improving
- High Achieving
- Reducing Our Environmental Impact
- Delivering Community and Social Value
- Committed to Health and Well Being
- Creative and Innovative
- A Listening Organisation

## CONTEXT

South Lanarkshire College (SLC) is a medium-sized general further education college based in the South Lanarkshire local authority area. The Board's three strategic priorities of having successful students, the highest quality education and support, and sustainable behaviours are embedded firmly within the organisation. The College prides itself on delivering high levels of students' success. SLC is a multiple award-winning organisation, this reflects the enthusiasm of staff, the positive ethos and culture which transmits to students and has a positive impact on student outcomes.

During 2022/23, South Lanarkshire College provided academic, vocational, and technical programmes to circa 6,000 students, the majority of which were drawn from the local communities of South Lanarkshire, followed by Glasgow and North Lanarkshire. The College provides a learning environment where students are equipped with the specific skills required to progress onto their chosen destinations. In addition, students are supported to reflect on their skills and can build on developing, cultivating, and executing other skills required for 21st century society.

The 360 members of staff at the College work tirelessly to support students and their efforts have been recognised through national awards both for themselves and their students. Their professionalism and commitment to students is inspiring and they have an unrelenting focus on ensuring student success.. There is now a strong Student Association which ensures that students' voices are heard and students are active participants in their learning.

The College is proactive in serving the needs of the local communities and works 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 various projects, volunteering, and fundraising.

South Lanarkshire is the fifth largest local authority by population in Scotland and has a high employment rate for 16–64-year-olds of 79.8%, which is 5.4% higher than national rates, therefore the College continues to support economic development of the area and the Greater Glasgow Region working with South Lanarkshire Council, business representative bodies, colleges across the west of Scotland and directly with employers.

In South Lanarkshire even though employment is at a high of 78.2% there are still challenges that the College has to be mindful of when planning the curriculum offer:

- there has been a decrease in the number of young people in South Lanarkshire, and school leavers progress predominately on to higher education courses if they choose to continue their studies. There has been a 5% decrease in school leavers entering FE across Scotland in between 2019-20 and 2020-21;
- UK universities have been 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 make up 98% of the businesses in the area;
- more widely across the UK, skills gaps are felt more acutely in a number of key sectors. In the NHS, 10% of vacancies go unfilled; and

- people have 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 College started to address these challenges by implementing a revised curriculum planning process for 2022/23 supporting and encouraging curriculum teams to review their areas considering up to date labour market information and other operational data. This resulted in the removal of 14 Higher National qualifications as part of its move towards diversifying the curriculum offer and ensuring the College is strategically placed to meet the National Strategy for Economic Transformation. This work will continue in 2023/24 with a comprehensive deep dive into the curriculum to ensure that the future changes and strategic priorities will support the long-term sustainability of the organisation, while meeting the needs of the communities the College serves.

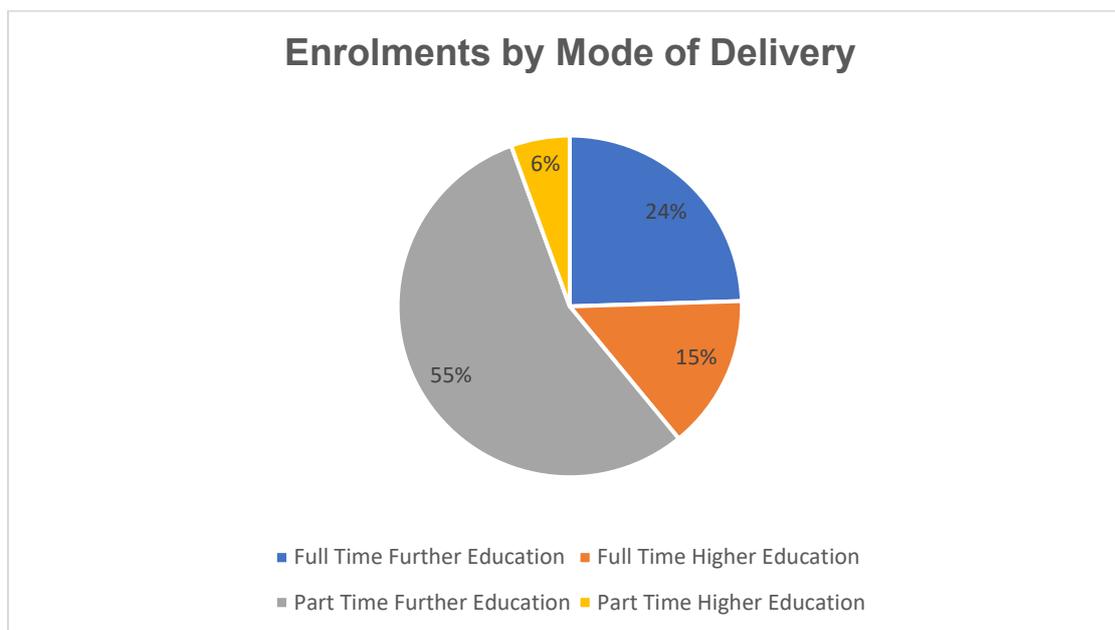
The College has always reported consistently excellent attainment rates, and, despite the social and economic challenges faced by students, the College has maintained its overall high levels, with attainment standing at 80%, which is 11% higher than in 2021-22. Student success continues to be a key priority for South Lanarkshire College (SLC), and the unconfirmed performance indicators for 2022-23 highlight the sustained commitment, dedication and support from all staff at the College who have gone above and beyond to ensure that students have been given the best possible opportunity to achieve their potential.

The College is pleased to report that, despite the challenges presented, the destinations from 2020-21 (the latest information available) showed that 87.8% of leavers in SLC confirmed their destinations in follow-up surveys. Of those who confirmed, 96.4% from SLC were in positive destinations. This is 3.2% higher than the previous year. More information on college sector destinations can be found [here](#).<sup>1</sup>

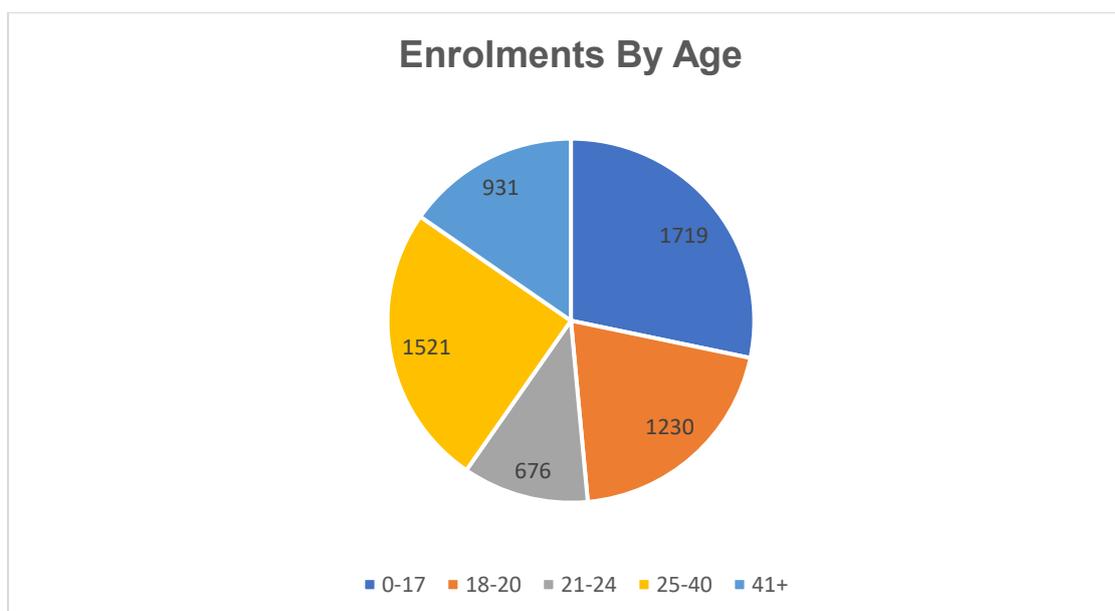
The College provides education programmes for young people, adults, apprentices and provision for students with additional support needs. It covers all levels across Access, Senior Phase, Foundation Apprenticeships, Modern Apprenticeships, Scottish Widening Access Programmes, Further and Higher Education programmes as well as unique industry led qualifications and a degree programme.

The following charts show the breakdown of students across each mode of delivery and by age.

**Chart 1: Enrolments by Mode of Delivery**



**Chart 2: Enrolments By Age**



There are approximately 6,000 students of those, 1,719 are aged 17 and under, 1,230 are aged between 18-20, 676 are aged between 21-24, 1,521 are aged between 25 and 40 over, 931 enrolled students over 41 years of age. There are also 1,181 Modern Apprentices and 146 Foundation Apprentices. Further education part time (FE PT) student numbers continue to grow and make up approximately 55% of the overall cohort. This is reflective of the downturn in Higher National students due to more school pupils progressing directly onto university courses.

The curriculum portfolio includes Accounting, Administration, Beauty Therapy, Business, Care, Childcare, Construction Management, Construction Crafts, Events Management, Plumbing and Gas Safe training and assessment, Hairdressing, Health and Social Care, Micro-renewables, Surveying, Human Resources, Legal and Police, Horticulture and Travel

and Tourism. The College offers a Bachelor of Accounting degree in conjunction with the University of the West of Scotland (UWS). The largest cohort of students, around 55% (an increase of 4% in comparison to 2021-22) are enrolled on part-time Further Education programmes. Most part time students are in work while undertaking their programme of study. Full-time programmes, where possible, include work experience and other practical work-related activities.

The College works with a number of external stakeholders and partners to create a future-proof curriculum, designed to address the priorities set out in the Scottish Government’s National Strategy for Economic Transformation (NSET). The College uses a host of relevant data, from publications such as the Regional Skills Assessment (RSA), to inform curriculum planning and content. The College will continue to review its curriculum offer over academic year 2022-23 in order to develop a revised curriculum portfolio, which focuses on growth areas in the Scottish economy including a greater emphasis on the acquisition of digital skills by all students.

South Lanarkshire is the fifth largest council area in Scotland with a population of 320,000, a working age population of 203,000 and around 145,000 households. Around 8% of the population have no qualifications and 39% have SVQ4 level and above. South Lanarkshire has a diverse and competitive local business base, involving a range of sectors and including a balanced mix of multi-nationals, high growth companies, SMEs and start-ups, which are active in a wide range of markets – local, regional, national and international.

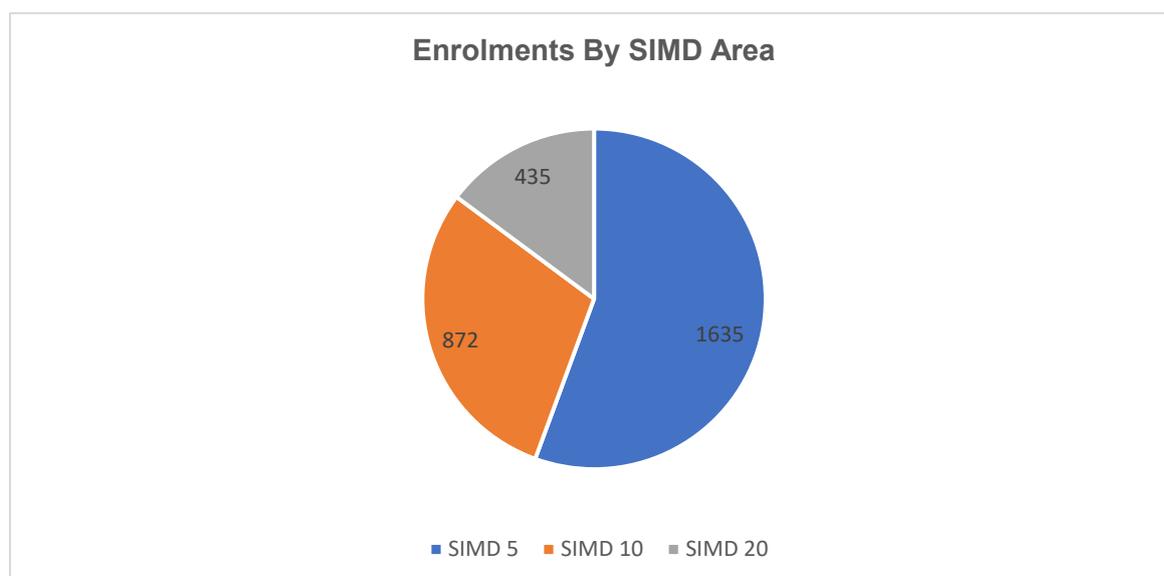
The College has continued to develop its Community Learning and Development provision and now offers a Community Learning Professional Development Award to support local people who are working within this area or may wish to in the future.

The vast majority of students (72%) come from within South Lanarkshire local authority to attend the College, with 9.7% coming from Glasgow, 8.8% from North Lanarkshire and the remainder from other areas, demonstrating that the College is indeed one that serves its local community.

**Chart 3: Breakdown of Enrolments by Area**



Chart 4: Breakdown of Enrolments by Scottish Index of Multiple Deprivation (SIMD) Area



Circa 41% of students come from the most deprived SIMD (5% and 10% Scottish Index of Multiple Deprivation) postcode data zones. A small minority of students, approximately 1.3% and 5% are care experienced and carers respectively. Across the College there are more students who identify as female than male, 53% and 45% respectively, which is unchanged from 2021-22.

Targets have been set by the Scottish Government to reduce Scotland's emissions of all greenhouse gasses by 2045. These plans and targets are set out in the Climate Change: Net Zero Nation. [About Net Zero | Net Zero Nation](#). The Public Sector Leadership on the Global Climate Emergency document, [Public sector leadership on the global climate emergency: guidance - gov.scot \(www.gov.scot\)](#) published by the Scottish Government provides guidance to assist Public Sector Leaders on achieving net-zero.

The College's Climate Change Emergency Action Plan details South Lanarkshire College's commitment to achieving net-zero emissions by 2040 or earlier, by addressing the implications of climate change, promoting sustainable behaviours within the College community as well as to industry partners and stakeholders. This is in keeping with the UN Sustainable Development Goal 13: Affordable and Clean Energy.

South Lanarkshire College has used the five elements of the Climate Action Roadmap for UK FE Colleges to develop the objectives and targets contained in the Climate Change Emergency Action Plan (CCEAP). The detail of these elements is set out below:.

- Leadership and Governance: To provide a leadership and governance framework to ensure that the strategic aims and objectives of the college are implemented;.
- Teaching and Learning: To promote and raise awareness that teaching and learning provides students and staff with the knowledge and understanding to achieve sustainable future;
- Estates and Operations: To establish base lines, against which targets can be set and measure the impact of the college's estate-based activities;
- Partnerships and Engagements: To develop long term partnerships to share the challenges to and opportunities associated with achieving the net-zero targets; and

- Data Collection: To gain and have a clearer understanding of the carbon outputs of the college. This will allow the College to utilise the information to make changes on its journey to net zero .

SLC is a signatory of the University and Colleges' Climate Change Commitment for Scotland, a member of the EAUC and also a signatory to the Official Global Climate Letter and part of the 'Race to Zero' and have pledged to become net-zero by 2042. The main building has been adapted to incorporate 70Kwp solar Photovoltaic system, Air Source and Ground Source Heat Pumps within the construction area over the last eight years.

In 2022, it secured funding from the Scottish Government Energy and Climate Change Directorate for the installation of 150Kwp Photovoltaic panels as part of the drive towards Net Zero. Further funding from the Scottish Government Energy Efficiency grant has resulted in the installation of LED lighting across the College.

In addition, as part of sustainability plans and reducing waste going to landfill, the College installed equipment which takes waste wood and turns it into briquettes. These are being sold with 60% of proceeds going to charities. Going forward, the building will benefit from the following technological adaptations to help meet the proposed Net Zero-time frame of 2035. These adaptations are:

- Solar Car Ports with Battery Storage;
- Additional Heat Pumps to take over 100% heat provision;
- Battery Wall Storage;
- Water Conservation via Taps, Cisterns etc;
- Air Tightness of building (a fabric first approach); and
- Central BMS system.

College staff work actively in key partnership arrangements with local authorities, Skills Development Scotland (SDS), employers, the Scottish Funding Council and other managing agents. The College is assigned to the Regional Strategic Body known as The Lanarkshire Regional Strategic Board and contributes positively to outcomes for students in Lanarkshire and also to the wider Glasgow City Region City Deal area, which brings together the local authority areas of West Dunbartonshire, South Lanarkshire, Renfrewshire, North Lanarkshire, Inverclyde, Glasgow, East Renfrewshire and East Dunbartonshire.

The College consults routinely with employers to understand their business ambitions and skills needs to develop and deliver on a workforce development plan to address skills gaps, increase business productivity and economic growth. It seeks pro-actively to develop effective pathways for individuals furthest from the labour market supporting them into education and employment. For example, the Rural Academy is engaging with unemployed residents in rural South Lanarkshire through the Rural Academy.

In 2022-23, the Rural Academy team delivered a very successful Professional Development Award Classroom Assistant course in conjunction with South Lanarkshire Council Education Services, through the DWP work-based academy programme, offering accredited training opportunities to residents in the rural localities, with the view to progressing them to job opportunities as Education Support Assistants in local schools, where job vacancies had been identified.

Participants accessed free childcare and gained a recognised qualification locally, building their confidence through work placements in local schools and ultimately progressing to

employment. 14 out of the 20 students enrolled progressed into paid employment and are now actively contributing to their communities

## QUALITY ASSURANCE AND EVALUATION METHODS

The College's well established quality improvement and assurance processes have continued to be streamlined in academic year 2022-23 and are supported through the use of Teams and Power Business Intelligence reporting. These revised evaluation arrangements have been welcomed by staff as they are simpler and timelier which empowers them to take action and implement curriculum changes that benefit students more promptly.

Student Voice is pivotal to the College self-evaluation process and student feedback is obtained through surveys, course team reports, focus groups and curriculum area meetings. The Student Association and the class representatives are now working even more collaboratively to ensure that the views of students are considered by the College.

The Board approved its first ever Learning, Teaching and Assessment Strategy in September 2022 which aims to provide a foundation for the strategic direction of learning and teaching at the College; working towards a culture of reflective practitioners focussed on creating the best possible outcomes for their students. The full range of evaluative mechanisms are outlined below;

- The Quality Forum;
- The Quality Audit Group;
- The Quality Enhancement Group;
- Professional Discussion of Learning and Teaching;
- Professional learning arrangements which have a strong focus on learning and teaching, and supporting staff to obtain teaching qualifications which reflect the professional standards for lecturers;
- Quality enhancement processes involving staff teams reflecting on how programmes have been delivered and, on the changes, to learning and teaching which can improve retention, attainment and enhance the development of skills;
- The Course Tutor / Guidance Lecturer roles ensure that each student is supported to plan their learning and assessment, and review their progress helping to develop their learning skills ensuring they receive regular and meaningful feedback;
- Dedicated information, advice and guidance support services are available to respond to specific individual needs of students; and
- Professional Development and Review processes enable staff to work with line managers to plan activities to enhance their learning, teaching and assessment practice.

The self-evaluation report is prepared using information from these mechanisms in addition to Education Scotland's His Majesty's Inspectorate of Education Annual Engagement Visit (AEV) which took place in March 2023. Annual Engagement Visits (AEVs) are planned collaboratively between the College, HM Inspectors, and the Scottish Funding Council (SFC). The AEV visit focussed on the following areas: Recruitment, Retention, Attainment, and Progression. Then under these headings the following sub areas were considered:

- learner progress and outcomes;
- curriculum, learning, teaching and assessment;

- services to support learning;
- learner engagement; and
- evaluation to facilitate improvement.

The report highlighted areas of good practice which included:

- Partnership working with external stakeholders and staff involved in the delivery of ESOL provision, has significantly increased the recruitment of learners whose first language is not English;
- All teaching departments work responsively and flexibly to meet the needs of employers and local communities. This has increased the levels of recruitment to part-time FE programmes and Modern Apprenticeships;
- The overall rate of attainment for part-time FE learners is high and is 3% above the sector norm;
- The overall rate of attainment for HE learners is high and above sector norm;
- All curriculum teams make effective use of labour market intelligence (LMI), employer feedback and information from secondary schools to plan and adjust programmes to meet the needs of learners;
- Curriculum managers have autonomy to design curriculum flexibly and ensure that programmes align with the requirements of learners and key stakeholders. They adjust programmes promptly to respond to changing needs;
- Learner feedback is used effectively by staff to inform and influence the redesign of college services including the college website and admission arrangements; and
- Staff are making effective use of college data systems to better target support for learners that have protected characteristics or are experiencing hardship.

Education Scotland HMIEs reported that the College had made significant progress against the actions identified at the progress visit in February 2022 and stated that the College had in fact moved beyond these, in particular they could now see the results of the processes implemented. There were no main points for action identified.

The College continues to foster a climate for continuous improvement and areas for enhancement have been added to the College's enhancement plan for action. (Annex B)

## WHAT IS IT LIKE TO BE A STUDENT AT SOUTH LANARKSHIRE COLLEGE?

Students feel part of a supportive community at the College, feel safe, and have a good understanding of how to stay safe through a comprehensive range of awareness raising activities and community events. A strong focussed team of support staff work closely with curriculum teams in order that students are well supported, respected and valued.

Students, including those with complex needs, benefit from high-quality teaching, enrichment and work experience activities, which motivates them to achieve their qualifications and considerably improves their employability skills. Students, many of whom are from the most disadvantaged and hard-to-reach groups, benefit from inclusive and highly personalised programmes. They gain confidence from the high-quality provision which enables them to improve their life chances and develop personal and social skills, such as helping their children with schoolwork. For many, their experiences are life-changing and enable them to gain or return to employment, or progress to further study.

Adult students who have few or no qualifications or who have been out of education for time can access a range of Scottish Widening Access (SWAP) programmes. A total of nine courses; Humanities, Nursing, Health and Science, Science, Children and Young people, Social Work and a new programme Access to Health and Social Care was introduced in January 2022 are offered. These courses provide guaranteed places at Scottish universities across a wide range of degree progression routes. Two programmes, Access to Childhood Practice and Access to Science offer direct progression to Higher National Certificate (HNC). These programmes provide an additional progression stage in subject areas where there are higher levels of students facing challenges which impact their success and put sustaining participation the first year of their degree at risk.

2022/23 proved a successful pilot year of the HNC Next Generation: Childhood Practice qualification. Learner satisfaction as well as retention, achievement and inclusivity were all improved in comparison to the existing HNC Childhood Practice qualification. All students on the new course achieved their qualification with two learners achieving a 'distinction' grade. Such was the success of the pilot that the Childhood Practice team have expanded the delivery from one class to two groups for 2023/24. In addition to increasing the new qualification for learners, this expansion of the pilot delivery has allowed the team to test and refine scalability of the project for the anticipated roll out of the qualification in 2024/25.

The Childhood Practice Lecturers placed a huge focus on meta skills throughout the year. There was a strong belief from the Team that the development of meta skills should be central to delivery, in the same way that the skills and qualities required to work with children currently are. This approach to meta skills was praised by Education Scotland on their Annual Engagement Visit to the College in April 2023. Additionally, during the Qualification Verification visit from SQA in June 2023, the Team's work on meta skills was outlined as an example of good practice. As such, this meta skills delivery model has now been rolled out to all other Early Learning and Childhood programmes at the College in academic year 2023/24.

Students and apprentices are well supported and develop their confidence, team working skills and self-belief with the support of staff. Lecturers know and care about students and work very effectively with support staff to deal with barriers to learning. Apprentices have appropriate access to high-quality, industry standard equipment and facilities. This ensures that apprentices are quick to acquire the knowledge and skills they require for the workplace. Consequently, they successfully complete their apprenticeship within the agreed timeframe and improve their future employment or promotion prospects.

Most students and apprentices experience very good teaching and support. They develop new knowledge, skills and behaviours that prepare them well for further study or employment. The good and improving links that staff have with 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 that students gain exposure to the workplace and are able to articulate directly onto degree programmes where appropriate. In academic year 2022-23, circa 33% of full-time provision included work placements, and almost all courses focused on the necessary employability and meta skills required for students to progress onto their chosen destinations. The College works with a wide range of employers, approximately 760, across a variety of sectors who offer placements and provide guaranteed interviews for our students before the end of their courses.

Students report that they feel valued, appreciate the excellent support and guidance provided by staff, and good resources that help them learn and progress. The College embeds the Curriculum for Excellence (CfE) four fundamental capacities of successful learners, confident individuals, responsible citizens and effective contributors in its provision.

## STUDENT PROGRESS AND OUTCOMES

The College's overall attainment for academic year 2022-23 was 80.3%, which is an incredible 11% increase in comparison to the previous academic year. Table 1 shows the College's attainment rates over a three-year period.

**Table 1: Attainment Rates Over a Three-Year Period**

Student category	South Lanarkshire College 2022-23	South Lanarkshire College 2021-22	South Lanarkshire College 2020-21	National average (SFC) published March 2022 for 2020-21
Further Education Full-Time	67.2%	60.8%	60.7%	61.3%
Higher Education Full-Time	69.9%	68.7%	77.6%	72.1%
Further Education Part-Time	89%	74%	78.9%	76.3%
Higher Education Part-Time	68.4%	80.4%	85.7%	81.3%
<b>Overall</b>	<b>80.3%</b>	<b>69%</b>	<b>74.2%</b>	<b>-</b>

Attainment rates for FE FT programmes has improved by 7% since last year and this is the first full year that this cohort of students have fully returned to on campus learning. His Majesty's Inspectors of Education (HMIE sector overview report for 2021-22 highlighted the ten-year downward attainment trend of full time FE programmes, and the College is starting to show a marked improvement in comparison with the rest of the sector.

Table 2 shows the breakdown of attainment rates for each mode for 2022-23, with table 3 showing the continually high retention levels that demonstrate the success of intervention strategies that lecturers and Student Services teams employ.

**Table 2: 2022-23 Summary of Unconfirmed Performance Indicators as of November 2022**

Mode	Overall Enrolments	No. Completed Successful	%	Completed Partial Success	%	Further Withdrawal	%	Early Withdrawal	%
FE FT	1,489	865	67.2	140	10.9	158	12.3	125	9.7
FE PT	3,364	2,763	89	133	4.3	90	2.9	64	2.1
HE FT	886	553	69.9	95	12	90	11.4	52	6.6
HE PT	337	203	68.4	52	17.5	13	4.4	24	8.1
<b>Overall</b>	<b>6,076</b>	<b>4,384</b>	<b>80</b>	<b>420</b>	<b>7.7</b>	<b>351</b>	<b>6.4</b>	<b>265</b>	<b>4.8</b>

**Table 3: Retention 2022-23**

Mode	Overall Enrolments	Retention	%
FE FT	1,489	1,005	78
FE PT	3,364	2,948	95
HE FT	886	649	82
HE PT	337	260	68.4
<b>Overall</b>	<b>6,076</b>	<b>4,863</b>	<b>88.8</b>

The College has always reported consistently excellent attainment rates, and, despite the social and economic challenges faced by students, the College has maintained its overall high levels, with attainment standing at 80%, which is 11% higher than in 2021-22. Furthermore, student enrolments have increased by almost 400. The College is pleased to report that both further withdrawals and partial success have decreased in comparison to last year by 2% and 4.8% respectively. Retention stands at 88.8% which is 2.2% higher than last year.

Further education part time (FE PT) student numbers continue to grow and make up approximately 55% of the overall cohort. Attainment rates in 2022-23 significantly increased by 15.1%. However, higher education part time rates have fallen by 12% in comparison to last year, even though student numbers have increased by 6%. The overall cohort remains low at 336 and only 5.5% of the overall provision. This decrease can be attributed to the following courses, HNC in Construction, HNC Accounting with Financial Services as well as two upskilling courses within the Health and Social Care and Life Sciences areas.

Further education full time (FE FT) rates have improved by 6.4%, demonstrating the support staff provide to some of the most challenging students. Higher education full time (HE FT) rates have slightly increased by 1.2% to 69.9%.

Across all provision male and female students achieve broadly in line with each at 81.5% and 79.3% respectively. Achievement gaps have reduced in comparison with the previous year, with both genders achieving at a similar level across all modes of delivery. The only slight difference is that male students on HE FT provision achieved 4.7% below their female counterparts. The College will consider this information as part of the quality enhancement plan.

Foundation and Modern Apprentices make up 20% of the overall cohort, and most of the Modern Apprenticeship cohort (1,035) are spread across part-time and full-time programmes. Attainment across the apprenticeship FE FT provision for the 227 apprentices is strong at 86% and progress has been seen in areas such as Carpentry and Joinery demonstrating recovery from the pandemic. Apprenticeship attainment for the 794 apprentices on part-time programmes is excellent at 92% demonstrating the significant amount of work undertaken by curriculum teams to keep these students engaged and motivated. Particular areas such as Plumbing, Carpentry and Joinery, Hairdressing and Wet Trades demonstrate strong attainment levels.

The Board is committed to being a “Leader in Diversity” and is continuing to support students from the most deprived postcode areas to achieve. The attainment rate for students with a disability has dropped by 8% to 66.2%, and student numbers have remained the same. This has been added to the enhancement plan at Annex B. Attainment challenges are across full-time groups in particular with attainment rates for this area circa 60%.

The number of students who identify as being from ethnic minority groups has increased by approximately 53 enrolments and attainment rates have also increased by about 5.4%.

The number of care experienced students at the College has decreased by 17 and attainment rates for this group have increased significantly by 26%. The Student Services team have worked hard to support this group, post pandemic, and brought these students in for early induction and keeping warm activities.

SLC students from the most deprived SIMD 10 and SIMD 20 areas have attainment rates of 76.7% and 73.8 % respectively, which is 9.4% and 5.3% higher than last year. It should be noted that the highest number of students are from SIMD 5 (1,635) and have attainment

rates of 77.74% and 12% higher than last year. Table 4 shows achievement different groups of students across the College.

**Table 4: Achievement By Key Groups**

Key Groups	Completed Successful		Completed Partial		Further Withdrawal		Early Withdrawal	
	No.	%	No	%	No	%	No.	%
Students with a Disability	151	66.2	16	12.3	7	5.3	16	12.3
Students from minority ethnic groups	419	82	41	8	35	6.9	16	3.1
Care Experienced	47	73.4	7	10.9	5	7.8	5	7.8
Carers	203	77.5%	15	5.7	20	7.6	19	7.2
Estranged	26	59	6	13.6	8	18.2	3	6.8
Veterans	22	88	1	4	0	0	2	8
SIMD 10	594	76.7	66	8.5	62	8	48	6.2
SIMD 20	281	73.8	38	10	32	8	27	7

## DIGITAL LEARNING

The College has continued to use digital learning for learning and teaching practice such as recording vocational activities and supporting students to undertake virtual work placements. Excellent and innovative approaches to assessment were developed in areas such as the SVQ 3 in Domestic Plumbing and Heating which were used sector wide, and Plumbing is seen as an area of best practice.

Other good practice was the use of Microsoft Sway to support students to create websites to post their research. The Higher National Next Gen Childhood Practice team used Teams Assessments to capture ongoing evidence portfolios for each individual student. Guidance lecturers used the Teams weekly reflection feature to check in with students allowing staff to quickly identify student concerns and use issues identified as a starting point for development conversations.

Electronic rubrics on Teams have been introduced into the Higher National Diploma (HND) marking arena in order to standardise marking criteria, provide students with expectations and guidelines for grading and/ or marking. This helped to improve assessments and identify over assessment to reduce workload for students and lecturers. This has motivated students to perform better, decreases time spent marking allowing lecturers to be innovative in their learning and teaching practice.

In addition, podcasts have been widely used over the academic year as an alternative to traditional report writing. In addition, video recordings have been used during presentations and practical activities, providing students with the opportunity to self-reflect, peer-assess and evaluate their learning. Furthermore, recordings have been used during the delivery of Forest Kindergarten training. Hairdressing and Make Up Artistry have made good use of electronic portfolios and utilised the SQA Scottish Online Assessment Resources (SOLAR) extensively.

The College is still working on developing an approach to digital learning across the organisation. The College is using the JISC Digital Elevation Model to assess its current position and to develop a Digital Learning Strategy against the following themes of leadership, governance and culture, curriculum development, learner experience, staff experience, curriculum development and underpinning technologies. This group also includes a board member with relevant experience.

The College has now fully completed the JISC Digital Elevation tool and is further developing the College's Digital Strategy through the IT Strategy Group. Over the course of the 2023-24 academic year the College would seek to address the following points:

- improvements in digital culture and automation.
- building on pre-arrival material from the launch of the new website to campus tours; and
- digital upskilling in areas to ensure widespread use of technology already available to staff.

## DELIVERY OF LEARNING AND SERVICES TO SUPPORT LEARNING

SLC, like all other FE colleges, has had to provide extensive support to our students during the pandemic to facilitate the transition from on-campus to remote on-line learning and subsequently prepared them for a return to campus. The College provides a high standard of wrap around support services, which impact positively on student retention and attainment across almost all areas. Support Services aim to provide tailored support which best meet individual student needs.

The Student Services Team has continued to offer counselling support, financial advice and guidance, with face-to-face support for those students who could not access services from home. The team have new designated webpages created to support health and wellbeing providing greater accessibility to students. In addition, the Counselling team have continued to provide Resilience online workshops to students and staff, which were very well received with positive feedback and good interaction from participants. The College also provides free mindfulness sessions for students.

The College continues to recognise the challenge of mental health particularly on male students and has worked in partnership with the Student Association to target areas such as Construction to provide additional support. As a result of the global pandemic, both the College and Student Association recognise that the availability of support services to students is crucial. As such, the NUS Think Positive initiative has continued into 2022-2023 and this improves existing mental health support strategies. By talking openly about mental health and promoting strategies surrounding positive mental health, the College and the Student Association hope to create an environment where all students feel comfortable discussing their mental health and can easily access the College support services.

Student support services within the College include the following: free student counselling, weekly mindfulness classes, free weekly yoga classes, one-to-one support from Student Services and Guidance Tutors, access to Togetherall (an online platform available 24/7 to support mental health and wellbeing, Student Association support available in-person or by email, dedicated Student Support email and a student Teams page for various activities.

SLC continues to support digital inclusion, and have made available over 200 laptops on a long-term loan basis and 20 laptops on a short-term (24hr) loan. There are also headsets and wi-fi devices available for students struggling with accessing internet connectivity at home.

The College has provided increased resources to support key vulnerable groups such as Care Experienced, Veterans and Service Leavers, Carers and Estranged Students. The Guidance & Support Advisors, who are the named staff, take a person-centred, trauma-informed approach when supporting students and understand the wider intersectionality circumstances that need to be taken into consideration when offering support.

The College are active members of the Care-experienced, Estranged & Carers, West Forum. This forum meets regularly to share current practice and emerging themes. This provides an excellent opportunity for professional dialogue and the sharing of good practice across colleges and universities.

The College is a member of the South Lanarkshire Council Corporate Parenting sub-group in relation to throughcare, aftercare and continuing care, whose remit is to develop an improvement plan relating to Theme 4 of their Corporate Parenting Plan – Education, Employment and Training. The intended outcome is that young care experienced people will

be supported to achieve positive educational outcomes and positive transitions into further and higher education, training, and employment. This will help to support more young people achieve their goals. Membership of this group has strengthened connections with Social Work and Skills Development Scotland

SLC is proud to be one of the pilot institutions for the new EmilyTest Gender Based Violence charter, EmilyTest is a Scottish charity working to improve prevention, intervention and support concerning gender-based violence (GBV) in further and higher education

The Student Association has been working effectively in partnership with the College to provide students with free soup and a sandwich at lunchtime. There has been a great deal of discussion surrounding digital poverty and alongside this the Student Association wanted to tackle the issue of other aspects of student poverty. Good communication has been crucial, and there have been quarterly newsletters sent out to all students outlining the mental health support in place and introducing new initiatives such as yoga classes. Peer support networks have been created where students can engage with each other.

## STUDENT ENGAGEMENT

Well-established processes are in place to ensure that students are at the heart of College quality enhancement and engagement activities. The culture of engagement continued throughout session 2022-23 with students as key partners in college-wide and course level evaluation and enhancement activity.

The formal mechanisms included the class representative model, sparqs training and close links between the Student Association and staff. Class Representatives were supported through the adoption of Microsoft Teams which hosted a dedicated student voice platform. Class Representatives could seek advice, guidance and support directly from the Quality team. The adoption of Microsoft Office packages provided a highly effective way to support Class Representatives as well as providing them with the opportunity to consolidate the skills developed via blended learning.

The Class Representative selection, training and activity was supported by curriculum and quality staff, as well as sparqs and the Student Association. Class Representatives were nominated and selected by their peers. Students elected 275 Class Representatives for session 2022-23, with 95 new students undergoing training and certification through sparqs. These sessions were delivered by sparqs, with introductory sessions from the Student Association and Quality.

Student influence was captured via Student Voice Surveys and Course Team Self-evaluation. Student voice underpinned the College's self-evaluation and enhancement processes. Students were given the opportunity to shape their student experience at both college-wide and course levels. All levels of the self-evaluation and enhancement activity are aligned to Education Scotland's His Majesty's Inspectorate of "Education How Good is our College?" quality framework.

Bi-annual surveys allowed individual students to use their voice. The first survey focussed on their pre-entry and early college experience and the second was the national SFC Student Satisfaction and Engagement Survey, with 87% of students reporting that they were satisfied with their College experience. College, Curriculum Area and Course level reports were produced, and used to support both quality enhancement and mandatory data returns.

Class Representatives were given the opportunity to shape course level quality enhancement at the end of each block, via a Course Evaluation form hosted on Microsoft Forms. Course Teams were then required to evaluate their courses in response to the student voice feedback, stakeholder feedback and course performance. The mechanisms for student engagement in quality enhancement provided opportunities for both individual and collective influence.

## ANNEX A: LANARKSHIRE COLLEGE REGION SUPPORTING DATA

College Outcome Agreement Impact Framework: Supporting Data												
Measure												
		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 Combined Lanark Region	2022-23 (NCL)	2022-23 (SLC)
A	Credits Delivered (Core)	189,322	171,418	170,966	172,077	171,910	169,047	158,971	175,835	166,352	117,509	48,843
	Credits Delivered (ESF)	0	14,766	14,826	15,561	12,217	14,837	14,011	6,498	0	0	0
	Credits Delivered (Core + ESF)	189,322	186,184	185,792	187,638	184,127	183,884	172,982	182,333	166,352	117,509	48,843
B	Volume of Credits Delivered to 10% most deprived postcode areas	35,205	35,360	35,181	34,292	33,685	33,948	31,962	31,555	27,709	20,480	7,229
	Proportion of Credits delivered to 10% most deprived postcode areas	18.6%	19.0%	18.9%	18.3%	18.3%	18.5%	18.5%	17.3%	16.7%	17.4%	14.8%
C	Volume of credits delivered to care-experienced learners	880	1,101	3,274	2,178	4,363	6,842	5,935	9,287	8,519	6,443	2,076
	Proportion of credits delivered to care-experienced learners	0.5%	0.6%	1.8%	1.2%	2.4%	3.7%	3.4%	5.1%	5.1%	5.5%	4.30%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	254	452	647	503	708	1,333	707	2,599			234
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	64.2%	61.0%	62.1%	63.4%	65.1%	64.7%	58.8%	53.9%	60.2%	57.1%	67.20%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	3,631	3,522	3,770	3,694	3,624	3,247	2,557	2,408	2,564	1,699	865
	Total number of FTFE students	5,660	5,770	6,067	5,822	5,567	5,021	4,346	4,471	4,261	2,973	1,288
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	78.8%	73.7%	74.3%	76.2%	80.2%	70.8%	77.2%	69.7%	78.5%	75.1%	89.10%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	10,392	7,978	7,278	6,284	7,985	6,227	6,319	4,955	10,118	7351	2767
	Total number of PTFE students	13,188	10,822	9,791	8,248	9,960	8,799	8,181	7,109	12,892	9788	3104
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	68.2%	69.3%	68.4%	68.0%	69.2%	73.3%	68.7%	62.4%	65.5%	63.7%	69.90%

	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	2,382	2,534	2,525	2,594	2,436	2,702	2,513	2,077	1,826	1273	553
	Total number of FT HE students	3,495	3,654	3,690	3,815	3,521	3,688	3,659	3,327	2,789	1998	791
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	79.2%	71.6%	75.5%	78.6%	77.6%	80.9%	81.2%	74.4%	62.7%	60.2%	68.40%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	1,197	811	908	868	863	794	996	581	605	402	203
	Total number of PT HE students	1,512	1,133	1,203	1,104	1,112	980	1,227	781	965	668	297
F	Number of students achieving an HNC/D qualification articulating to degree level courses	0	678	658	720	796	649	741	TBC by SFC	TBC by SFC	TBC by SFC	TBC by SFC
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	355	326	369	409	346	395	TBC by SFC	TBC by SFC	TBC by SFC	TBC by SFC
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	52.4%	49.5%	51.3%	51.4%	53.3%	53.3%	TBC by SFC	TBC by SFC	TBC by SFC	TBC by SFC
G	Total number of full-time FE college qualifiers (in confirmed destinations)	3,251	3,063	3,445	3,369	3,208	2,636	556	N/A	N/A	N/A	N/A
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	3,107	2,888	3,178	3,157	3,021	2,383	534	N/A	N/A	N/A	N/A
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	95.6%	94.3%	92.2%	93.7%	94.2%	90.4%	96.0%	N/A	N/A	N/A	N/A
	Total number of full-time HE college qualifiers (in confirmed destinations)	2,021	1,998	2,189	2,154	2,161	2,247	596	N/A	N/A	N/A	N/A
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	1,941	1,914	2,081	2,049	2,022	2,022	576	N/A	N/A	N/A	N/A
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	96.0%	95.8%	95.1%	95.1%	93.6%	90.0%	96.6%	N/A	N/A	N/A	N/A
H	Percentage of students overall satisfied with their college experience (SSES survey)	-	89.2%	88.7%	N/A - see note	88.4%	-	85.1%	87.7%	N/A	N/A	N/A

Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years \*Unpublished data - based on draft submission from SFC. N/A items are numbers not available from the SFC at this stage due to the timing of the College Leaver Destination (CLD), usually a 1 to 2 years behind current academic year.

## ANNEX B: QUALITY ENHANCEMENT PLAN ACTIONS – NOVEMBER 2023

QUALITY ENHANCEMENT PLAN (QEP) 2022-23			
AREA	ENHANCEMENT	KEY ACTIONS	PROGRESS
1 FT FE Attainment Rates	To focus on improving FE FT attainment rates, where possible in this emergency year, through our continued rigorous intervention and support.	<ul style="list-style-type: none"> <li>1.1. Move to Power BI reporting with achievement and retention report allowing drill down to course level for improved tracking and monitoring.</li> <li>1.2. Curriculum Reviews implemented instead of Academic Boards to allow for deep dives into course tracking.</li> <li>1.3. The reinstatement of course team reporting cycle, with impact reviewed by CMs and overall at Curriculum Reviews.</li> <li>1.4. Continued wraparound support provided by Student Services and curriculum teams to keep students on track to achieve.</li> <li>1.5. Pre-entry services should be developed further to promote recruitment and enrolment and should include initial core skills/ELS assessments.</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Completed.</li> <li>1.2 Completed. Periodic Curriculum Reviews in place for 2023-24.</li> <li>1.3 Completed. Further developments planned for 2023-24.</li> <li>1.4 Ongoing, intervention through support and counselling teams working with curriculum teams.</li> <li>1.5 In-progress. 2023-2024 FT FE students are enrolled on communication and maths online programmes. Pre-entry to be developed for session 2024-2024. Additional action for 2023-24 is for ELS, led by the Associate Principal.</li> </ul>

2 Curriculum Planning	To start to review the curriculum intent at SLC and to clearly identify our key curriculum strategic priorities by January 2024, which will help to ensure all areas have clear progression pathways.	<p>2.1 Revised college wide approach to curriculum planning based on up-to-date LMI and national priorities.</p> <p>2.2 Further deep dive required into curriculum to mitigate risks to under recruitment. This will involve a more thorough analysis of under recruiting courses.</p>	<p>2.1 Completed, revised process in place for 2022-23.</p> <p>2.2 Deep dive Curriculum Progress Reviews concluded in Dec. and focussed 2023-24 Curriculum Planning session conducted in January 2023. Periodic Curriculum Reviews conducted in March, June and September 2023. On-going – extensive review planned for 2023-24 AY.</p>
Learning and Teaching	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.	<p>3.1 Continue to share best practice and use digital champions within areas.</p> <p>3.2 Training &amp; Development plans for each area to be created focussing specifically on learning and teaching support required, with use being made of national sessions.</p> <p>3.3 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.</p> <p>3.4 To implement an improved professional learning pathway for academic staff to support progress towards TQFE.</p> <p>3.5 Digital Champion Teams to be further promoted.</p> <p>3.6 Sharing good practice HN Next Gen methodology.</p> <p>3.7 Wider application of differentiation practice in learning, teaching and assessment by course teams and lecturers.</p>	<p>3.1 In progress. Sharing of best practice happens formally through staff development days. CPD to be offered in 2022-23 and 2023-24.</p> <p>3.2 Incorporated into curriculum self-evaluations and planning documents.</p> <p>3.3 On-going, investigating unseen observation processes.</p> <p>3.4 Learning and Teaching Strategy published. Pathway developed to include TiCT @SCQF L7. Individual lecturer pathways to be supported, and communication and numeracy development required, if appropriate.</p> <p>3.5 In-progress. Teams in operation – further development/engagement to be promoted via CM forum.</p> <p>3.6 To be planned for 2023-24 via CM forum. Led by the CM for the area.</p>

			3.7 In-progress. The Course and Curriculum Review process will be further developed for 2023-24. Quality Secondees have been appointed who will support deep dive reviews at course level.
4 Learner Voice	To make better use of results from student surveys and student feedback to effect improvements the learner experience.	<p>4.1 Collation of actions has started so that feedback can be provided to students on progress being made with their requests.</p> <p>4.2 Student Voice, Lecturer and Curriculum Manager working groups started to promote wider engagement and enhance the action planning processes.</p> <p>4.3 Learner participation in surveys is too low, post COVID work with the class representatives and Student Association to increase.</p> <p>4.4 Revised process for SE.</p>	<p>4.1 Revised processes in place for 2022-23. Ongoing. Learner Voice embedded on the quality enhancement and evaluation activities, and feedback via Class Reps, SA and Quality Teams.</p> <p>4.2 Ongoing and can be seen in reviews. Further development planned for 2023-24.</p> <p>4.3 Completed. Periodic review planned.</p> <p>4.4 Completed. Periodic review planned.</p>
5 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.	<p>5.1 New achievement and retention report to be established to focus performance against key indicators, including the ability to monitor achievement gaps.</p> <p>5.2 Curriculum planning system developed.</p> <p>5.3 Credit projection report established.</p> <p>5.4 IT Strategy Group to be re-established to review college wide systems.</p>	<p>5.1 Completed</p> <p>5.2 Completed</p> <p>5.3 Completed</p> <p>5.4 Partially completed - College wide systems have been reviewed by Head of MIS, learner record system approved. Continued enhancement of Power BI Dashboard. New HR system purchased. Completion of the JISC Digital Evaluation Tool, with periodic reviews.</p>

		5.5 Staff training to support system changes.	Further developments to be planned by the Digital Strategy Group. This group also contains a Board member with expertise in this area. 5.5 On-going.
6 Credit Realignment	Credit delivery to be realigned across the college to take into account changes in recruitment patterns by March 2022.	6.1 Realign curriculum delivery for 2022-23. 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. Curriculum planning for 2022-23 was concluded. Finalising of the credit allocation in line with the 2023-24 is in train. Awaiting allocation of the indicative budget in March 2023 for final agreement.
7 Skills Development	To review the curriculum to identify embedded specific skills development opportunities, including meta skills.	7.1 To develop and agree an approach to skills development across the college through focussed training sessions for academic staff, by December 2022. 7.2 FE curriculum design to include explicit development of meta- and core-skills and provide appropriate certification of a broad range of skills. 7.3 HE curriculum design should include explicit development of IT skills for learning and work, academic writing and meta-skills, and provide appropriate certification.	7.1 On-going. Identification of meta and core skills signposted in curriculum offer. Examples of development in areas include: Build Environment and HN Next Gen Childhood Practice College-wide process to further develop for 2023-24. 7.2 On-going. Staff were asked to identify the opportunities for meta-skills development. Further development planned for 2023-24 through 2024-25. 7.3 This is part of a wider review of support for learning and Student Services and will feed into the on-going review process.
8 Student Support Services	To further a process to provide a holistic picture of individual	8.1 Implement a Student Services Strategy by December 2022.	8.1 Draft strategy developed after a previous ES visit. Further analysis showed that more work is required

	<p>learners and their support needs.</p>	<p>8.2 Student funding processes should be reviewed to promote retention.</p> <p>8.3 Information, advice and guidance processes should be developed further to promote retention, progression and achievement.</p> <p>8.4 Develop a college-wide standardised induction programme, which includes signposting to appropriate SCQF level ESOL, communication and/or numeracy skills development.</p> <p>8.5 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.</p>	<p>(part of self-evaluation) to provide a different approach to on entry students and how their support needs are met.</p> <p>8.2 SFC published their advice later in than usual and rules have changed. Work is done to promote the funding and the impact of changes.</p> <p>8.3 Student Services now have a SDS careers person in more often, in addition the team are offering workshops.</p> <p>8.4 Induction group started in April 2023. More work required and task of new VP for Learning and Teaching. Mechanism for core skills signposting required for 2024-2025.</p> <p>8.5 Part of the wider student services and learning support review for on early intervention.</p>
<p>9 Student Association</p>	<p>To support the Student Association and Class Representatives to work more closely together, share thinking and agree actions.</p>	<p>9.1 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.</p>	<p>9.1 Collective Teams forum and Quality &amp; SA – joint promotion of Class Rep. Training.</p> <p>SA/SOs have wider engagement with volunteers and Class Reps. involved in event planning, e.g. Refreshers, open nights etc. Student President actively visits classes to promote Class Rep. process and to engage collaboratively.</p>

10 Professional Discussion on Learning and Teaching (PDLT)	To share the findings of the PDLT overview with lecturing staff to support the dissemination of emerging practice.	10.1 Links to sharing of best practice across the college as noted in section 3, by August 2022.	10.1 PDLT forum training was delayed. Plan is to disseminate best/good practice via the Quality Forum.
10.2 Staff CPD	To deliver further staff development in response the Block 1 self-evaluation activity.	10.3 HR to plan staff CPD in mental health awareness and expand the pool of Mental Health First Aiders. 10.4 Plan to develop curriculum staff to support wider application of differentiation practice in L, T and A.	11.1 The College has trained additional mental health first aiders to support students and staff. In addition, the College has launched various e-learning modules covering topics such as safeguarding, equality, health and wellbeing related training for employees. 11.2 The College increased the number of mandatory training courses for all staff, with additional role-dependent training for staff. Work has started on learning and teaching days for academic staff in January 2024 with the first one focussing on behaviour management.
12 Business Development	Develop a business development plan.	12.1 Alternative Funding to implement a business development strategy.	12.1 Contacts have been made with local economic stakeholders with the view to drafting the new Business Development Strategy aligned to the local and national economic context and the reviewed college curriculum offer. 12.2 This will now be drafted at a senior level in 2023-24.
13 Attainment Rates for Key Groups	To reduce achievement gaps for key groups of students	13.1 Quality team to review this group of students and work with curriculum areas to put in place intervention actions.	13.1 Rates are lower across FT groups.

	especially those who have declared a disability.		
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**BOARD OF MANAGEMENT**

<b>DATE</b>	5 December 2023
<b>TITLE OF REPORT</b>	Principal's Update
<b>REFERENCE</b>	9
<b>AUTHOR AND CONTACT DETAILS</b>	Stella McManus <a href="mailto:Stella.mcmanus@slc.ac.uk">Stella.mcmanus@slc.ac.uk</a>
<b>PURPOSE:</b>	To provide members with information not included on the Board of Management meeting agenda.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to: <ul style="list-style-type: none"> <li>• note the sector updates provided in this paper; and</li> <li>• provide further comment regarding the draft strategic objectives.</li> </ul>
<b>RISK</b>	That the college does not keep up with sector reform and pace of change is too slow impacting on future business.
<b>RELEVANT STRATEGIC AIM:</b>	<ul style="list-style-type: none"> <li>• Successful Students</li> <li>• Highest Quality Education and Support</li> <li>• Sustainable Behaviours</li> </ul>
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"> <li>• Changes to retention rules being applied retrospectively to help colleges who have not met their credit targets for 2022-23, now means that the College is 1,235 credits over target. The Lanarkshire Regional Strategic Body has been written to, to request how this will be reported.</li> <li>• EIS-FELA are now balloting for further industrial action, it is hoped that agreements on pay can soon be reached.</li> <li>• SLC is the first college in Scotland to receive the first gender-based violence charter award from EmilyTest. This is a great achievement and has been led by the Student Services team.</li> <li>• The Think the Unthinkable themes have been grouped into three areas, Funding and Infrastructure, Workforce Development and Skills Led Regions.</li> <li>• The Principal has met a range of stakeholders from across the sector and Shona Struthers, CEO of Colleges Scotland will speak to the Board in March 2024.</li> </ul>

## **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 26 September 2023.

## **2. CREDIT TARGET AND APPROACH TO FUNDING RECOVERY 2022-23**

2.1 For the 2022-23 academic year the College had a core credit allocation of 48,591 and 221 credits for Foundation Apprenticeships totalling 48,812 credits, which the College exceeded by 31 credits. The Scottish Funding Council has since written to all colleges to state that 2023-24 mitigations for funding recovery will be applied to 2022-23 and they have stated:

2.1.1 Recovery of funding will be considered for the combined core and FA credit target;

2.1.2 We will apply the 2% tolerance (on any under-delivery) to the combined core and FA credit target.

2.1.3 The alignment of the required date with universities will be brought forward. This means that we will count credits for full-time students on courses lasting for over 20 weeks if they are still active after 5 weeks from the course start date.

2.1.4 Recovery exposure on combined core and FA credit targets will be discounted by 20%.

2.2 The alignment of the required date with universities means that the colleges will receive funding for students after they have attended college for 5 weeks instead of to current date of 1 November. This means that the College is 1,235 credits over target.

2.3 South Lanarkshire College has written to the Principal of New College Lanarkshire, in his capacity as Chief Accounting Officer of the Lanarkshire Region to ask how the region will treat these additional credits. It is likely that these additional credits will be used to reduce the deficit for New College Lanarkshire and therefore the region. Members will be updated once a response has been received.

2.4 The SFC have indicated that they will write to colleges by January 2024 setting out the indicative position regarding recovery and to seek mitigations. They will then consider relevant responses and write to affected colleges in April 2024 to finalise any recovery due.

## **3. STRATEGIC PRIORITIES**

3.1 Following on from the Board of Management meeting in September 2023 and feedback received it is proposed that the overarching strategic priorities for the College are:

3.2 *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.

3.3 *Culture and People Development*: To recruit, retain, develop and reward talented staff who will enable students to reach their full potential.

3.4 *Growth and Innovation*: To provide an estate and digital infrastructure for 21st century learning, and to collaborate on innovative and mutually beneficial partnerships.

3.5 *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.

3.6 Once members have provided comment then these will be shared with all staff for further consideration and comment. Under each of these themes, once agreed, will be actions on how they will be achieved as well as key performance indicators.

#### **4. INDUSTRIAL ACTION**

4.1 EIS-FELA previously re-balloted members to extend its mandate for strike action and ASOS. However, ballot results announced on 29 September 2023 showed that the required 50% turnout threshold was not met - meaning the union did not have a legal mandate for strike action and ASOS (Action Short of Strike Action).

4.2 Following (ASOS), including a resulting boycott, and strike action by its members, the EIS-FELA plans to launch a ballot to extend industrial action, potentially until July 2024. The ballot opened on 22 November 2023 and continues until 16 January 2024.

4.3 The industrial action which has affected colleges is due to a dispute over pay. Following fresh talks and guided by Fair Work principles, all college lecturers have now been offered a three-year, consolidated pay rise of £5,000.

4.4 This £5,000 consolidated pay offer, which is the same for Support Staff, includes the current full and final offer of a £2,000 pay rise for 2022/23 and £1,500 for 2023/24, together with a £1,500 rise in 2024/25. The proposed £1,500 pay increase for 2024/25 is subject to discussions with the Scottish Government on additional funding.

#### **5 EMILYTEST CHARTER**

5.1 The College was delighted to be the first college to receive the EmilyTest Charter Award. This was presented by the Minister for Further and Higher Education and Veterans at the EmilyTest Conference in November 2023. EmilyTest was set up by Fiona Drouet, to ensure that adequate provisions were put in place at colleges and universities in relation to gender-based violence prevention, intervention and support. This was after identifying missed opportunities for a university to have saved her daughter Emily who took her own life after being subjected to a campaign of abuse and violence.

5.2 The Charter is an award that allows educational institutions to take the 'Emily Test', which involves meeting minimum standards where Emily's life could have been saved. The charter is made up of five principles with over 40 minimum standards which institutions must meet in order to pass the Emily Test.

5.3 The Student Services team should be highly commended for their great work, supported by the EmilyTest team to ensure that there is now a cross college approach to preventing and eradicating gender-based violence across the College and the wider community.

## **6 COLLEGES SCOTLAND AND THE COLLEGE PRINCIPALS' GROUP**

6.1 Following on from the "Think the Unthinkable" sessions both Colleges Scotland and the College Principals' Group, now chaired by Joanna Campbell (Principal of Dumfries) have agreed to rationalise the lead principal groups into three strands from the Think the Unthinkable themes. These new groups are, Funding and Infrastructure, Workforce Development and Skills Led Regions.

6.2 The latter is focussing on Apprentices as a key priority where it is hoped that proposals for a "Colleges First" approach for apprenticeship funding can be given to the Minister in advance of his speech on college reform planned for December 2023. Note that David Innes, Associate Principal, is part of the apprenticeship group.

6.3 Shona Struthers, CEO of Colleges Scotland will speak to the Board of Management at the next meeting in March 2024.

## **7 PARTNERSHIP WORKING**

7.1 The Principal has engaged in the following activities:

- 7.1.1 attended College Employers Scotland meeting in Stirling;
- 7.1.2 attended Colleges' Partnership West meetings with New College Lanarkshire, West College Scotland, Glasgow Kelvin College, Clyde College and City of Glasgow College;
- 7.1.3 met with South Lanarkshire Council economic development team, and it is likely the College will be given space in the new East Kilbride town centre redevelopment;
- 7.1.4 met with Fiona Hodgson, CEO of the Scottish and Northern Ireland Plumbing Employers' Federation (SNIPEF);
- 7.1.5 attended sub tripartite meeting with the SFC; and
- 7.1.6 attended College Principals' Group meeting;

## **8 EQUALITIES**

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

## **9 RISK**

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

## **10 RECOMMENDATIONS**

- 10.1 Members are recommended to note the sector updates provided in this paper and provide further comment regarding the draft strategic objectives.



**South Lanarkshire College**

**Students' Association**

**Board Report**

**October 2023**

**YOUR COLLEGE**  
 **YOUR WAY**

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## Student Engagement

We are so delighted to welcome students back on campus!

Since the start of the academic year, we have made it our goal to ensure the Student Association is visible to ensure students know we are here and available to talk to them at any time.

At the start of the term, Student Association President and Vice President went around campus introducing themselves to students and taking pictures with their “My First Day at SLC” frame! It was great fun chatting to the students and welcoming them to the College. Alongside this, the social media plan is being worked through and we are seeing positive engagement throughout all our social media channels.



We are working through the last stages of finalising our new anxiety webinar that will be made available to all students through the Student Portal. It is hoped this will be a great resource for students if they need any help managing anxiety. This webinar will be part of an e-learning suite of learning materials for students to access at any time throughout the year.

Freshers was a fantastic opportunity to meet and connect with new students. More details on all the great activities are included in the next section.

The Student Association have also planned to support Hospitality and Events students with organising their own Trick or Treat event this year. As well as this, students are going to be encouraged to take part in a best dressed competition with prizes for the winner!

We are really looking forward to the year ahead and continuing to build on student engagement.

## Freshers' Week

### Monday 11 – Wednesday 13 September

The Student Association hosted our Freshers' Week event from 11 September to 13 September. So many amazing companies and organisations came to speak with students, and we were delighted to see so many in attendance. We would like to extend our thanks to the organisations who attended included Lush, Samaritans, Breathing Space, Pure Gym, Lanarkshire Rape Crisis and many more.



Throughout Freshers' week, we had our own SA stall where we hosted games such as Prize Pong and shark darts where students could chat with the SA and win prizes. Hair and Beauty Salon vouchers were up for grabs in amongst all the fun! We also had both a student questionnaire and a scavenger hunt for students to participate in, with £10 vouchers being given out for completion of these.

On the ground floor atrium, we had many organisations holding fun activities for students. Dominoes sent along free pizzas for students to enjoy, and Pure Gym had a wheel full of exercises. for once they were done!

The library was turned into a Wellbeing Zone for the three days, and there were lots of great organisations providing important advice and support to our students. Lush attended and gave free samples of their amazing products, free hand massages and sleep advice! Our mindfulness classes also restarted for the year and took place in the Group Study Room. We are delighted that the mindfulness classes will now be taking place on campus for the remainder of the academic year. Students seemed to be happy with this too due to the numbers in attendance! It was also lovely to welcome the College's new Community Pastoral Support team onto campus and seeing them chat with the students about the support they provide.

We would also like to pass our thanks onto the Hospitality team. They did a great job providing American style food in the bistro during Freshers'. Our Construction curriculum area also did a fantastic job creating the Barbie Box for students to take their photo in, it was a huge hit with students. Finally, we would like to thank the Student Services team for their help in organising this event. Lots of fun was had and it was a great opportunity for the students to learn more about the SA and interact with so many different organisations.



## Free Soup & Sandwich/Free Breakfast

The ongoing cost of living crisis is still greatly impacting our students and the Student Association is committed to helping them through this difficult and challenging time. Over the past year, with the financial support of the South Lanarkshire College Foundation, the SA has been delivering free healthy breakfasts and free soup and sandwich for students on selected days each week.

Alongside this, the Student Association started up a food larder for students during the last academic year and we hope to continue to provide this service this year. 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 stationery such as notebooks and binders. We were delighted to receive a truly kind donation of £500 from local company HTE-Western Automation. Some of this donation has already been used to purchase much needed supplies for the larder.



With funds for these initiatives running low, we are currently submitting a further application to the SLC Foundation to kindly request further financial support to help us to provide these much-needed services. Last academic year, free healthy breakfast and soup and sandwich ran twice a week. Currently it is only being provided once per week due to budgets with funds projected to last until the end of October. The food larder is also becoming extremely popular with stock being collected quickly once it is refilled. With students being back on campus, the food larder can empty out in less than a week. We hope with additional financial

support that we can continue with these critical services to students, and to possibly expand on the current service. These services have a direct impact on retention and student engagement. We collated student testimonials to demonstrate how important these initiatives mean to students:

*Anton, 2210475.*

*"I have accessed the free soup and a sandwich a number of times when I have required it and it has proved to be a figurative, and at times a literal life saver to myself and other students."*

Sophie, 1901326.

*“The food larder has helped me when money has been tight. I can access the food larder without feeling any pressure.”*

Connor, 2210030.

*“Last year I used the free soup and sandwich, and the free breakfast a lot. It helps not only me, but students who desperately need it. It is a great initiative and I hope it continues this year.”*

Mirren, 1903000.

*“The free soup and a sandwich have helped a lot of students including myself.”*



Thursday 21 September



Tuesday 3 October

## Free Sanitary Products



The Student Association understand the financial struggles that everyone is facing right now due to the cost-of-living crisis, and we believe that it is our duty to help our students during these challenging times. Before every student holiday, we create free sanitary products holiday packs for collection. These are free to students and put in locations across the College to help address period poverty when off campus. The College is committed to ensuring we always have a range of free sanitary products available in accessible pick-up points including the Student Association

Office, designated toilets across the College campus, as well as the Student Advice Centre and various reception points.

## Hoodies

The Student Association is committed to tackling student poverty. One way that we tackle this is by continuing to sell our SA branded hoodies to students for £5. These are good quality hoodies that provide our students with extra warmth in the upcoming cold months. We consider this a key element of our ongoing commitment to addressing student poverty by providing high-quality hoodies for a low, subsidised cost to students.

We have continued with the same design that was decided by students last academic year. This being embroidery on the left sleeve with the SA logo. The Student Association created a poll on social media to allow students to decide which colour of hoodie they would like to be available. The students chose Sky Blue and Baby Pink, meaning the colours for this year are Black, Jade, Sky Blue and Baby Pink. We want to ensure students continue to be involved in the decision-making process and feel empowered to use the student voice to engage with the SA.

This has been a popular initiative as many students have ordered hoodies. We have decided to start off by doing pre-orders to allow fair access to all stock. Once we have finished with pre-orders, we will sell the remaining stock during a general sale. So far, the hoodies have been really popular, and it has been great seeing students wearing them around campus!



## Strategic Plan 2023-2026

The Student Association have updated and finalised the new Strategic Plan for the period 2023 – 2026 (See Appendix 1). This process commenced in AY 2022-23 and was led by the SA President who engaged with NUS and the student community. This included workshops and student forums. The Strategic Plan was recently concluded by the incoming Student President and Vice President for the start of the AY 2023-24.

Our mission is to empower, represent and celebrate students whilst maintaining a creative and supportive environment.

Created in collaboration with students, our vision is to be a sustainable and autonomous Student Association to enhance the student experience. Inclusion, Respect, and Integrity are our values. We embrace all students, celebrating different background and cultures.

The Student Association is committed to actively listening to students and supporting them towards positive pathways. We are open, honest, and transparent with all students and staff members.

The themes for this year are:

- Student-led - We will be working closely with class representatives to identify areas of development.
- Partnership - We will continue to work in partnership with the College to create opportunities for a positive experience for our students.
- Community – We will engage with students and celebrate their success. We will be creating engaging events with games and activities.



## Student Officer Elections

We recently held elections for Student Officers which make up the wider SA Executive team. We had five students apply for the Student Officers role with all of the candidates having now been voted in by students. We are currently planning our first Executive Committee meeting in the next few weeks to discuss their availability, areas of responsibility and ideas that they may have.

At this stage of the academic year discussions are underway with Course Tutors and their class groups to appoint a Class Representative. This is a key role and provides students with a strong voice to help contribute to decisions that can positively impact learning and teaching and the student experience. The Quality team, who oversee the Class Reps have a designated Teams page to support the Class Rep process. To ensure we continue to work in close partnership with Class Reps the SA have a dedicated SA channel within the Team page. We are looking forward to attending the forthcoming Class Rep training and supporting the Class Reps in their role.

## Student Mental Health Agreement (SMHA)

The Student Association worked in partnership with Student Services to create the updated Student Mental Health Agreement for 2022-2024. We have already delivered a significant level of activity to support our three key initiatives:

1. Continuing to Address Student Poverty
2. Peer Support through Games & Activities
3. Supporting Men's Mental Health

Looking to the academic year ahead, we will be arranging more student-led activities and events to promote these areas and highlight the important work of the SMHA.

We are also looking forward to working with NUS Think Positive and will be scheduling in a meeting in the coming weeks.

## Forthcoming Events

- Care Experienced Week
- Estranged Students Week
- Movember
- Step into STEM – 15 November
- 16 Days of Action

### Board of Management

<b>DATE</b>	5 December 2023
<b>TITLE OF REPORT</b>	Board Survey Analysis
<b>REFERENCE</b>	11
<b>AUTHOR AND CONTACT DETAILS</b>	Paul McGillvery / Peter Scott <a href="mailto:Paul.mcgillvery@slc.ac.uk">Paul.mcgillvery@slc.ac.uk</a>
<b>PURPOSE:</b>	The purpose of this report is to record the outcome of the 2023 Board self-assessment exercise and identify appropriate next steps.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to; <ul style="list-style-type: none"> <li>• consider the findings of the self evaluation; and</li> <li>• comment on and approve the next steps.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>RISK</b></li> </ul>	<ul style="list-style-type: none"> <li>• Failure to address the challenges facing the sector as whole would prevent the College from fulfilling its mission to best serve the needs of staff, student and the wider community</li> <li>• Failure to develop appropriate income streams would bring into question the long term financial viability of the college.</li> </ul>
<b>RELEVANT STRATEGIC AIM:</b>	To build upon the positives identified in the self-assessment and to plan effectively for the financial challenges ahead
<b>SUMMARY OF REPORT:</b>	This report provides a comprehensive analysis of key themes and recommendations derived from the 2023 self-assessment exercise and identifies the need for an action plan going forward to meet the challenges affecting the sector as a whole..

## **1. INTRODUCTION**

1.1 This paper provides Board members with the outcome of the 2023 Board self-assessment exercise and identifies appropriate next steps.

## **2 KEY FINDINGS**

2.1 Members contributed to a self-evaluation process and the detailed responses also reflects the views of both executive and non-executive members and reflect also the reality that new members may have less experience of specific issues than longer serving members and may also have different training needs. The key findings are as follows:

- 2.1.1 Members are broadly satisfied with the management and governance support they receive
- 2.1.2 Members are broadly satisfied with the leadership from the chair
- 2.1.3 The question of risk and risk appetite is recognised as important going forward
- 2.1.4 The skills balance across the Board is generally satisfactory
- 2.1.5 Engagement with stakeholders is generally sound
- 2.1.6 Development and training needs are met as they arise – only one unmet need was identified and this related to IT training for new members and this has already been addressed
- 2.1.7 Mechanisms for ensuring continued good governance are considered to be in place
- 2.1.8 Comments on performance over the previous 12 months were largely positive and identified a healthy partnership with management. The contribution of the Senior Leadership Team was also singled out as a positive. The College had faced challenges, and these had been met effectively.

2.2 The Board had recognised, however, that there were significant financial challenges ahead and had identified a need going forward to focus on strategic development and effective planning for future development.

2.3 There was some uncertainty about progress with regional dissolution and a key requirement going forward should be to strengthen links with New College and ensure an effective collaboration which would best serve the needs of the larger community served by the two colleges.

2.4 The impact on staff of the challenges ahead was recognised as was the need to provide clear direction to the workforce.

## **3 NEXT STEPS**

3.1 The Internal Auditors will conduct a governance audit in early 2024 and will bring the findings to Board meeting in March 2024. This meeting will also consider the Rolling Governance Review programme.

3.2 It is recommended that the Board direct the Principal to work with the Chairing Member, the Governance Professional and the Internal Auditors to bring an action plan to the board within the current academic year for strategic and future development in the context of the challenges facing the sector as a whole

#### **4 EQUALITIES**

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

#### **5 RISK**

- 5.1 Failure to address the challenges facing the sector as whole would prevent the College from fulfilling its mission to best serve the needs of staff, students and the wider community
- 5.2 Failure to develop appropriate income streams would bring into question the long-term financial viability of the college

#### **6 RECOMMENDATIONS**

- 6.1 Members are recommended to;
- 6.2 consider the findings of the self-evaluation; and
- 6.3 comment on and approve the next steps.

## South Lanarkshire College Self-Evaluation 2023

### Non-Executive Members other than Committee Chairs and Fresh Starts

Preliminary Questions	Responses
You are required to be fully conversant with the Code of Good Governance but are there any aspects where you would appreciate clarification	All were conversant and two replies commented favourably on their training in that regard
Are the Board Papers issued timeously issued and in an accessible format or are there areas which could be improved.	All replies positive but one reply would like earlier issue of FRC and ARC Papers in particular
Is there any additional support which the College can provide help you discharge your board role	All replies satisfied with support
Are equalities issues adequately identified and addressed	YES
Are there any other comments, favourable or otherwise , which you would like brought to attention of Management or the Governance professional	No adverse comments

Note that one (now former) Board Member did not participate in this exercise.

Please indicate your view by circling the relevant number:

Key Questions	1	2	3	4	5
Members are asked to comment on:	(Strongly Agree)				(Strongly Disagree)
<ul style="list-style-type: none"> <li>• The Chair and his/her leadership               <ul style="list-style-type: none"> <li>○ Are members encouraged to participate in discussion and are their views taken into account?</li> <li>○ Are members happy with the way decisions are taken?</li> <li>○ Is the Board forward looking/visionary?</li> <li>○ How well do you feel the Board addresses strategic challenges facing the college?</li> <li>○ Is information advised to the Board effectively?</li> </ul> </li> </ul>	3/5	1/5	1/5		
<ul style="list-style-type: none"> <li>• Is the Board adequately addressing the question of risk and risk appetite?</li> </ul>	2/5	2/5	1/5		
<ul style="list-style-type: none"> <li>• Does the Board have the required range of skills to ensure it performs effectively?</li> </ul>	1/5	4/5			
<ul style="list-style-type: none"> <li>• How effectively does the Board engage with stakeholders and community partners?</li> </ul>		5/5			
<ul style="list-style-type: none"> <li>• Do members feel they have sufficient knowledge to contribute meaningfully?</li> </ul>	5/5				
<ul style="list-style-type: none"> <li>• Is there a personal development/mentoring requirement?</li> </ul>	4/5	1/5 (needs met when they arise)			

• Do members feel that the mechanisms for ensuring good governance are effective?	5/5				
• Does the Board have adequate opportunity for meeting and communication with staff and students?	2/5	2/5	1/5		

<b>What have we done well over the last 12 months?</b>	<p>Comment:</p> <p>Governance issues addressed in partnership with management</p> <p>SLT singled out for particular credit</p> <p>Steadfast in face of public criticism</p>
<b>Development I would like to see over the next year:</b>	<p>Comment:</p> <p>Focus on future to address financial risks</p> <p>Increased focus on strategic development</p> <p>Ambitious growth in future development</p> <p>Closer partnership with NCL to meet Lanarkshire's needs</p>

## Check List of Key Points in Code of Good Governance

***Tick the box which most accurately reflects your own Training Needs  
OR insert a key word or phrase which captures your level of knowledge***

Topic	Secure in my understanding	No major training need	A refresher would be helpful	Some training would be helpful	Further Training required
Conduct in Public Life & Nolan Principles	All secure				
Vision & Strategy in a Regional context	All secure				
Performance Measurement	All secure				
Corporate Social Responsibility	All secure				
Student Engagement & Partnership	All secure				
Relevant / High Quality Learning	All secure				
Quality Monitoring & Oversight	All secure				
Accountability & Delegation	All secure				
Risk Management & Risk Appetite	All secure				
Financial/Institutional Sustainability	All secure				

Staff Governance Standard	All secure				
The role of the Chairing Member	All secure				
Senior Independent Member role	All secure				
Members as Charity Trustees	All secure				
The Principal / Chief Executive role	All secure				
The Governance Professional role	All secure				
Appointment Induction & Training	All secure				
Board Evaluation & Assessment	4/5 secure	1/5 no major concerns			
Partnership & Collaboration	All secure				

***Please bear in mind:***

- 1. Not every Bord Member can be expert in every area of governance***
- 2. If you are a new or relatively new member you may have missed a key training session***
- 3. Individual & tailored training can always be made available***
- 4. Your CPD record is also an essential identifier of experience***

***The Governance Professional needs all of this data for audit purposes and your input truly is essential***

**South Lanarkshire College Self-Evaluation 2023**

## New Non-Executive Members

Preliminary Questions	Responses
You are required to be fully conversant with the Code of Good Governance but are there any aspects where you would appreciate clarification	All six were satisfied that Induction had given them sound understanding
Are the Board Papers issued timeously issued and in an accessible format or are there areas which could be improved.	All six were satisfied but had struggled to access the Board Portal
Is there any additional support which the College can provide help you discharge your board role	There was a clear requirement for training in College IT systems (see above) NOTE that this has been put in hand
Are equalities issues adequately identified and addressed	YES
Are there any other comments, favourable or otherwise , which you would like brought to attention of Management or the Governance Professional	All six were satisfied with management and governance support

Please indicate your view by circling the relevant number:

Key Questions	1 (Strongly Agree)	2	3	4	5 (Strongly Disagree)
Members are asked to comment on:					
<ul style="list-style-type: none"> <li>• The Chair and his/her leadership               <ul style="list-style-type: none"> <li>○ Are members encouraged to participate in discussion and are their views taken into account?</li> <li>○ Are members happy with the way decisions are taken?</li> <li>○ Is the Board forward looking/visionary?</li> <li>○ How well do you feel the Board addresses strategic challenges facing the college?</li> <li>○ Is information advised to the Board effectively?</li> </ul> </li> </ul>	Too early to say Ditto  1  1 2				
<ul style="list-style-type: none"> <li>• Is the Board adequately addressing the question of risk and risk appetite?</li> </ul>		2			
<ul style="list-style-type: none"> <li>• Does the Board have the required range of skills to ensure it performs effectively?</li> </ul>		2			
<ul style="list-style-type: none"> <li>• How effectively does the Board engage with stakeholders and community partners ?</li> </ul>	Too early to say				
<ul style="list-style-type: none"> <li>• Do members feel they have sufficient knowledge to contribute meaningfully?</li> </ul>	Ditto				
<ul style="list-style-type: none"> <li>• Is there a personal development/mentoring requirement?</li> </ul>		2			
<ul style="list-style-type: none"> <li>• Do members feel that the mechanisms for ensuring good governance are effective?</li> </ul>	1				

<ul style="list-style-type: none"> <li>Does the Board have adequate opportunity for meeting and communication with staff and students?</li> </ul>	1				
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<p><b>What have we done well over the last 12 months?</b></p>	<p>Comment: New members unable to comment</p>
<p><b>Development I would like to see over the next year:</b></p>	<p>Comment: Comments all reflected need to explore non grant aided income / encourage entrepreneurial activity</p>

### Check List of Key Points in Code of Good Governance

***Tick the box which most accurately reflects your own Training Needs  
OR insert a key word or phrase which captures your level of knowledge***

Topic	Secure in my understanding	No major training need	A refresher would be helpful	Some training would be helpful	Further Training required
Conduct in Public Life & Nolan Principles	All secure				
Vision & Strategy in a Regional context				General uncertainty about the future of LRSB	
Performance Measurement		General satisfaction			
Corporate Social Responsibility	All secure				
Student Engagement & Partnership		General satisfaction			
Relevant / High Quality Learning	All secure				
Quality Monitoring & Oversight	All secure				
Accountability & Delegation	All secure				

Risk Management & Risk Appetite		Generally felt to be progress well in hand			
Financial/Institutional Sustainability	3 new members had specific sector experience and were satisfied that they had secure understanding			One new member had some understanding but felt it might be imperfect	Impact of flat cash settlement was general cause for concern for two members new to FE
Staff Governance Standard	All very satisfied				
The role of the Chairing Member		General satisfaction			
Senior Independent Member role			Some uncertainty		
Members as Charity Trustees	All very satisfied				
The Principal / Chief Executive role	All felt well supported				
The Governance Professional role	Ditto				
Appointment Induction & Training	Ditto				
Board Evaluation & Assessment			Some uncertainty as to process		
Partnership & Collaboration		Some detail to be explored			

***Please bear in mind:***

- 5. Not every Board Member can be expert in every area of governance***
- 6. If you are a new or relatively new member you may have missed a key training session***
- 7. Individual & tailored training can always be made available***
- 8. Your CPD record is also an essential identifier of experience***

***The Governance Professional needs all of this data for audit purposes and your input truly is essential***

***General Note***

***Five of the six new members identified a need for specific training in unfamiliar in-house IT systems. All had had varying difficulties accessing the Board Portal but all had felt well supported by the Principalship Team***

## South Lanarkshire College Self-Evaluation 2023

### Committee Chairs

Preliminary Questions	Responses
You are required to be fully conversant with the Code of Good Governance but are there any aspects where you would appreciate clarification	All fully conversant
Are the Board Papers issued timeously issued and in an accessible format or are there areas which could be improved.	Any points arising fully dealt with by Governance Professional an advance of meetings
Is there any additional support which the College can provide help you discharge your board role	All necessary support provided
Are equalities issues adequately identified and addressed	YES
Are there any other comments, favourable or otherwise , which you would like brought to attention of Management or the Governance professional	More finance / accounting expertise needed on the Board

Please indicate your view by circling the relevant number:

Key Questions	1 (Strongly Agree)	2	3	4	5 (Strongly Disagree)
Members are asked to comment on:					
<ul style="list-style-type: none"> <li>• The Chair and his/her leadership               <ul style="list-style-type: none"> <li>○ Are members encouraged to participate in discussion and are their views taken into account? 3/4</li> <li>○ Are members happy with the way decisions are taken? 3/4</li> <li>○ Is the Board forward looking/visionary? 3/4</li> <li>○ How well do you feel the Board addresses strategic challenges facing the college? 3/4</li> <li>○ Is information advised to the Board effectively? 3/4</li> </ul> </li> </ul>					
• Is the Board adequately addressing the question of risk and risk appetite?	3/4	1/4			
• Does the Board have the required range of skills to ensure it performs effectively?		3/4	1/4		
• How effectively does the Board engage with stakeholders and community partners?		2/4	2/4		
• Do members feel they have sufficient knowledge to contribute meaningfully?	3/4	1/4			
• Is there a personal development/mentoring requirement?		4*/4			
• Do members feel that the mechanisms for ensuring good governance are effective?	3/4	1/4			
• Does the Board have adequate opportunity for meeting and communication with staff and students?		2/4	2**/4		

\* Comments indicate that needs are met as they arise

\*\* Comments indicate time constraints

<p><b>What have we done well over the last 12 months?</b></p>	<p>Comment:</p> <p>Successfully met challenging times Addressed all areas of concern Collective collaboration with management Balanced budget despite challenges</p>
<p><b>Development I would like to see over the next year:</b></p>	<p>Comment:</p> <p>Need to progress regional dissolution Need to focus more on internal operation rather than to external criticisms Need to review RAID Need to VFM business cases for investment as the funding shortfall is not sustainable without reserves</p>

## Check List of Key Points in Code of Good Governance

***Tick the box which most accurately reflects your own Training Needs  
OR insert a key word or phrase which captures your level of knowledge***

Topic	Secure in my understanding	No major training need	A refresher would be helpful	Some training would be helpful	Further Training required
Conduct in Public Life & Nolan Principles	4/4				
Vision & Strategy in a Regional context	3/4	1/4			
Performance Measurement	3/4	1/4			
Corporate Social Responsibility	3/4	1/4			
Student Engagement & Partnership	3/4	1/4			
Relevant / High Quality Learning	3/4			1/4	
Quality Monitoring & Oversight	4/4				
Accountability & Delegation	4/4				
Risk Management & Risk Appetite	4/4				
Financial/Institutional Sustainability	4/4				

Staff Governance Standard	3/4	1/4			
The role of the Chairing Member	3/4	1/4			
Senior Independent Member role	2/4	1/4		1/4	
Members as Charity Trustees	3/4				1/4
The Principal / Chief Executive role	3/4	1/4			
The Governance Professional role	3/4	1/4			
Appointment Induction & Training	3/4	1/4			
Board Evaluation & Assessment	3/4	1/4			
Partnership & Collaboration	3/4	1/4			

***Please bear in mind:***

- 9. Not every Bord Member can be expert in every area of governance***
- 10. If you are a new or relatively new member you may have missed a key training session***
- 11. Individual & tailored training can always be made available***
- 12. Your CPD record is also an essential identifier of experience***

***The Governance Professional needs all of this data for audit purposes and your input truly is essential***

**South Lanarkshire College Self-Evaluation 2023**

**Executive Member Summary (includes input from a total of 4 student members each of whom had part year service)**

Preliminary Questions	Responses
You are required to be fully conversant with the Code of Good Governance but are there any aspects where you would appreciate clarification	All information clear and concise
Are the Board Papers issued timeously issued and in an accessible format or are there areas which could be improved.	Format excellent to follow
Is there any additional support which the College can provide help you discharge your board role	One member wishes to participate in CDN strategic management course Note that this was duly facilitated
Are equalities issues adequately identified and addressed	Yes
Are there any other comments, favourable or otherwise , which you would like brought to attention of Management or the Governance Professional	Process is smooth and transparent

Please indicate your view by circling the relevant number:

Key Questions	1	2	3	4	5
Members are asked to comment on:	(Strongly Agree)				(Strongly Disagree)
<ul style="list-style-type: none"> <li>• The Chair and his/her leadership               <ul style="list-style-type: none"> <li>○ Are members encouraged to participate in discussion and are their views taken into account?</li> <li>○ Are members happy with the way decisions are taken?</li> <li>○ Is the Board forward looking/visionary?</li> <li>○ How well do you feel the Board addresses strategic challenges facing the college?</li> <li>○ Is information advised to the Board effectively?</li> </ul> </li> </ul>	2/6	1/6	3/6		1/6
<ul style="list-style-type: none"> <li>○ Are members encouraged to participate in discussion and are their views taken into account?</li> <li>○ Are members happy with the way decisions are taken?</li> <li>○ Is the Board forward looking/visionary?</li> <li>○ How well do you feel the Board addresses strategic challenges facing the college?</li> <li>○ Is information advised to the Board effectively?</li> </ul>	1/6	2/6	3/6		1/6
<ul style="list-style-type: none"> <li>○ Is the Board forward looking/visionary?</li> <li>○ How well do you feel the Board addresses strategic challenges facing the college?</li> <li>○ Is information advised to the Board effectively?</li> </ul>	2/6		4/6		
<ul style="list-style-type: none"> <li>○ How well do you feel the Board addresses strategic challenges facing the college?</li> <li>○ Is information advised to the Board effectively?</li> </ul>	2/6		4/6		1/6
<ul style="list-style-type: none"> <li>○ Is information advised to the Board effectively?</li> </ul>	5/6				1/6
<ul style="list-style-type: none"> <li>• Is the Board adequately addressing the question of risk and risk appetite?</li> </ul>	2/6		3/6		1/6
<ul style="list-style-type: none"> <li>• Does the Board have the required range of skills to ensure it performs effectively?</li> </ul>	2/6		3/6		3/6
<ul style="list-style-type: none"> <li>• How effectively does the Board engage with stakeholders and community partners ?</li> </ul>	2/6		4/6		
<ul style="list-style-type: none"> <li>• Do members feel they have sufficient knowledge to contribute meaningfully?</li> </ul>	2/6		3/6	1/6	
<ul style="list-style-type: none"> <li>• Is there a personal development/mentoring requirement?</li> </ul>	2/6		3/6	1/6	
<ul style="list-style-type: none"> <li>• Do members feel that the mechanisms for ensuring good governance are effective?</li> </ul>	Scores 1 mainly but				

	need largely met				
<ul style="list-style-type: none"> <li>Does the Board have adequate opportunity for meeting and communication with staff and students?</li> </ul>	5/6				1/6

<b>What have we done well over the last 12 months?</b>	<p>Comments:</p> <p>Code compliance has been ensured in challenging times</p>
<b>Development I would like to see over the next year:</b>	<p>Comments:</p> <p>Forward strategy requires greater clarity Board and staff links could be improved Workforce needs clearer direction going forward</p>

### Check List of Key Points in Code of Good Governance

***Tick the box which most accurately reflects your own Training Needs  
OR insert a key word or phrase which captures your level of knowledge***

Topic	Secure in my understanding	No major training need	A refresher would be helpful	Some training would be helpful	Further Training required
Conduct in Public Life & Nolan Principles	Secure				
Vision & Strategy in a Regional context	5/6 secure	1/6			
Performance Measurement	Secure				
Corporate Social Responsibility	Ditto				
Student Engagement & Partnership	Ditto				
Relevant / High Quality Learning	Ditto				
Quality Monitoring & Oversight	Ditto				
Accountability & Delegation	Ditto				
Risk Management & Risk Appetite	Ditto				

Financial/Institutional Sustainability	Ditto				
Staff Governance Standard	Ditto				
The role of the Chairing Member	Ditto				
Senior Independent Member role	Ditto				
Members as Charity Trustees	Ditto				
The Principal / Chief Executive role	Ditto				
The Governance Professional role	Ditto				
Appointment Induction & Training	Ditto				
Board Evaluation & Assessment	Ditto				
Partnership & Collaboration	Ditto				

***Please bear in mind:***

***13. Not every Board Member can be expert in every area of governance***

***14. If you are a new or relatively new member you may have missed a key training session***

***15. Individual & tailored training can always be made available***

***16. Your CPD record is also an essential identifier of experience***

***The Governance Professional needs all of this data for audit purposes and your input truly is essential***



### BOARD OF MANAGEMENT

<b>DATE</b>	05 December 2023
<b>TITLE OF REPORT</b>	Quarter 1 Management Accounts & Cashflow
<b>REFERENCE</b>	12.0
<b>AUTHOR AND CONTACT DETAILS</b>	Elaine McKechnie – VP Finance, Resources & Sustainability Elaine.McKechnie@slc.ac.uk
<b>PURPOSE:</b>	To update Board on actual financial results for the quarter ending 31 October 2023 in conjunction with a projection of cashflow based on actual income and expenditure to 31 October 2023.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are asked to: <ul style="list-style-type: none"> <li>• note the financial position for the quarter and the narrative that supports the figures;</li> <li>• note the cashflow situation as notified to Scottish Funding Council and the SLT monthly; and <ul style="list-style-type: none"> <li>▪ support the reinvestment of £750k into a further 4-month secure deposit account for further interest generation potential and decide on a specific purpose for the interest generated from these deposit terms, if any.</li> </ul> </li> </ul>
<b>RISK</b>	The main risks are to: <ul style="list-style-type: none"> <li>• Going concern; that the College cannot maintain financial sustainability and is unable to provide high quality education and support to its students; and that</li> <li>• There are insufficient funds for capital maintenance and maintenance requirements.</li> </ul>
<b>RELEVANT STRATEGIC AIM:</b>	<ul style="list-style-type: none"> <li>• The Highest Quality Education and Support</li> <li>• Sustainable Behaviours</li> </ul>
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"> <li>• The report contains a summary of income and expenditure for first quarter to 31 October 2023, resulting in an 'artificial' surplus of £863k because of the absence of pay settlements. Had salary awards been agreed and paid in this quarter at the flat cash levels of £3,500 and £2,500 for lecturing staff and support staff respectively, the surplus would have been eroded, resulting in a (£559k) deficit.</li> <li>• The findings of the quarterly management accounts process suggest that there is still some income to be accrued for the first quarter given fee cycles have not been fully completed.</li> </ul>

	<ul style="list-style-type: none"><li>• Similarly, only a few material provisions and adjustments to the accounts have been factored in and more work is required to fully embed the monthly incorporation of adjustments for income and expenditure that should be deferred from the period into a future period or accrued into the existing period.</li><li>• Nevertheless, the accounts reflect all relevant financial data as held in the system to 31 October 2023 and the Board should be assured of on-going work in this area to ensure heightened accuracy and transparency in results reporting going forward.</li><li>• The cash flow report submitted to the SFC is a stark reminder of how precarious College funds will be once salary awards and general ongoing inflationary pressures are factored in. While there may be circa £2m in the bank at the of the year, with further cuts to grant funding in real terms, this would be eroded in 2024-25 in the absence of a strategic review and rationalisation of operations in the current year.</li><li>• The strategic review of operations that is scheduled to take place during 2023-24 will also help the College rationalise its expenditure and investigate routes into other income diversification initiatives.</li><li>• The Board should also be encouraged by the work that is on-going to monitor cash flow and realise additional income through bank accounts with greater interest earning potential.</li></ul>
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## **1. INTRODUCTION**

- 1.1. This paper provides an overview of actual financial results for the quarter ending 31 October 2023 in conjunction with a projection of cashflow for academic year 2023-24 based on actual income and expenditure to 31 October 2023.

## **2 BACKGROUND**

- 2.1 The financial results to 31 October 2023 and the cashflow contained within this paper paint a very familiar picture within the wider College sector, with depleted income levels and rising costs owing to a variety of generic inflationary pressures and geopolitical factors.
- 2.2 Owing to the uncertainty of salary awards and the potential impact likely salary increases will have on College finances, the paper further evidences the requirement for the College to undertake a wider strategic review of its operations during the year to ensure the implementation of new initiatives that drive efficiencies, maximise value and identify new and diverse income streams against the backdrop of the College risk appetite.

## **3 ASSUMPTIONS AND LIMITATIONS**

- 3.1 As discussed at the recent Finance & Resources Committee, the Board is also asked to consider the limitations of the management accounts process at this current stage in the academic year; primarily:
  - 3.1.1 Unless known or communicated by curriculum areas upfront, fee income has not been fully recognised for all August intake courses as yet through the finance system and Student Records will continue to raise invoices up until the end of November 2023. Utilising Power BI modules, further work is required by the College to ascertain an accurate assessment of outstanding fee invoices yet to be raised each month, together with effective phasing and allocation, as part of a drive to put in place a more robust month end process.
  - 3.1.2 The financial data within the accounts has been verified to the accounting system as at 31 October 2023. While some of the more material adjustments have been made for amounts that relate to the period but have not yet been realised, full provision of accruals and prepayments for income and expenditure has not been factored into the management accounts for quarter ending 31 October 2023. Finance will look to enhance this feature of monthly reporting for subsequent quarterly outputs.
  - 3.1.3 The full year budget deficit of £761k reflects the least likely scenario of a 3% salary per annum award at this stage, given that no such increase has yet been communicated.
  - 3.1.4 The quarterly budget to 31 October 2023 has been phased to take account of known factors while other lines of the income and expenditure budget are a 3-month pro-ration of the full year expected totals.
  - 3.1.5 The full year forecast for 2023/24 has been adjusted to take account of the more realistic salary settlements of £3,500 per annum for lecturing staff and £1,500 per annum for support staff by the end of 2023-24. Furthermore, the forecast continues

to reflect the budget for capital expenditure and net depreciation expense in the absence of monthly fixed asset reporting.

#### **4 MANAGEMENT ACCOUNTS: OPERATING SURPLUS/(DEFICIT)**

4.1 Being mindful of the limitations above, the College recognised an operating surplus of £861k however this is due to salary award increases that have not yet been agreed and communicated. As the accounts demonstrate, factoring in an anticipated quarterly salary expense had flat cash settlements of £3,500 for lecturing staff and £1,500 for support staff been agreed in the first three months of the year, the surplus would have very quickly been eroded to a deficit of (£559k) versus expected budget surplus of £136k. The first quarter results give a strong indication of the financial pressures that are being felt sector-wide and further emphasise the requirement for closer monthly financial monitoring.

#### **5 MANAGEMENT ACCOUNTS: INCOME**

5.1 Total income of £4,082k has been received in the first quarter of the year, with £3,796k relating to Scottish Funding Council (SFC) grants, representing 93% of total income. As recognised as a limitation above, the College anticipates that this % is superficially inflated given that some other income sources have not yet been fully recorded as fees. SFC grant funding accounted for 82% of the college's income in 2022/23 (81% in 2021/22) and the national average, based on the SFC's review of 2021/22 college data, was 78%, which supports the conclusion that there may be other sources of income yet to accrue. As above, the College plans to review its income recognition procedures to more accurately reflect income when it has been earned.

5.2 Recurrent grant in aid from Scottish Funding Council of £3,253k was received into the bank across August – October 2023. Similarly, the College received £425k in respect of capital maintenance and £41k digital poverty initiatives from SFC. Some of this income will be reallocated to estates and IT related capital spend within fixed assets during 2023/24. Further work is required to build up a monthly rolling review of our capital expenditure through which the College can earmark specific funding received against projects at more regular reporting intervals, rather than just being a year-end consideration. This improvement will allow for closer monitoring of both the use and availability of funding for capital projects as the academic year progresses.

5.3 Within 'other income' of £286k, a further £15k of Flexible Workforce Development Fund monies was received from SFC during the first quarter and it is anticipated that within the wider remit of Alternative Funding, a further £130k of fees relating to the first quarter is now due for various projects, such as SDS Modern Apprenticeships, the Rural Academy and Shared Prosperity Funds.

#### **6 MANAGEMENT ACCOUNTS: EXPENDITURE**

6.1 Wages and salaries are conservatively stated at £2,261k, being under budget by £546k for the quarter. However, this can be fully explained by the absence of salary award increases at this point in the year due to on-going disputes and uncertainty around likely final settlements.

6.2 Non salary expenditure/overheads of £957k (versus £1,327k budget) appear to reasonably well controlled in the following departmental areas of Property, Central Services, Marketing, Academic Supplies and Cross College Costs at this stage in the academic year. However, it should be noted that these results do not include full adjustments for elements of costs that should be deferred into future periods or incorporated into this quarter and so it is vital that the College incorporates these provisions and adjustments in full in future sets of management accounts. This will help the College track expenditure more closely monthly; enabling proactivity in managing subsequent spend. Board members should also be encouraged that the College currently conducts monthly reviews of expenditure with departmental heads and curriculum managers, following the implementation of this initiative in 2022-23. The College is planning to deliver a training session on how to interpret financial results for those managers who lack the relevant finance knowledge required to fully understand their reports.

6.3 As mentioned above, the capital funds from SFC will eventually form part of the expenditure on capital in this section however the split/apportionment of funds received to date is not yet known and so no contra to the income has yet been recognised as expenditure.

6.4 No net depreciation is currently recognised at this stage in the year as fixed assets tend to be reconciled at yet. The College will look at options to review and monitor depreciation monthly in due course. The prior year net depreciation figure for 2022-23 was £593k and against a budget of £620k.

## **7 CASH FLOW**

7.1 The College makes a 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.

7.2 The attached document covered the College's October drawdown and forecast and contains assumptions on the phasing of major capital expenditure spends. It highlights that the cash position will be precariously balanced by the end of the year, even with expected flat cash salary awards of £3,500 and £1,500 for lecturing staff and support staff respectively. Nevertheless, despite cash reserves of circa £2m on the submission, the lack of control around the setting of salary rates and the potential for further increases will likely erode cash balances entirely in 2024-25, in the absence of a strategic review taking place this year to rationalise expenditure and seek initiatives for income growth and income diversification.

7.3 The College continues to monitor its cashflow regularly and creates opportunity for some bank interest generation on balances held via bi-weekly transfers between the current account and a current reserve account with higher interest generation potential. Furthermore, the College placed £750k on a 4-month short term deposit account expiring 01/12/2023 and this will realise a further £11.3k of bank interest. The Board is asked to consider whether this interest should be earmarked for use against a specific project or initiative. Similarly, the Board is encouraged to consider a further commitment of existing 'surplus' funds into the deposit account for a further agreed period as recommended by the Finance & Resources Committee. This will depend on the likely timing of pay increases. The College would recommend that a deposit of £750k is placed into the

account for a further 4-months as cash reserves will support this even while there is still some uncertainty around timing of award payouts.

7.4 In terms of other cash flow tracking initiatives, the College is keen to bring greater awareness of cashflow to the Senior Leadership Team (SLT) monthly to help guide and influence more financially astute decision making across all operations. The SLT is presented with a short term monthly cashflow for the forthcoming month, with explanation given for any material deviation each month.

7.5 Cashflow continues to be a priority and concern for the College and the strategic review of operations that is scheduled to take place during 2023-24 will also help the College rationalise its expenditure and investigate routes into other income diversification initiatives.

## 8 QUARTERLY MANAGEMENT ACCOUNTS TO 31 OCTOBER 2023

Management Accounts Quarter to 31st October 2023		Note	3 Months to Oct 2023			12 Months to Jul 2024		
			2023/24			2023/24		
			Actual	Budget	Variance	Forecast	Budget	Variance
			£'000	£'000	£'000	£'000	£'000	£'000
<b>INCOME</b>								
	SFC - Grant in Aid	1	3,253	3,700	(447)	13,724	13,724	0
	SFC - ESF	2	16	90	(74)	316	375	(59)
	SFC - Capital	3	476	218	258	870	870	0
	SFC - Salaries Contribution	4	38	44	(7)	177	177	0
	SFC - Other	5	14	0	14	0	0	0
	<b>Total SFC income</b>		<b>3,796</b>	<b>4,052</b>	<b>(256)</b>	<b>15,087</b>	<b>15,146</b>	<b>(59)</b>
	FWDF	6	15	65	(50)	295	360	(65)
	Fees	7	141	88	53	2,035	1,726	309
	Alternative Funding	8	130	52	78	279	207	72
	Other income	9	0	17	(17)	69	69	0
	<b>Total Income</b>		<b>4,082</b>	<b>4,273</b>	<b>(192)</b>	<b>17,765</b>	<b>17,508</b>	<b>257</b>
<b>EXPENDITURE</b>								
<b>Wages &amp; Salaries</b>								
	Recurrent		2,299	2,757	459	14,880	13,507	(1,373)
	SFC - salaries contribution		(38)	44	82	(177)	177	354
	Pension Provision		0	8	8	30	30	0
		10	2,261	2,809	548	14,733	13,714	(1,019)
				548				
<b>Non Salary Expenditure</b>								
	Property	11	276	240	(36)	1,032	960	(72)
	SFC - Capital	Contra	0	218	218	870	870	0
	SFC - Other	Contra	(6)	0	6	(24)	0	24
	Net Depreciation	12	0	155	155	620	620	0
	Central Services	13	212	262	50	811	950	139
	Marketing	14	14	25	11	124	130	6
	Academic supplies	15	448	419	(29)	1,088	970	(118)
	Cross College Costs	16	13	9	(4)	61	55	(6)
			957	1,327	370	4,583	4,555	(28)
	<b>Total Expenditure</b>		<b>3,218</b>	<b>4,137</b>	<b>(192)</b>	<b>19,316</b>	<b>18,269</b>	<b>257</b>
	<b>Surplus / (Deficit)</b>		<b>863</b>	<b>136</b>	<b>727</b>	<b>(1,551)</b>	<b>(761)</b>	<b>(790)</b>
<b>Wages &amp; Salaries</b>								
	- total as above		2,261					
	- restated using £3,500 and £1,500 settlement		3,683					
	- likely oncost		(1,422)	0	0	0	0	0
	<b>Adjusted Surplus/(Deficit) at 31 Oct 2023</b>		<b>(559)</b>	<b>136</b>	<b>(422)</b>	<b>(1,551)</b>	<b>(761)</b>	<b>(790)</b>

## 9 MONTHLY CASHFLOW SUBMITTED TO THE SFC

Monthly cashflow forecast:	SLC				November													
	Actual								Current	Forecast							Totals	
	Apr-23 Actual	May-23 Actual	Jun-23 Actual	Jul-23 Actual	Aug-23 Actual	Sep-23 Actual	Oct-23 Actual	Nov-23 Current	Dec-23 Forecast	Jan-24 Forecast	Feb-24 Forecast	Mar-24 Forecast	Apr-24 Forecast	May-24 Forecast	Jun-24 Forecast	Jul-24 Forecast	Total FY 2023-24	Total AY 2023-24
<b>RDEL</b>																		
Income from foundation (revenue)																	0	0
Other Income excluding EMA (revenue)	403,167	753,057	118,176	129,917	72,714	125,923	287,117	150,869	248,116	229,030	129,784	396,232	307,791	424,909	201,343	163,172	3,044,101	2,737,000
RSB funding			0	0													0	0
<b>Total RDEL income (excluding drawdown)</b>	<b>403,167</b>	<b>753,057</b>	<b>118,176</b>	<b>129,917</b>	<b>72,714</b>	<b>125,923</b>	<b>287,117</b>	<b>150,869</b>	<b>248,116</b>	<b>229,030</b>	<b>129,784</b>	<b>396,232</b>	<b>307,791</b>	<b>424,909</b>	<b>201,343</b>	<b>163,172</b>	<b>3,044,101</b>	<b>2,737,000</b>
Wages and Salaries	1,114,313	862,776	859,528	1,291,830	585,862	783,317	768,856	1,329,911	1,423,846	1,335,129	1,328,544	1,275,615	1,295,099	1,002,752	1,301,708	1,743,359	12,959,528	14,174,000
restructuring costs																	0	0
Other Operating Expenditure excl' EMA	263,048	746,556	633,368	487,770	523,772	655,974	639,319	202,461	202,461	221,442	265,703	253,076	166,428	298,213	253,076	253,076	5,094,949	3,935,000
NPD Unitary charges (paid by colleges)																	0	0
Donation to Foundation																	0	0
High priority backlog- resource																	0	0
Lifecycle maintenance resource					0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student Support expenditure (excluding EMA)	613,208	361,088	88,679	0	0	117,468	213,919	594,541	479,175	425,934	575,010	479,175	652,965	384,499	319,450	212,967	3,948,198	4,455,104
<b>Total RDEL expenditure</b>	<b>1,990,570</b>	<b>1,970,420</b>	<b>1,581,574</b>	<b>1,779,600</b>	<b>1,109,635</b>	<b>1,556,759</b>	<b>1,622,094</b>	<b>2,126,913</b>	<b>2,105,482</b>	<b>1,982,505</b>	<b>2,169,257</b>	<b>2,007,866</b>	<b>2,114,492</b>	<b>1,685,464</b>	<b>1,874,235</b>	<b>2,209,402</b>	<b>22,002,675</b>	<b>22,564,104</b>
<b>Net RDEL expenditure (a)</b>	<b>-1,587,403</b>	<b>-1,217,363</b>	<b>-1,463,398</b>	<b>-1,649,683</b>	<b>-1,036,921</b>	<b>-1,430,836</b>	<b>-1,334,977</b>	<b>-1,976,045</b>	<b>-1,857,366</b>	<b>-1,753,474</b>	<b>-2,039,474</b>	<b>-1,611,634</b>	<b>-1,806,701</b>	<b>-1,260,555</b>	<b>-1,672,891</b>	<b>-2,046,230</b>	<b>-18,958,574</b>	<b>-19,827,104</b>
<b>CDEL</b>																		
Income from foundation (capital)																	0	0
Proceeds of sale of fixed assets																	0	0
Other income (capital)	176,519				216,892		81,693	78,415									553,519	377,000
<b>Total CDEL income</b>	<b>176,519</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>216,892</b>	<b>0</b>	<b>81,693</b>	<b>78,415</b>	<b>0</b>	<b>553,519</b>	<b>377,000</b>							
Backlog maintenance capital					74,454	120,860	76,329	103,333	38,358		103,333			103,333			516,667	620,000
Lifecycle maintenance capital		99,311			125,000			41,667			41,666			41,667			307,644	250,000
Digital poverty								40,617		20,308							60,925	81,234
Other capital expenditure (land, buildings, fixtures, IT)	265,305		74,503	436,808													776,616	0
Work in Progress (Assets Under Construction)																	0	0
Surrender of proceeds																	0	0
<b>Total CDEL expenditure</b>	<b>265,305</b>	<b>99,311</b>	<b>74,503</b>	<b>436,808</b>	<b>199,454</b>	<b>120,860</b>	<b>76,329</b>	<b>185,617</b>	<b>38,358</b>	<b>20,308</b>	<b>144,999</b>	<b>0</b>	<b>20,308</b>	<b>145,000</b>	<b>0</b>	<b>0</b>	<b>1,661,852</b>	<b>951,234</b>
<b>Net CDEL expenditure (b)</b>	<b>-88,786</b>	<b>-99,311</b>	<b>-74,503</b>	<b>-436,808</b>	<b>17,439</b>	<b>-120,860</b>	<b>5,364</b>	<b>-107,202</b>	<b>-38,358</b>	<b>-20,308</b>	<b>-144,999</b>	<b>0</b>	<b>-20,308</b>	<b>-145,000</b>	<b>0</b>	<b>0</b>	<b>-1,108,333</b>	<b>-574,233</b>
<b>ODEL</b>																		
<b>Capital Loan/Lennartz Repayments (c)</b>																	<b>0</b>	<b>0</b>
<b>EMA</b>																		
EMA income	4,370	4,770	8,430	7,500	2,340	0	1,320	2,610	2,500	9,000	5,500	5,400	8,800	4,400	5,100	8,700	53,740	55,670
EMA expenditure	4,770	8,430	7,500	390	0	1,350	2,610	2,500	9,000	5,500	5,400	8,800	4,400	5,100	8,700	6,500	56,250	59,860
<b>Net EMA (d)</b>	<b>-400</b>	<b>-3,660</b>	<b>930</b>	<b>7,110</b>	<b>2,340</b>	<b>-1,350</b>	<b>-1,290</b>	<b>110</b>	<b>-6,500</b>	<b>3,500</b>	<b>100</b>	<b>-3,400</b>	<b>4,400</b>	<b>-700</b>	<b>-3,600</b>	<b>2,200</b>	<b>-2,510</b>	<b>-4,190</b>
<b>Total Net Outflows/(Inflows) (a) +(b)-(c) +(d)</b>	<b>-1,676,589</b>	<b>-1,320,334</b>	<b>-1,536,971</b>	<b>-2,079,381</b>	<b>-1,017,142</b>	<b>-1,553,046</b>	<b>-1,330,903</b>	<b>-2,083,137</b>	<b>-1,902,224</b>	<b>-1,770,283</b>	<b>-2,184,373</b>	<b>-1,615,034</b>	<b>-1,822,610</b>	<b>-1,406,255</b>	<b>-1,676,491</b>	<b>-2,044,030</b>	<b>-20,069,417</b>	<b>-20,405,527</b>
<b>Opening Bank Balance</b>	<b>3,250,188</b>	<b>3,278,599</b>	<b>3,712,701</b>	<b>3,784,962</b>	<b>3,261,244</b>	<b>3,811,637</b>	<b>3,438,714</b>	<b>3,482,603</b>	<b>3,120,621</b>	<b>2,941,906</b>	<b>2,720,774</b>	<b>2,460,750</b>	<b>2,543,920</b>	<b>2,460,686</b>	<b>2,598,877</b>	<b>2,513,408</b>		
<b>Net Cash Available</b>	<b>1,573,599</b>	<b>1,958,265</b>	<b>2,175,730</b>	<b>1,705,581</b>	<b>2,244,102</b>	<b>2,258,591</b>	<b>2,107,811</b>	<b>1,399,467</b>	<b>1,218,397</b>	<b>1,171,624</b>	<b>536,402</b>	<b>845,716</b>	<b>721,310</b>	<b>1,054,431</b>	<b>922,386</b>	<b>469,377</b>		
<b>SFC Cash Drawdown Total</b>	<b>1,705,000</b>	<b>1,754,436</b>	<b>1,609,232</b>	<b>1,555,663</b>	<b>1,567,535</b>	<b>1,180,123</b>	<b>1,374,792</b>	<b>1,721,155</b>	<b>1,723,509</b>	<b>1,549,151</b>	<b>1,924,348</b>	<b>1,698,204</b>	<b>1,739,375</b>	<b>1,544,446</b>	<b>1,591,021</b>	<b>1,538,105</b>	<b>19,363,149</b>	<b>19,151,765</b>
<b>Closing Bank Balance</b>	<b>3,278,599</b>	<b>3,712,701</b>	<b>3,784,962</b>	<b>3,261,244</b>	<b>3,811,637</b>	<b>3,438,714</b>	<b>3,482,603</b>	<b>3,120,621</b>	<b>2,941,906</b>	<b>2,720,774</b>	<b>2,460,750</b>	<b>2,543,920</b>	<b>2,460,686</b>	<b>2,598,877</b>	<b>2,513,408</b>	<b>2,007,482</b>		

## 10 SHORT TERM MONTHLY CASH FLOW FORECAST TO SLT NOVEMBER 2023

South Lanarkshire College				
Short term cash flow forecast				
November 2023				
<b>Balance at 31 October</b>	<b>A</b>	<b>3,488,000</b>	<b>Note - anticipated balance per prior forecast = £3,440,000</b>	
		<b>Expected</b>	<b>Actual</b>	
<b>Inflow</b>				
SFC grant in aid drawdown		1,085,000		Month 4 of drawdowns
SFC student support drawdown		465,000		Month 4 of drawdowns
SFC other grant drawdown		171,500		Month 4 of drawdowns (£158k capital/maintenance funds and £13.5k mental health support)
		1,721,500		
Other (inc. fees)		175,000		
<b>Expected inflow for November</b>	<b>B</b>	<b>1,896,500</b>		
<b>Outflow</b>				
Salaries - net pay		(600,000)		Payable 24 November
Salaries - deductions		(468,000)		Employee & employer salary contributions, payable 6 Nov
Student support		(465,000)		Student support payouts likely higher across the month due to catch up following late finalisation of funding guidance in Oct 23.
Purchase ledger		(300,000)		
Grant expenditure				
<b>Expected outflow for November</b>	<b>C</b>	<b>(1,233,000)</b>		
<b>Movement during the month</b>	<b>(B - C) = D</b>	<b>663,500</b>		
<b>Expected cash at 30 November 2023</b>	<b>(A - D) = E</b>	<b>4,151,500</b>		
<b>Sums ring-fenced &amp; carried forward from financial year 2022/23</b>				
Salary award at 1 September 2022		625,000		
Job evaluation - unfunded		615,000		
Capital expenditure		0		Per CAPEX schedule - full £1m earmarked in 2022/23 has been spent
ESF clawback provision		131,000		
Building retention		32,000		
Student funding to be repaid		99,000		
Apprentice support fund		6,000		
	<b>F</b>	<b>1,508,000</b>		
<b>Provisions for items not in 2023/24 budget</b>				
Professional fees		300,000		
ET		?		
Difference between 5% and 3% salary award		260,000		
	<b>G</b>	<b>560,000</b>		
<b>Funds to be retained from cash balance</b>				
	<b>(F + G) = H</b>	<b>2,068,000</b>		
<b>Free funds forecast at 30 November 2023</b>	<b>(E - H) = J</b>	<b>2,083,500</b>		<b>Note: one month's salaries = £1.2m</b>
<b>Major contract income receivable in respect of previous financial years</b>				
CITB income invoiced in Oct 2023		56,975		22/23 payment still o/s
		56,975		
SNIPF income invoiced in Sep 2023		104,237		22/23 payment still o/s
Major contracts income receivable		161,212		

## 11 EQUALITIES

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

## **12 RISK AND ASSURANCE**

12.1 The main risks are to:

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

12.1.2 There are insufficient funds for capital maintenance and maintenance requirements.

12.2 Assurances are given by the College that further work will be undertaken to provide greater accuracy and transparency in monthly reporting in due course. Furthermore, the College is committed to monitor 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.

## **13 RECOMMENDATIONS**

13.1 Members are recommended to:

13.1.1 note the contents of the report, the financial position for the quarter and the narrative that supports the figures;

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

13.1.3 Support the reinvestment of £750k into a further 4-month secure deposit account for further interest generation potential, deciding on a specific purpose for the interest generated from these deposit terms, if any.



### BOARD OF MANAGEMENT

<b>DATE</b>	05 December 2023
<b>TITLE OF REPORT</b>	Risk Management – Risk Register Commentary
<b>REFERENCE</b>	13.0
<b>AUTHOR AND CONTACT DETAILS</b>	Elaine McKechnie <a href="mailto:Elaine.mckechnie@slc.ac.uk">Elaine.mckechnie@slc.ac.uk</a>
<b>PURPOSE:</b>	To provide members with an update to the risk management arrangements of the College and the Region.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are asked to: <ul style="list-style-type: none"><li>• review and approve the College’s strategic risk analysis;</li></ul>
<b>RISK</b>	<ul style="list-style-type: none"><li>• That College strategic risks are not identified, and mitigating actions are not taken.</li><li>• That the Region is not identifying strategic risks and mitigating actions are not taken.</li></ul>
<b>RELEVANT STRATEGIC AIM:</b>	<ul style="list-style-type: none"><li>• Successful Students</li><li>• The Highest Quality Education and Support</li><li>• Sustainable Behaviours</li></ul>
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"><li>• The main challenge for the College continues to be the central cash settlement which, as recently announced for 2023/24, is a level lower than 2022/23. Most recent guidance from the Scottish Funding Council is that this crucial funding stream will not increase over the short term, with ring-fenced allocations being similarly constricted.</li><li>• Following discussion at the August 2023 Board of Management meeting, it was agreed to add another risk to the College’s Risk Register to deal with the requirement to meet Scottish Government net zero targets. This was duly done at the meeting of the Risk Management Group on 26<sup>th</sup> October.</li><li>• The commentary to the College’s Strategic Risk Register is as below. The major movements in scoring related to (a) Risk 13 where it was agreed that there was a decrease in the inherent risk re the failure of governance arrangements; and (b) Risk 14 that deals with the reputational risk to the College, where it was agreed that the scoring should be reduced.</li><li>• The College’s Strategic Risk Register is attached as document *. Note that comments dated 2022 have been removed from the tables unless they are still pertinent to the understanding of the risk and associated mitigation.</li></ul>

Ref \* SLC Strategic Risk Register Commentary

## 1. INTRODUCTION

- 1.1. This paper provides a commentary on the College's strategic risk register.
- 1.2. Of the fourteen risks identified previously, one had its inherent risk score reduced, and one had its inherent risk score increased. As regards post-mitigation risk, two scores were increased; none was decreased.
- 1.3. Financial sustainability remains a major source of concern to the College and, indeed, to the sector as a whole and whilst College management has made strides to identify and monitor, in particular, lecturing and general staffing costs, the restrictions imposed by national collective bargaining and centrally-imposed activity targets will continue to be major factors to be mitigated against. These two factors, however, are not under the College's control. SFC has instructed the sector to assume flat cash settlements in the three years from 2023/24.
- 1.4. A new risk was added to the Register to recognise the Scottish Governments path to net zero. The inherent and post-mitigation risks were both assessed as "medium".
- 1.5. Three inherent risks are regarded as being "High", which is one more than after the previous review, whilst two post-mitigation risks are scored as "High", again one more than previously.

## 2. RISK ONE - FINANCIAL SUSTAINABILITY

- 2.1 The finalised financial statements for 2022/23 show a deficit for 2022/23 at a slightly higher level than was initially anticipated. The salary award as at 1<sup>st</sup> September 2022 has still not been settled and is fully expected to be at a level higher than budget; this higher settlement figure has been incorporated into the financial statements. The rating for this risk remains high.
- 2.2 As noted previously, the Board of Management was content to approve a small deficit for 2023/24. However, the Board sought an assurance from management that all possible avenues would be explored to move the deficit nearer to break even. The Board, however, followed the proposal made by the Finance and Resources Committee not to approve the significant deficits that were forecast for the two remaining years covered by the SFC's financial forecast return (FFR). from 2024/25 to 2025/26. This has been replicated at other colleges in the sector.
- 2.3 Whilst the College can flex its temporary lecturing staff complement and non-salary expenditure to an extent, there are significant items within the wider cost base not as easy to control. With inflation showing little signs of abating from its double figure level yet and with salary award increases from 1 Sept 2022 likely to be above budget levels, the implications for the 2023/24 financial year accounts, and future years, are very challenging for the sector as a whole, and not just South Lanarkshire College.
- 2.4 The credit target for 2022/23 was met, and the audit of activity has now been completed to confirm this. This means that the College will not be subject to SFC clawback in this regard.
- 2.5 The Region's final Grant in Aid allocation for 2023/24 shows a decrease in activity and in funding. The Scottish Funding Council have cut activity across the board in the sector by 10.00% but have increased the funding per credit. This is intended to give colleges the same amount of cash but, theoretically, give the sector the opportunity to reduce its costs by delivering less. Additionally, the Region has had a 0.75% decrease in credit target (and associated funding) imposed on it.
- 2.6 College management is confident that the activity target for 2023/24 is achievable and it should be noted that SFC has extended the arrangement whereby the sector will have the safety net of a 2.0% leeway.
- 2.7 It is noted that there has been no settlement on salaries from 1<sup>st</sup> September 2022 and the next settlement date is looming. Taking the possibility of awards made above the initial budget with the possibility of flat cash settlements extending beyond 2023/24, the financial prospects are concerning, not just at South Lanarkshire, but across the sector.

## **2 RISK TWO - FAILURE OF FINANCIAL CONTROLS**

- 2.1 The College is conscious of the added scrutiny on the organisation regarding financial controls but management is confident that the significant amount of work that has been undertaken by the Governance Professional, the Board of Management and the Senior Leadership Team on reviewing relevant policies and procedures and updating as necessary is putting the College onto an excellent footing for moving forward.
- 2.2 The internal audit service undertook a review of corporate governance in the summer of 2023, a review which touched upon financial controls in its widest sense.

## **3 RISK THREE - CREDIT TARGET**

- 3.1 The College met its core credit target for 2022/23 and this has now been audited with no adjustments to be made. Going forward, the sector has a reduction in credit target of 10.0%, albeit with no change in total credit funding received, and the Region has been subject to a further reduction of 0.70%.
- 3.2 Colleges have been informed that a tolerance has been allowed for in terms of core credit activity. That said, the College aims to reach its reduced activity target in the 2023/24 session without reference to the leeway. No provision for clawback has been built into the financial forecast for 2023/24.
- 3.3 It should be noted that the College has accrued for any potential clawback in respect of ESF projects in previous years in its 2021/22 accounts and will continue to hold these potential liabilities until confirmation is received from SFC that they are no longer required. The College has been able to release £65k in respect of a provision no longer required.

## **4 RISK FOUR – THERE IS A BREACH OF LEGISLATION AND ASSOCIATED REGULATIONS**

- 4.1 The College is confident that its arrangements for, in particular, GDPR means that it can record a risk score that is not of immediate concern but requires constant monitoring.

## **5 RISK FIVE - CAPITAL FUNDING REQUIREMENTS**

- 5.1 Although the College has ring fenced its own funds for capital replacement and more general investment via the Strategic Investment Fund, there is no capital allocation via the Backlog Maintenance Fund.
- 5.2 There is, though, a significant increase in the ring-fenced, formulaic capital funds for 2023/24 but no indication that this increased amount will be repeated in succeeding years. In the short term, however, the increase in funding has allowed the College to decrease the risk score.
- 5.3 As mitigation, and as already reported, the College has earmarked funds via its Strategic Investment Fund. It has also commissioned a QS report on the fabric of the building which will assist in funds being directed to the most appropriate areas.

## **6 RISK SIX – THERE IS A BREACH OF LEGISLATION AND ASSOCIATED REGULATIONS**

- 6.1 The College is confident that its arrangements for, in particular, GDPR means that it can record a risk score that is not of immediate concern but requires constant monitoring.

## **7 RISK SEVEN – BUSINESS INTERRUPTION**

7.1 The College is confident that its arrangements for business continuity, tested during lockdown, allows it to report an acceptable level of risk, although further training for both staff and Board members is required.

## **8 RISK EIGHT - DAMAGE TO THE INTEGRITY OF MANAGEMENT INFORMATION SYSTEMS**

8.1 The College reapplied for its annual Cyber Essentials Plus certification and successfully passed.

8.2 The Board received cyber training in May and further training is planned for delivery in the current session.

## **9 RISK NINE – FAILURE TO ACHIEVE ACCEPTABLY HIGH LEVELS OF LEARNING AND TEACHING**

9.1 The College had a very successful Education Scotland Annual Engagement Visit in March 2023.

9.2 The College's internal audit providers recently undertook a review of Quality Assurance and there were no recommendations in the draft report. This will be reported to the Audit and Risk Committee in November.

9.3 The ASOS action taken by lecturing staff resulted in a delay to results being recorded but this situation is being rectified and all results should have been logged by the first week in November.

## **10 RISK TEN - THERE IS A FAILURE TO PROVIDE AN ENGAGING AND EFFECTIVE EMPLOYEE JOURNEY**

10.1 With staff and students returning to campus in August 2022, the previously higher ranking for this risk was decreased as it will be easier to deliver a more effective HR service, particularly with a new HR Strategy having been formulated, approved and in the process of being implemented.

10.2 The purchase of a new HR system will support the delivery of the strategy. The implementation stage is now well under way.

## **11 RISK ELEVEN - THERE IS A FAILURE TO SAFEGUARD THE HEALTH AND WELLBEING OF STAFF AND STUDENTS**

11.1 The College is mindful of the particular strain on staff and students over the COVID period and beyond, and the current challenges regarding inflation will add to the issues that both staff and students may experience. Additional resources have been brought in to assist both staff and students. As reported previously, the HR Department has been involved in tendering for a new HR management system which will assist with the management of employee wellbeing and development; the tender was awarded in April 2023 and the process to implement the enhanced service is well under way.

11.2 As regards student welfare, the Board has noted the impact of the uncertainty of ring-fenced SFC funding for counsellors. With this central funding not being assured on an

ongoing basis, the College applied to the Foundation for assistance and was successful in its bid. Consequently, two additional counsellors will be funded by the Foundation for a two-year period. The ALF has also agreed to fund subsidised food for students, whilst the students have organised a clothing exchange “shop”.

11.3 Further funding was announced by SFC in September for the 2023/24 session to address Student Mental Health and Wellbeing and this will allow the College to enhance its service to students.

## **12 RISK TWELVE - THERE IS A FAILURE TO PROVIDE A ROBUST LEARNER EXPERIENCE TO SUPPORT ONWARD PROGRESSION**

12.1 The sector still has unresolved disputes with both the support and lecturing staff unions, but ASOS is no longer a component of the action being taken and 2022/23 results have now been submitted. Further industrial action is likely so 2023/24 results may be at risk.

12.2 Careers advice seminars have been introduced across the College whilst a core skills project was launched in August 2023 to enhance literacy and numeracy.

## **13 RISK THIRTEEN - FAILURE OF CORPORATE GOVERNANCE**

13.1 A review of the enhancements in corporate governance has allowed the overall risk rating in this area to be downgraded over the past six months. This was supported by the internal audit provider review of the Governance Improvement Plan which was considered and approved by the Audit and Risk Committee at its November 2022 meeting. The report was rated “Good” in terms of level of assurance, this being the highest rating possible, with only two low level recommendations. It was subsequently decided that any outstanding items would be picked up in the rolling programme of Governance development. A review of Governance was undertaken by the internal audit service providers in the summer of 2023 and their report is expected in September 2023.

13.2 The College has recruited a new Governance Professional position and there has been a reshaping of the support for the Principalship function. The College is confident that the enhanced level of Governance will be maintained and further improved; this has allowed the inherent risk to be reduced.

## **14 RISK FOURTEEN – ADVERSE REPUTATIONAL RISK**

- 14.1 An additional risk was incorporated during the previous review to address the impact of any adverse reputational risk. The College acknowledged that there were potential reputational issues that may adversely affect the standing of the College and / or its financial sustainability and actively engaged in mitigation.
- 14.2 The increase in inherent and post-mitigation risk scores acknowledge the potential legal issues which may impact the College's reputation.

## **15 RISK FIFTEEN – THE MEETING OF NET ZERO TARGETS**

- 15.1 The Scottish Government has set targets for public bodies with respect to meeting net zero targets. A new risk has been added to the Risk register to monitor progress.
- 15.2 This progress to net zero will be monitored not only by senior management and the Board of Management, but also by the College's Sustainability Group.
- 15.3 The College has drafted a new Climate Change Emergency Action Plan which will be presented to the Finance and Resources Committee in November 2023.

## **16 EQUALITIES**

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

## **17 RISK AND ASSURANCE**

- 17.1 That College strategic risks are not identified, and mitigating actions are not taken.
- 17.2 That the Region is not identifying strategic risks and mitigating actions are not taken.

## **18 RECOMMENDATIONS**

- 18.1 Members are recommended to:
- Note the movements in risk scores since the last Register review and, in particular, the increased risk re potential reputational damage to the College as a result of legal issues and the establishment of a new risk that acknowledges the risk that the College is not on track to meet the Scottish Government's net zero commitments.
  - review and approve the strategic risk analysis contained in the College's Strategic Risk Register and the commentary thereto;
  - to note the addition of a risk to deal with Government net zero targets.

## **APPENDICES**

**Document 14.1      The College's Strategic Risk Register**

**Document 14.2      SLC Strategic Risk Register in detail**



No.	Date Raised	Link to Quality Indicators / Strategic Aim	Description	Impact Rating (1-4)	Probability Rating (1-4)	Risk Score	Previous submission risk score	Movement since last submission	Implications	Mitigation Action	Post-mitigation impact	Post-mitigation probability	Post-mitigation score	Previous submission mitigation score	Movement since last submission	Progress To Green: Key Actions	Comments
1	26/04/2021	3.1, 3.5, 3.6	That the College cannot maintain financial stability	4	3	12	12	→	That the College would not be able to meet its financial obligations and /or that investment in student activity could not be maintained to an appropriate level.	Jan 2023 Awaiting indicative funding for the next academic year in March 2023. Indications are flat cash funding scenarios relating a real cut. Value for Money Group meeting on 25th January 2023.  Apr 2023 Value for Money Group focus on staffing efficiencies and more robust Curriculum Planning model for 2023/24. Flat cash Grant in Aid settlement confirmed, but with additional cut in activity & funding for the Region.  June 2023 "Flat cash" settlements for 2024/25 and 2025/26 copfirmed by SFC. Board approved a deficit budget for 2023/24 only. Management working towards balanced budget.	4	3	12	12	→	January 2023 College has to continue working to make efficiencies and savings.  April 2023 Interim budget to be drawn up for approval of the Board on 1st June 2023. Detailed budget to be prepared for additional meeting of the Finance and Resources Committee before completion of the SFC return (FFR).  August 2023 Curriculum Planning model being used to monitor staffing. Improved and enhanced budget monitoring procedures being introduced for 2023/24.  October 2023 On track to meet credit target for 2023-24.	January 2023 Await update from the Value Money group on 26 January 2023  April 2023 Indicative grant in aid allocation received; expectation of flat cash settlement confirmed. Budgeting exercise already commenced on this assumption.  August 2023 Staffing budget linked to Curriculum Plan, which will increase efficiency and improve staff utilisation.
2	26/04/2021	3.1, 3.2, 3.5, 3.6	That there is a failure of financial controls	4	2	8	8	→	Insufficient or incorrect information available to senior management and the Board of Management; potential for fraud.	August 2023 Finance Dept team enhanced with permanent appointment of Management and Financial Accountants. Additional support re Procurement from APUC until December 2023.  Extensive work has been undertaken in conjunction with Governance Professional to update policies and procedures. Review of timetable of activities of the Audit and Risk Committee and Finance and Risk Committee now drawn up.  Additional work has been undertaken by internal audit service on policies and procedures in 2022/23 and 2023/24.	3	2	6	6	→	Closer scrutiny of previous internal audit recommendations, both via senior management and the Audit and Risk Committee. Introduction of new approach to control, assurance and risk management arrangements.  April 2023 Review of governance to be undertaken by internal auditors in summer of 2023  August 2023 Pay controls in place, not replacing staff who have left the organisation, allowed for curriculum adjustments to be made, curriculum staff redeployed to other areas should there be overstaffing. Consideration given when staff leave whether this replacement needs to be FT, PT or whether it is needed. Curriculum Plan is very tightly planned, with finance and curriculum teams working together to prepare budgets for the year.  October 2023 Audit Scotland audit in progress currently with no concerns raised to date.	Introduction of formal ARC monitoring on an ongoing basis.  August 2023 Positive follow up Section 22 review by Scottish Parliament
3	26/04/2021	1.6, 2.2, 2.4	That there is failure to meet Credit target and/or failure to retain major public and private contracts.	4	3	12	12	→	Clawback of SFC activity funding and shortfall in income. Failing to meet credit targets on a consistent basis may affect annual activity allocation. Failure to meet maintain ESF records to substantiate our claim is likely to affect income	Student activity is monitored on a weekly basis by senior management via the SLT meetings, with those weekly reports being made available to faculty and admissions staff; Additional enhanced reporting in use through Power BI to monitor real time information.  Jan 2023 All credit activity to up on the by 27 January and checks to made on this. Plans are being put in place to meet the gap, such as the preparing to study courses.  April 2023 Additional activity running and planned to meet credit target.  August 2023 Region has a 10.7% decrease in activity target for 2023/24.  Colleges now have a 2.0% leeway re meeting activity targets.	3	3	9	9	→	October 2022 Scenario planning and forecasting under way for the 2022/23 academic year; New website being launched in November 2022 to support with recruitment and learner journey.  April 2023 Progress being made, but dependent on planned activity.  August 2023 2022/23 target met; Curriculum Plan model now operational with all courses for 2023/24 incorporated; accurate monitoring now enhanced.  October 2023 College on track to meet target for 2023-24.	August 2023 2022/23 credit target achieved.  10.0% sectoral decrease in credit target for 2023/24, plus additional 0.7% Regional decrease.  2.0% target achievement tolerance and positive change in retention tolerance announced for 2023/24. In addition only 80% clawback should there be an issue.
4	26/04/2021	2.1, 2.5, 3.4, 3.6	That there is a breach of legislation and associated regulations (incl. GDPR)	2	3	6	6	→	Breach or leak of sensitive data impacting on college reputation.	Data Protection Officer in place to advise on general Data Protection Regulation; Staff mandatory training and policies in place and actively marketed to heighten awareness; Compliance/audit checks in place; GDPR policies currently being updated as part of College-wide policy refresh exercise; Training planned for all staff on legislative and regulatory issues, including conflict of interest, bribery and corruption and security of assets.  August 2022 A suite of new policies have been developed and/or updated; Multi factor authentication in train; Cyber security Essentials status obtained; Training completed on conflict of interest etc as above and data protection and GDPR.  October 2022 Cybersecurity audit completed satisfactorily. College is now undertaking penetration testing; All staff conference in August; all staff completed mandatory training on GDPR; Data Protection portal is now live.  April 2023 New retention policy has been agreed and published. Cyber Essentials plus was successfully completed in Feb  October 2023 GDPR TES develop training issued to all staff, ICO framework and ROPA for each department currently being completed.	2	2	4	4	→	Apr 2023 Retention Documentation has been issued, further actions will be completed including communication of this guide for all managers to control the documentation Cyber risk framework is being updated in June this year to ratify the score in this sheet. (Cyber risk can be escalated if important issues arise in that review)  October 2023	Data protection team have worked through a number of ROPA with each area and are currently pulling together Info Asset Register. Records Retention Policy now complete and published, actions will follow this publication via communication of this policy to improve document governance.
5	26/04/2021	2.1, 2.2, 2.6, 3.5	That there are insufficient funds for capital project and maintenance requirements	4	2	8	8	→	The College estate is of an age that requires constant monitoring and an appropriate level of funding to address major issues (e.g. building envelope, heating and cooling, lifts, security equipment, etc.)	SFC undertook a condition survey and has allocated funds over a five year period to address backlog maintenance and dilapidation works. The College appointed professional advisors to assist in the management of the projects which have been undertaken. College has enhanced its procurement arrangements to ensure that all major items of expenditure are reviewed by a senior management committee, thus ensuring value for money as well as an additional level of control over non salary spend. As part of our approach to the introduction of a Strategic Investment Plan, the College is currently considering introducing its own estate condition survey, given the age of the building and the number of significant repairs now being required.  August 2023 CAPEX projects prioritised and completed within budget allowing for future works within remaining ringfenced funds	3	2	6	3	↓	Current planning is to utilise cash holding to fund an infrastructure investment programme; Additionally, the college is planning to undertake an estate condition survey to ensure that a clear plan for any additional work is captured.; The air conditioning units and the roof are all currently being replaced; Air Conditioning replacement completed. Roof project almost completed, snagging being undertaken. Building is weather proofed.  Jan 2023 Update on capex progress to date at VM group on 25th January 2023.  April 2023 Funds have been committed to support the key changes to the building.  August 2023 Following completion of CAPEX works, funding remains for future works  October 2023 College has also submitted a funding application to the Scottish Government Energy Efficiency Grant scheme to support with building fabric first approaches, which	Central funding received in 2020/21 and 2021/22 allowed the College to address major repairs and renewals sooner than originally planned. This includes a major upgrade to the fabric of the roof, which would be most vulnerable to possible issues associated with the natural lifespan of the building.  August 2023 Various works completed over previous months within confines of funding whilst leaving sufficient amount for future required works. Cladding repairs are expected to be the next significant work. Additional funds have been allocated for next year.  SFC capital funding allocation for 2023/24 should be sufficient for short term projects & maintenance
6	26/04/2021	1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.3	That there is a failure to meet statutory and legislative health and safety as well as safeguarding requirements.	3	3	9	9	→	Impacts on safety of all employees and students leading to serious injury or death. Unable to protect our most vulnerable students.	Health and Safety Committee meet regularly to monitor health and safety arrangements and any issues are raised. Staff induction in place on H&S; Separate COVID risk register in place to monitor operational arrangements; Facilities Teams and H&S Officer ensure all risk assessments are updated annually; Regular reporting on Health and Safety to HR Committee as part of their remit requirements; Full review of Health and Safety Policy and Procedures being undertaken; Lead Safeguarding Officers in place and appropriate training in place.; Safeguarding group meets regularly.  August 2022 Robust HMI Safeguarding report received in April 2022; Refresher training and reissue of safeguarding cards; Expanded the network of safeguarding officers; Health and Safety audit completed, with no major recommendations; Refreshed health and safety policy will go to the Board in October 2022; Appointment of 2 permanent health and safety staff members.  October 2022 Health and Safety Audit completed satisfactorily. Health and Safety Policy approved by the Board of Management.  January 2023 Health and Safety Policy launched and names of those who have read it recorded.  April 2023 Progress made against internal audit plan and Health and Safety Committee meets regularly to keep on top of action and key issues. Policy and procedures updated. Safeguarding Policy and Procedures updated and due to go to the Board for approval in June 2023.  August 2023 H&S Policy reviewed and updated over summer break. Continued quarterly H&S committee meetings planned including representation of cross college departments for 2023/24	3	2	6	6	→	October 2022 Health and Safety Policy Approved. First Aid Procedures renewed and due for sign off by SLT in October 2022.  January 2023 Training sessions now being scheduled.  April 2023 Significant progress made with policy and procedures.  August 2023 There is a new Safeguarding Policy and Fitness to Study Policy approved by the Board in June 2023. Training for Health and Safety and Safeguarding will be rolled out to all staff in August through the mandatory online modules.  October 2023 Updated safeguarding processes to clarify roles and spread low level behavioural issues to curriculum.	August 2023 Staff resource is working to capacity to get through policies and procedures updated as required.
7	26/04/2021	2.1, 2.5, 2.6, 3.5, 3.6	That there is business interruption due to major disaster, IT failure etc	4	2	8	8	→	Impacts on the college's ability to provide a service to its users as well as potential financial and performance impacts.	Business Continuity Plan for College in place. Business interruption insurance in place. Member of HEFESTIS and benefit from shared intelligence.  August 2022 Internal audit for cybersecurity completed. Updated Microsoft Licence of AS allows for enhanced protection.  October 2022 AS licence in place and multi factor authentication in place.  April 2023 Board briefing for cyber security due on the 2nd of May, satisfying cyber audit points.  October 2023 Cyber Security information will be placed into the next risk about theft of major systems. This is business continuity updates, this will	3	2	6	6	→	Existing business continuity arrangements being reviewed in light of recent events. Key estates risks now been identified and have been or are being resolved.  Further training for incident response for board members needs to be considered and scheduled (Scenario training)  A review of BCDR documentation is to be completed in the next few months to update mitigation controls.	The College had a developed Business Continuity Plan embedded prior to the COVID pandemic and has built on that via infrastructure improvements and additions utilising additional SFC ring-fenced funding.  August 2023 Update of Business Continuity Planning Documentation will be completed by December 2023.
8	26/04/2021	2.1, 2.5, 2.6, 3.5, 3.6	That there is a theft of, or damage to, Management Information System (incl. cyber-crime)	3	2	6	6	→	Impacts on the college's ability to provide a service to its users as well as potential financial and performance impacts.	Shared sector approach in place through HEFESTIS and advanced intelligence. Robust and regular testing of IT systems. Business continuity plans in place for IT and MIS areas. Annual certification with Cyber Essentials Plus Incident response training	3	2	6	6	→	Jan 2023 Cyber Essentials Basic has been complete and college is compliant. Cyber Essentials Plus to be completed FEB 2023 Close off from H&L Cyber audit actions by the summer, which should change the position of this task.  April 2023 Cyber Essentials complete, Cyber training planned for the Board on the 2nd of May. Planned asset tracking update due in July 2023 to ratify the buildings equipment checks.  October 2023 Another Cyber Essentials Achieved for another year. Going through a 0365 health check and reviewing the cyber risk framework for an update for progress. This risk will be driven through the cyber security aspects rather than business continuity	College successfully completed its Dec 2022 Cyber security audit with no issues.  Incident Response Policy Updated  Pen testing to be reviewed and purchased in the next few months

No.	Date Raised	Link to Quality Indicators / Strategic Aim	Description	Impact Rating (1-4)	Probability Rating (1-4)	Risk Score	Previous submission risk score	Movement since last submission	Implications	Mitigation Action	Post-mitigation impact	Post-mitigation probability	Post-mitigation score	Previous submission mitigation score	Movement since last submission	Progress To Green: Key Actions	Comments
9	26/04/2021	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.3	That there is a failure to achieve high standards of learning and teaching.	4	2	8	8	→ 0	Impacts on the student experience, the college's reputation and Education Scotland risk ratings. Impacts on student recruitment leading to financial risk.	January 2023 First self-evaluation cycles completed and progress reviews have taken place. Ongoing engagement and campus visits from HMI. Audit cycle in train. Robust learner voice processes which are acted on promptly.  April 2023 Evaluation process updated and self evaluation progress occurring. HMI Education Scotland visit took place in March 2023 which resulted in no main points for action.  October 2023 Self Evaluation currently being written.	2	2	4	4	→ 0	October 2022 Mitigating actions in place. External assessors being used to assess Construction MAs, now part of the Quality Audit process to provide assurance that work is of a high standard and does not impact on direct claims status.  April 2023 Education Scotland annual engagement visit report received which did not contain any main points of action.  August 2023 Current challenges with missing outcomes due to ASOS, as yet there is not a national approach to ASOS, and there has been no communication from the Scottish Funding Council. The impact of this may mean that results nationally will not be available in March 2024  October 2023 Care will be the subject of a national thematic review in early 2024 by Education Scotland.	Annual Engagement Visit from Education Scotland taking place Feb 2023.
10	26/04/2021	2.1, 2.3, 2.6, 3.1, 3.3, 3.4	That there is a failure to provide an engaging and effective employee journey.	4	2	8	8	→ 0	Impact on the employee experience and could result in high turnover, high absence rates, disengagement, poor employee relations and industrial relations matters, poor performance of employees and subsequently a poor experience for students and negative impact on college reputation.	October 2022 Accreditations achieved to date include: Disability Confident Employer and Leaders in Diversity. The re-accreditations of Investors in People and We Invest in Wellbeing are currently being progressed; Ongoing review of the employee journey, process optimisation and automation. Consideration for a new HR System; Refreshed policies and procedures include: Attendance Management and Support Procedure; Disciplinary Procedure; Grievance Procedure and the Public Interest Disclosure Policy and Procedure.  January 2023 Employee Journey being mapped out and associated procedures being drafted, with a view of lean process management and consideration of both automation and employee experience. People Managers being trained on disciplinary, grievance and investigations by ACAS. Review of payroll and pensions process.  April 2023 The College now has We Invest in Well Being Platinum.  August 2023 New integrated HR & Payroll system on track to be implemented in 2023. Pension reporting streamlined.  October 2023 More resilience in HR team with regards to learning how to do payroll.	3	2	6	6	→ 0	The College is working on the implementation of a new HR system that will enhance experience, automate manual tasks.  April 2023 New HR system is in the process of implementation.	College accreditations are being refreshed.
11	04/02/2022	2.1, 2.3, 2.5, 2.7, 3.1, 3.2, 3.4, 3.6 / Aim 1	That there is a failure to safeguard the health and wellbeing of staff and students.	3	3	9	9	→ 0	Impacts on the health and wellbeing of staff and students. This could result in high absence, disengagement and higher withdrawal rates for students. Risk of serious harm to the individual if the appropriate safeguarding action is not taken. This would significantly impact the student and staff experience leading to potential risk of legal action, complaints and having a negative impact on the college reputation.	August 2022 Ongoing effective development of safeguarding and health and wellbeing support for staff and students. Safeguarding / GBV Prevention / Corporate Parenting / Carers Support policies and procedures in place. Specialised staff in Student Services and HR responding to concerns or issues. Criminal Convictions and PVG is undertaken as part of the employee recruitment process. Safeguarding, Prevent and Corporate Parenting training is mandatory as part of the staff induction process. Safeguarding including Prevent, Corporate Parenting, Mental Health & Wellbeing information and videos part of the Learner Induction process. College Safeguarding Group is a cross-college group which has both student and staff membership - this group meets quarterly. GBV Prevention Strategy and Action Plan / Corporate Parenting Plan in place which is monitored by the Safeguarding Group. Other mitigations include:- •Student Support email address. Same day response, including responses to financial and emotional crisis support. •Guidance and support staff available on campus for in person support on same day appointment basis. •Staff are trained in Mental Health First Aid and ASIST •Dissemination and attendance of external safeguarding training opportunities, such as those provided by CDN, •Counselling Service for staff and students. •Weekly Yoga and Mindfulness classes for staff and students •Online Togetherall resource for staff and students •Same day response provided via dedicated student support email, including responses to financial and emotional crisis support. •Guidance and support / line management staff available on campus for in person support on same day appointment basis. •Annual safeguarding, health and wellbeing calendar of events •College Mental Health Group and LGBT Champion Group in place •Peer support groups for staff and students  April 2023 The new Safeguarding Policy and Procedure for staff and students has been updated and will go to the main board in June 2023.	3	2	6	6	→ 0	October 2022 Additional staff in Student Services to help support well-being. Student Support Strategy in progress. Repemploy an organisation to facilitate staff return to work is now being used to support.  "We invest in wellbeing" survey issued to staff as part of Investors in People application with action plan formulated to deal with results.  August 2023 Funding approved by the SLT Trust (ALF) for two posts to support student and staff health and wellbeing. This is for Guidance & Support and Counselling. Pending SFC Mental Health Funds to support student health and wellbeing to be published for 2023-24.  October 2023 ALF approved funding for soup and a sandwich, with a further bid being submitted to the October ALF meeting. Pop up second hand shop now open to support students.	
12	26/04/2021	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.5, 2.6, 2.7, 3.1, 3.3	That the College cannot provide a robust learner experience supporting them onto their final destinations.	4	2	8	8	→ 0	Relates to application and recruitment experience, students not receiving the appropriate or accurate information or the necessary access to support such as financial or health and wellbeing. Recruitment impacted by outdated systems impacting the experience. Also any delays to bursaries, additional IT equipment and discretionary support may impact.	Applications are monitored by the Student Services Team, review of application and enrolment system in train. Financial and emotional support offered by the Team. Team undertake regular training to provide the best possible service and to keep up to date with changes. Power BI now being used for curriculum planning and to ensure a more efficient application process. Other mitigations include •Same day response provided via dedicated student support email, including responses to financial and emotional crisis support. •Guidance and support staff available on campus for in person support on same day appointment basis. •Ongoing review of new Admissions electronic system to ensure smooth transition from application to enrolment. Additional work to be undertaken in this area via regular working group meetings. •Staff attendance at new Mental Health First Aid training, as provided by SLC. •Dissemination and attendance of external training opportunities, such as those provided by CDN, etc. •Review potential increase in counselling and guidance/support provision to ensure reduction in waiting times for emotional support. •Bursary software under review with developers. •Support being provided to SA including additional recruitment of new VP. •Provision of long term laptop loans via Library service to facilitate engagement in class and coursework. Reinforced links between the student association, class reps and quality team so directly links back to the learner. More opportunities for students to undertake study skills in this academic year and it has now been introduced into twilight sessions.  January 2023 Progressing students are due to be given a conditional offer in Feb 2023 for the first time. National Career Review may inform College's approach to IAG. Applications for 2023-24 due to open on 30th January 2023.  August 2023 The vast majority of applications and students are progressed on a timely basis, however, further actions are being taken to ensure consistency across the college. Updated Student Association Student Mental Health Agreement (SMHA) produced.	3	2	6	6	→ 0	Additional central funding has been received to allow additional resources to be brought in to address particular issues that may be exacerbated due to the COVID pandemic. Website refresh now out to tender. Power BI being used to for applications and curriculum planning. Review taking place regarding staffing resources to meet student needs of financial and emotional support. This includes reviewing the possibility of additional recruitment within student funding, guidance and support, etc, including student placements for counselling.  May 2022 Current strike action by EIS is having a negative impact on the learning experience. EQA activity at risk due to lecturers potentially not engaging and resulting learners as well.  August 2022 Mitigating actions have allowed this risk to be reduced due to the completion of the key system updates, removal of barriers to progress and clearer focus on supporting students to achieve their destinations.  October 2022 Work in progress on reviewing business support functions supporting the learner recruitment journey.  January 2023 Longer term review required.  October 2023 CEIAG workshops being delivered across all areas of the curriculum and more sessions being delivered by SDS in the College. Core skills project launched in August 2023 to support FT FE students in particular achieve a standard of literacy and numeracy.	
13	26/04/2021	3.1, 3.2, 3.4, 3.5, 3.6	That there is a failure of Corporate Governance arrangements	4	2	8	12	↑ -4	That the College would fail in its duties as a public body and charity to adhere to statutory expectations. Risk to business delivery, risk to reputation; risk to effective relations between SLC and NCL e.g. given journey towards dissolution and risk of distraction or tension and ensuing impact on operational delivery.	Effective training and development for all staff, including in relation to compliance; Effective T&D for the Board, given 10 new members, building on the recommendations of the EER and including consideration of culture and values of Board. Advice sought from appropriate bodies (SFC, IA, Good Governance Steering Group). Planning for the transition to dissolution will be important to ensure that we have the right systems, processes and relationships in place to take up position as a Regional college. Work already in train to identify agreed actions; SFC has established a liaison group involving themselves, Scottish Government and the two colleges. The Audit and Risk Committee are overseeing a formal, quarterly review of all audit recommendations on a rolling basis to ensure that all actions agreed are completed appropriately and according to timetable.  October 2022 Government Improvement Plan signed off by the Board of Management and agreed to incorporate this into the usual Board of Management Evaluation and Enhancement Plan. Strategy Day held with the Board of Management on Risk and Equality and Diversity held in Sept 2022. External Auditors content that regional board members and/ staff attend committee meetings.  April 2023 The AAR report stated that the College was now fully compliant with the Code of Good Governance for Scotland's Colleges as at July 2022.  August 2023 Staggered appointment of new board members.  October 2023 Appointed a new permanent Governance Professional in September 2023.	3	2	6	6	→ 0	Awaiting finalisation of Board member induction programme; Board discussion on SFC report to progress recommendations; Awaiting clarification from SFC/SG on timeframe for dissolution to allow for planning.  Jan 2022 Governance Improvement Plan established post the SFC Governance review as well as input from internal auditors is now being actioned.  May 2022 Board members have been inducted; Key policies have been updated, financial regulations and bribery have all been updated and approved by Committee. Disciplinary, capability and grievance also due to be signed off at next HR Committee meetings; Governance Improvement plan shows progress against key actions. Board strategy day planned for 16 May 2022; Acting Principal now in place until investigation has been resolved; Risk now of reputational damage due to increase in press coverage.; Challenges in recruiting key staff and risks around staff being able to leave for additional positions.  August 2022 Strategy Day planned for August 2022; Clerk to the Board reviewed key documentation; New staff and student members appointed through the Clerk's successful recruitment; Significant progress made on Government Improvement and Management Response Plans; The College adheres strictly to the Code of Good Governance for Scottish Colleges.  January 2023 To date corporate governance is robust, with no breach of the Code for the 2022-23 year.  April 2023 AAR from external audit providers confirmed that College was compliant with the Code at July 2022 and at the date of signing of the accounts (April 2023) Audit of governance to be undertaken by Henderson Loggie in summer 2023  August 2023 5 new Board members appointed over the summer. Board Development day held in August to being strategic planning.	Acting Chair and Acting Principal in place. The latter of which has extensive experience of corporate governance and was part of the group responsible for the drafting and review of the Code of Good Governance for Scottish Colleges.  Recommend decoupling corporate governance risk with the ongoing investigations. This would include: Reputational damage risk Financial Risk.  Both the Clerk to the Board and the Chair of Audit and Risk Committee to be consulted.  August 2023 Potential further organisational risk and adverse media due to activity following the investigation.  Recruitment of senior roles within the college, provided feedback which demonstrated that candidates were not "put off" from working at the College.

Strategic Risk Register

Dated reviewed by Risk Management Group 26 October 2023  
 Dated reviewed by SLT 31 October 2023  
 Next date of review

No.	Date Raised	Link to Quality Indicators / Strategic Aim	Description	Impact Rating (1-4)	Probability Rating (1-4)	Risk Score	Previous submission risk score	Movement since last submission	Implications	Mitigation Action	Post-mitigation impact	Post-mitigation probability	Post-mitigation score	Previous submission mitigation score	Movement since last submission	Progress To Green: Key Actions	Comments
14	24/01/2023	2.3, 3.2, 3.3	That there is a reputational risk to the College.	4	4	16	6	↓ 10	<ul style="list-style-type: none"> <li>That potential students, staff or Board members are deterred from enrolling / joining the College.</li> <li>That the College suffers financial loss from a decrease in activity or loss of access to potential income streams.</li> </ul>	<ul style="list-style-type: none"> <li>Staff development sessions on, for example, inclusiveness and diversity being part of mandatory training for staff;</li> <li>Regular staff meetings including annual all-staff conference;</li> <li>College has complaints procedure, clearly highlighted on website;</li> <li>Extensive governance training for senior staff and Board members being delivered as part of a rolling programme of development</li> </ul>	3	4	12	6	↓ 6	<ul style="list-style-type: none"> <li>Strategy being developed to ensure that "good news" stories are gathered centrally and distributed accordingly, particularly via social media;</li> <li>The implications of impending decrease in allocation of central funding or activity to be managed accordingly in terms of publicity and student / staff perception and morale;</li> <li>Action plan being formulated to address issues raised in staff survey</li> </ul>	<p>October 2023 The new Marketing Manager starting in Nov 2023 will work on communication plan both internal and external.</p> <p>October 2023 College is aware of potential legal issues being raised which may impact on the reputation. Communication plan is being put in place to support.</p>
15	26/10/2023	2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 3.6	That the College is not on track to meet the Scottish Government net zero targets.	3	3	9		New risk	<p>College has drafted a new Climate Change Emergency Action Plan, based on the Further and Higher Education road map, which will go to the Finance and Resources Committee on 27 November 2023</p> <p>College works very closely with the Energy Skills Partnership to deliver on national skills agendas.</p> <p>College submits the Public Body Climate Change report submitted annually and monitors data.</p>	<p>College has drafted a new Climate Change Emergency Action Plan, based on the Further and Higher Education road map, which will go to the Finance and Resources Committee on 27 November 2023</p> <p>College works very closely with the Energy Skills Partnership to deliver on national skills agendas.</p> <p>College submits the Public Body Climate Change report submitted annually and monitors data.</p>	3	2	6		New risk	<p>LED lighting replacement programme. The replacement of 1900 lights to LED fittings.</p> <p>Additional Solar Panels fitted. The PV system comprise of 300 panels to give an additional output of 150kW.</p> <p>Scottish Green Public Sector Estate Decarbonisation Scheme. The College has engaged with Matt MacDonald regarding pre capital works to investigate the Central Government Energy Efficiency Capital Grant Fund 2023/2024 to support the College journey to NET Zero.</p>	<p>Note the College was not built with net zero in mind so the College is working on finding solutions through the funding being offered by the Scottish Government to support with a fabric first approach.</p>

Risk Key  
 Low 1-4  
 Medium 5-11  
 High 12-16

Risk Key  
 1-4  
 5-11  
 12-16

### Board of Management Meeting

<b>DATE</b>	5 December 2023
<b>TITLE OF REPORT</b>	Draft Report from the Audit and Risk Committee to the Board of Management and Audit Scotland
<b>REFERENCE</b>	14
<b>AUTHOR AND CONTACT DETAILS</b>	Elaine McKechnie Elaine.McKechnie@slc.ac.uk
<b>PURPOSE:</b>	To provide members with oversight of the final report given to the Board of Management in connection with the year ended 31 <sup>st</sup> July 2023.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are asked to: <ul style="list-style-type: none"> <li>• To note that the Chair is stepping down from duties effective 27 November 2023 and a new Chair has been appointed in new Committee member, Mr Tom Heely.</li> <li>• To note 'risk' was added as a standing item to the Committee's Terms of Reference during the year;</li> <li>• To note satisfactory assurances gained from the College in respect of Governance, risk management and operational controls, and</li> <li>• To note and approve the contents of this report for submission to the Board of Management.</li> </ul>
<b>RISK</b>	<ul style="list-style-type: none"> <li>• That College governance, strategic risks and controls are not identified, and mitigating actions are not taken to ensure the College can continue to operate efficiently and legally through full compliance with both internal and external audits.</li> </ul>
<b>RELEVANT STRATEGIC AIM:</b>	<ul style="list-style-type: none"> <li>• Successful Students</li> <li>• The Highest Quality Education and Support</li> <li>• Sustainable Behaviours</li> </ul>
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"> <li>• The College continued to closely monitor all aspects of risk management, control, and governance during the year with Committee membership and Composition requirements being fully met.</li> <li>• The Committee continues to work well within its current remit and cooperates fully with Internal, External and non-financial Audit findings and recommendations.</li> <li>• The Committee was positive about the arrangements established for the External Financial Audit by Audit Scotland for year ended 31<sup>st</sup> July 2023 which has resulted in an earlier signing date for the accounts by 31<sup>st</sup> December.</li> </ul>

## 1. INTRODUCTION

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

## 2 BACKGROUND

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

## 3 DISCUSSION

### 3.1 *Meetings and Composition of the Committee*

3.2 The Audit and Risk Committee met on five occasions during the year and minutes and associated papers were presented to the Board of Management. The dates of the meetings were: 5 September 2022, 7 November 2022, 6 February 2023, 19 April 2023 and 15 May 2023.

3.3 Mr C McLaughlin chaired the Committee throughout the year but has since notified the Board of his intention to resign from office effective 27 November 2023. A new committee member, Mr T Feely, has subsequently been appointed post year end in August 2023 and will assume the post of Chair effective 28 November 2023.

3.4 Ms F Whittaker, Mr D Hogan and Ms A Doherty continued to serve on the Committee throughout the year, but Mr D Hogan has since resigned effective August 2023.

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

Board Member	5 Sep 22	7 Nov 22	6 Feb 23	19 Apr 23	15 May 23
C. McLaughlin	Y	Y	Y	Y	Y
F. Whittaker	Y	Y	N	Y	Y
D. Hogan	N	N	N	N	N
A. Doherty	Y	Y	Y	Y	Y
C Gibb (Chair of Finance & Resources Committee)	Y	Y	Y	Y	N
Also attending:					
H Anderson (Board member & Finance & Resources Committee)	N	Y	N	Y	N

D Morrison (Board member & Finance & Resources Committee)	N	Y	N	N	N
Student President	Y	N	Y	Y	N
Acting Clerk/Governance Professional	Y	Y	Y	Y	Y
Principal/Acting Principal	Y	Y	Y	Y	Y
Depute Principal	Y	Y	Y	N	N
Head of Finance	Y	Y	Y	Y	Y
Financial Accountant	N	N	N	N	Y
Chair to the Board	N	Y	Y	N	N
Chair of RSB ARC	N	Y	N	N	Y
Internal Audit	Y	Y	Y	Y	Y
External Audit	Y	Y	Y	Y	Y
Trade Union Observer	N	N	N	N	Y

3.6 The Financial Statements for the year to 31<sup>st</sup> July 2022 were presented to the April 2023 meeting of the Committee. Ms Clare Gibb, as Chair of the Finance and Resources Committee, attended the meeting as a representative of that Committee. In addition, Mr Craig McLaughlin also attended the April 2023 meeting of the Finance and Resources Committee which recommended approval of the audited Financial Statements to the Board of Management. He attended this meeting as a representative of the Audit and Risk Committee.

3.7 At the joint meeting of the two Lanarkshire Region Audit and Risk Committees on 16 November 2021, it was agreed that the Chairs of the respective Committees would be invited to the ARC meetings of the other and this agreement has been in place for the full year of 2022-23. This has proved to be a useful endeavour throughout 2022-23 ensuring appropriate cascade of information to each Committee.

#### **4 TERMS OF REFERENCE**

4.1 The remit of the Committee was reviewed in early 2023. Committee Terms of reference now have 'risk' as a standing item which helps to inform the College as to emerging and ongoing risk factors. The Clerk to the Committee was also asked to take on board the possibility of including a 'risk appetite' session in future training initiatives to help better contextualise decisions taken based on varying level of risks that the College might be prepared to absorb. This session was delivered by Internal Audit to the Board in May 2023 (Please see further details below in the 'Risk Management' section).

##### **4.2 Internal Audit**

##### **4.3 Henderson Loggie**

- 4.4 The firm of Henderson Loggie was appointed as internal audit service providers in November 2021 following a tender process for the three academic years to 31 July 2024. The Annual Audit Plan was agreed on 30 March 2022.
- 4.5 Five internal audit reviews took place across 2022-23 on the following areas, with the results of the latter four being presented at the Committee meeting on 27 November 2023:
- 4.5.1 Staff Recruitment & Retention (Grade: Satisfactory)
  - 4.5.2 Budgetary Control (Grade: Satisfactory)
  - 4.5.3 Student Support (Credits) (Opinion: Unqualified audit opinion)
  - 4.5.4 Student Support (Funding & Educational Maintenance Allowances (EMA)) (Funding Opinion: Unqualified audit opinion; EMA Opinion: reservation made)
  - 4.5.5 Quality (Grade: Good)
- 4.6 The audit re the Follow-up of Prior Recommendations, will also be presented to the ARC on 27 November 2023.
- 4.7 The two mandatory audits for the 2022/23 academic year were the Collection of Student Activity Data (Credits) and Student Funding & Educational Maintenance Allowances (EMAs).
- 4.8 The Committee noted that of the five reports issued by Henderson Loggie during the year which contained control objective assessments, Quality had no priority gradings at all and systems and controls were concluded as 'Good', which is the highest grading. The residual four reports had no grading issues which were assessed to be "Priority 1", three were assessed to be "Priority 2" and seventeen were assessed to be "Priority 3". The report on **Student Activity** (Credits) noted four Priority 3 recommendations.
- 4.9 The Committee is encouraged by the status of recommendations from 2021/22 cycle of audits, as summarised in the Rolling Audit Recommendation Monitor that has been presented to the Committee throughout the year. The monitor provides the Committee with assurance that recommendations are being addressed internally to ensure compliance with best practice initiatives in each area of review. A review of completed actions will be presented by Internal Audit at the meeting on 27 November 2023.

## **5 ANNUAL REPORT**

- 5.1 A summary of all internal audit work undertaken during the year 2022/23 is dated November 2023 and is contained in the Annual Report, which will be presented to, and approved by, the Audit and Risk Committee on 27 November 2023.

### **5.2 *Audit Scotland Technical Bulletins***

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

### **5.4 *Other Audits Presented to the Committee***

- 5.5 Financial and non-financial audits, such as those undertaken by the College's own Quality Audit Group and external bodies such as Skills Development Scotland (SDS) are presented to the Committee for review.

## **5.6 External Audit**

5.7 From 2001/02, the responsibility for arranging and monitoring the external audit of the further education sector passed to Audit Scotland. As noted last year, following a tendering exercise undertaken by that organisation, Audit Scotland was appointed and are in the process of concluding the financial statements and the annual audit report for year ended 31 July 2023.

## **5.8 Audit Fees 2022/23**

5.9 A letter from Finance Directors' Network to Audit Scotland concerning the sharp increase in audit fees was shared with the Committee in May 2023. In response to a query for clarification it was confirmed that the reason given for the substantial increase in professional fees was directly attributable to market forces.

## **5.10 Report on the Financial Statements for the year to 31<sup>st</sup> July 2023**

5.11 The Report is being considered at the Committee meeting on 27 November 2023 with the view to a recommendation being made to the Board of Management for final approval on 5 December 2023.

## **6 COMPLIANCE WITH THE 2016 CODE OF GOOD GOVERNANCE**

6.1 Significant progress has been made in the monitoring and review of Governance by the College. The Board has a robust self-evaluation process, as required by The Code of Good Governance for Scotland's Colleges. The 2023 review led to the implementation of a detailed Governance Improvement Plan, focusing on Board induction and training, the creation of an annual work plan for the Board and its committees, membership of Board committees, a revised approach to the reporting of Key Performance Indicators and a focus on diversity in future Board recruitment. This plan was signed off by the Lanarkshire Regional Strategic Body and there is a Rolling Review Programme which will further strengthen its corporate governance arrangements while providing appropriate strategic direction for the College.

6.2 The College reported in its 2021-22 Governance Statement that it had not complied with the Code of Good Governance for the entire year in four areas: Legal minimum membership; availability of minutes and the service of a clerk to the Board; induction; and engagement with internal auditors. Throughout quarterly Committee meetings, the Committee sought assurance of on-going compliance to the Code during 2022-23, which continues to be the case as at current date.

## **7 CONSOLIDATED FINANCIAL STATEMENTS FOR THE LANARKSHIRE BOARD**

7.1 South Lanarkshire College is a legal entity with a Board of Management which is responsible for the governance and management of the College. In addition, it has been determined that each region should produce regional consolidated financial statements in addition to individual college audited accounts. In order to effect the production of Regional accounts, SLC provides the relevant information to New College Lanarkshire. SLC has complied with all information requests for year ended 31<sup>st</sup> July 2023 and the results will be forthcoming in the publication of the consolidated financial statements.

## **8 REGIONAL ASSURANCE**

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

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

8.3 It has also been agreed that the two respective Chairs of the Regional College Audit and Risk Committees and Finance and Resources Committees shall be invited to attend the meetings of the other. This has proved to be a worthwhile endeavour in 2022/23, ensuring appropriate cascade of relevant information to each respective Committee.

## **9 RISK MANAGEMENT**

9.1 The College has continued to develop its Risk Management processes, with the Risk Management Group being expanded to include membership from middle management and with the Register itself being reviewed by the Senior Management Team prior to its presentation to the Committee.

9.2 The Vice Principal for Finance, Resources & Sustainability attended the Regional Strategic Risk Group, to present the South Lanarkshire College Strategic Risk Register on 20 November 2023.

9.3 Furthermore, owing to the idea that risk is now firmly a standing item on each Committee's agenda, the exercise undertaken by the Board in May 2023 assigned a risk appetite scoring to each of the following 11 areas of College operations:

- Governance
- Operations
- Legal
- Property
- Finance
- People
- Commercial
- Data and information management
- Technology
- Project/Programme
- Reputational

9.4 The College awaits an update from Internal Audit with next steps as to an effective way to assess the current College risk register against the risk appetite scores devised during that session.

## **10 MEETING OF THE AUDIT COMMITTEE AND THE INTERNAL AND EXTERNAL AUDIT PROVIDERS**

10.1 As per prior year, in line with best practice, and included in the remit of the Audit and Risk Committee, an opportunity for the internal and external audit service providers to discuss any matters which were pertinent members of the Committee, but without the presence of College management, was given at various meetings of the Committee (April 2023). There were no matters of concern raised and both sets of auditors gave positive feedback.

## **11 OPINION**

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

11.2 Based on reports received from the College's internal and external auditors, and on information received from College management, the Committee is of the opinion that the College's internal financial and management systems are adequate and effective. Its arrangements for securing economy, efficiency and effectiveness are also considered adequate and effective.

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

11.4 The Committee and College management have worked closely with the external auditors during 2022/23 to mitigate the effects of past issues with a view to bringing the production and approval of the Financial Statements back to the original deadline of 31<sup>st</sup> December. The Committee has also worked closely with College management during the year to ensure that the College remains compliant with the Code of Good Governance for Scotland's Colleges. The appointment of a permanent Governance Professional in September 2023 and a robust handover with the prior Clerk provides the Committee with further assurance that Governance will remain a continued focus and priority for the College going forward.

**Craig  
McLaughlin  
Chair**

Audit and Risk Committee of the Board of  
Management 27 November 2023

## **12 EQUALITIES**

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

## **13 RISK AND ASSURANCE**

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

## **14 COMMUNICATIONS**

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

## **15 RECOMMENDATIONS**

15.1 Members are recommended to:

- To note that the Chair is stepping down from duties effective 27 November 2023 and a new Chair has been appointed in new Committee member, Mr Tom Heely.
- To note risk was added as a standing item to the agenda of the Committee during the year;
- To note satisfactory assurances gained from the College in respect of Governance, risk management and operational controls.
- Note and approve the contents of this report for submission to the Board of Management.

**BOARD OF MANAGEMENT**

<b>DATE</b>	5 December 2023
<b>TITLE OF REPORT</b>	The Regional Outcome Agreement
<b>REFERENCE</b>	15
<b>AUTHOR AND CONTACT DETAILS</b>	Stella McManus <a href="mailto:Stella.mcmanus@slc.ac.uk">Stella.mcmanus@slc.ac.uk</a>
<b>PURPOSE:</b>	To provide members with a copy of the Regional Outcome Agreement approved by prior to the Board of Management meeting at the request of the Scottish Funding Council. .
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to: <ul style="list-style-type: none"> <li>• Note the regional outcome agreement.</li> </ul>
<b>RISK</b>	<ul style="list-style-type: none"> <li>• That the College does not highlight its commitments for the 2023-24 academic year impacting on loss of funding and learning opportunities for students</li> </ul>
<b>RELEVANT STRATEGIC AIM:</b>	<ul style="list-style-type: none"> <li>• Successful Students</li> <li>• Highest Quality Education and Support</li> <li>• Sustainable Behaviours</li> </ul>
<b>SUMMARY OF REPORT:</b>	The region in line with the sector and universities has to publish a Regional Outcome Agreement annually to set out what commitments the institutions are making in identified priority areas. These are: <ul style="list-style-type: none"> <li>• Fair Access and Transitions</li> <li>• Quality Learning and Teaching</li> <li>• Coherent Learning Provision</li> <li>• Work-based Learning and Skills</li> <li>• Net Zero and Environmental Sustainability Response</li> </ul>

## **1. INTRODUCTION**

1.1 To provide members with a copy of the Regional Outcome Agreement (ROA) which the Lanarkshire Regional Strategic Body is obliged to complete by the Scottish Funding Council (SFC) on an annual basis.

## **2. ARRANGEMENTS FOR 2023-24**

2.1 According to the SFC the ROA should include a brief summary of the institution's context (including financial sustainability) and then set out what commitments institutions are making for academic year 2023-24 in each of the priority areas. The OA will be published in line with previous years to ensure transparency over the commitments that institutions are making in return for the public funding that they receive.

2.2 For academic year 2023-24, the SFC requires universities and colleges to deliver four aspects of their OA:

- 2.2.1 a short forward-looking OA that sets out what commitments institutions are making in the identified priority areas;
- 2.2.2 a national measures table that includes forward-looking projections for the AY 2023-24;
- 2.2.3 a short self-evaluation that provides assurance over delivery of the outcomes set out in the academic year 2022-23 OA; and
- 2.2.4 case studies to demonstrate ways in which funding has been used to deliver outcomes for students, research, economic transformation and social renewal.

2.3 The ROA covers the following priority areas:

- 2.3.1 Fair Access and Transitions
- 2.3.2 Quality Learning and Teaching
- 2.3.3 Coherent Learning Provision
- 2.3.4 Work-based Learning and Skills
- 2.3.5 Net Zero and Environmental Sustainability Response

2.4 South Lanarkshire College worked collaboratively with colleagues at New College Lanarkshire (NCL) to produce the 2023-24 document and it takes a high-level approach to the region. It also includes case studies from both SLC and NCL demonstrating how SFC funding is being used within the region.

2.5 Due to publishing timelines, now in November 2023, the SFC asked colleges whose board cycle fell outwith those timings to request Board approval in advance of the college board meeting on 5 December 2023.

## **3 EQUALITIES**

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

#### **4 RISK**

- 4.1 That the college does not highlight its commitments for the 2023-24 academic year impacting on loss of funding and learning opportunities for students.

#### **5 RECOMMENDATIONS**

- 5.1 Members are recommended to note the published version of the 2023-24 Regional Outcome Agreement.



# Lanarkshire

## OUTCOME AGREEMENT



NEW  
COLLEGE  
LANARKSHIRE  
Bringing Education Closer



South  
Lanarkshire  
College  
East Kilbride

NCLSA



# Introduction from the Chair of the Board

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In my second term as Chair of the Lanarkshire Regional Strategic Body, I am pleased to introduce the Lanarkshire Regional Outcome Agreement for 2023/2024.

Although we are facing some of the most difficult and challenging times for the Lanarkshire Region, I am proud of the way that the staff and Board members of both Colleges have continued to strive to ensure that high quality, relevant education is provided alongside our overall commitment to work towards a better and fairer economic future for Lanarkshire.

The resilience and flexibility that began in the privations of the Covid pandemic and the associated lockdowns continues and has been a major contributor to the increased levels of success, student satisfaction and general progression within our Colleges, despite increased pressure on funding and operational difficulties.

In the forthcoming year we will renew our commitment to working with other partners and government to secure a more sustainable future for the delivery of our learning and teaching across the region.

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**Ronnie Smith,**  
Chair of the Lanarkshire Regional Strategic Body



## Introduction

Welcome to the 2023-24 Outcome Agreement for the Lanarkshire College Region. The Region encompasses the local authority areas of North and South Lanarkshire, as well as parts of East Dunbartonshire. The Region comprises New College Lanarkshire (NCL) as the Regional college and South Lanarkshire College (SLC).

The Lanarkshire Regional Strategic Board (LRSB) is responsible for ensuring that college provision across the Lanarkshire Region is coherent and aligned to Regional and national strategy priorities, and that it reflects the needs of the Regional economy and communities. The Lanarkshire Regional Strategic Board allocates funding to South Lanarkshire College to enable delivery of national and Regional strategies and priorities, and it monitors the achievement of strategic goals and college performance.

The LRSB develops on an annual basis, an Outcome Agreement, which sets out how the funding allocated by the Scottish Funding Council (SFC) will be used to fund an outstanding Regional learning system which promotes a more equal society, a more successful economy, high-performing institutions and greater innovation in the economy. This document provides the constituent parts of the Lanarkshire Regional Outcome Agreement for 2023-2024 and contains:

- A Programme of Action which sets out at a high-level Regional commitments and planned outcomes for that academic year, reflecting LRSB's position as a Regional Strategic Body responsible for planning and funding college delivery. A mapping of planned outcomes to SFC strategic priorities is provided at Annex A, demonstrating the strong alignment, and contribution, of LRSB's action to national goals.

The Lanarkshire Colleges aim to be Scotland's leading providers of College education and training, delivering a comprehensive, innovative curriculum that meets the needs of our students and the local economy. The Region's ambition is to ensure students are well prepared by providing future-oriented, high-quality learning for careers, life and success, and to support the people, businesses, economy and sustainable development of our communities and Scotland. As society continues to recover from the pandemic and deal with the cost-of-living crisis, the Region will continue its collaborative approach to working with each other and the SFC.



## The Lanarkshire Region

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Lanarkshire is the second largest college Region in Scotland in terms of population, comprising the Local Authority areas of East Dunbartonshire, North Lanarkshire and South Lanarkshire and is only 30 minutes by road from Glasgow city centre and 40 minutes from Scotland's capital, Edinburgh. Its population exceeds 760,000.

New College Lanarkshire and South Lanarkshire College work in partnership with the three councils through Community Planning Partnerships and our schools/colleges programmes as well as other key strategic groupings in the local authority areas such as the local authority economic growth board and task forces to support sustainable local economic growth.

Key priority sectors in Lanarkshire include Health and Social Care, which holds 19.6% of total employment. This is followed by Construction at 13%, Engineering at 5% and Tourism at 4.5%. Key areas of specialism within the Region include Civil Engineering as the percentage of employment is three times the national average.

Between 2021-2024 there will be a total of 36,800 job openings, however labour shortages are predicted due to people requiring higher level qualifications, 22% SCQF 5, 14% SCQF 6 and 44% SCQF 7-10. 7% of people in Lanarkshire hold no qualifications. There is an identified need for meta skills as 74% of employees need reskilled in areas such as complex analytical skills (40%), operational skills (54%) and digital skills (50%).



## Fair Access & Transitions

The Region deploys funds provided by SFC and the Scottish Government to support students from the most disadvantaged backgrounds. These funds include SFC student support funds, training allowances for SDS funded programmes, Educational Maintenance Allowance for students meeting the eligibility criteria, and discretionary funds for crisis support for students experiencing financial difficulties.



## Commission on Widening Access (CoWA)

In academic year 2021/22 (the most recent published statistics) the Lanarkshire colleges contributed significantly to the widening access priorities of the CoWA:

- The colleges combined recruited almost 1000 HEFT MD20 (20% most deprived postcodes) students.
- The proportion of MD20 entrants and qualifiers in both colleges was significantly above the national average, with NCL having the fifth highest proportion of all FE and HE institutions in Scotland (32.5% entrants and 32.8% qualifiers).
- The colleges combined supported more care experienced students than ever before, with care experienced students representing over 4% of delivery.

Both colleges are committed to continue their work on the priorities identified by the CoWA and set out in the Blueprint for Fairness. They continue to work closely with partner Higher Education Institutions (HEIs) on a range of validated degree programmes, franchised degree programmes and articulation agreements. Formal validation and articulation arrangements are in place with the University of the West of Scotland, Glasgow Caledonian University, the University of Strathclyde, the University of Glasgow and Queen Margaret University.

These partnerships are kept under constant review and new opportunities and initiatives are undertaken on an annual basis.

The Region's ambition remains to continue to grow the degree programme provision so that every department, where appropriate, leads to the opportunity for students to maximise their potential and achieve the highest level of qualification possible within their chosen field.

The longstanding collaboration between both colleges and SWAP West, an organisation which supports access to higher education for adults, remains a cornerstone of the valuable work which takes place across Lanarkshire in access to degree-level study for adults seeking to upskill later in life. A range of Scottish Widening Access (SWAP) programmes are delivered in the Region linked to Regional priorities such as Nursing, Professional Health Care and Health Sciences.

The Region is committed to its corporate parenting responsibilities and providing a range of student support services in order that care-experienced students can achieve their full potential whilst at college. This can include support with childcare arrangements, literacy or numeracy support, learning and study support, emotional support or counselling.

The Colleges continue to maintain a coherent, coordinated policy of fair access, with application systems, digital online open days and information sessions, student support and information sessions, online interviews and adherence to monitoring of performance indicators. Transitions are monitored to ensure that there are clear and accessible articulation routes. Support and progression options for students who partially complete courses are facilitated wherever possible.



## National Schools Programme

Both colleges remain committed to the SFC's National Schools Programme and are engaged in working with both South and North Lanarkshire Councils as our closest local authority partners.

The Region continues to provide a variety of school-college partnership programmes across a range of subjects including key Regional priority areas such as Childcare, Engineering and Construction. Foundation Apprenticeships remain a key component of this offering, with apprenticeships available in Automotive Studies, Accountancy, Business Skills, Construction, Social Services Healthcare, Social Services Children and Young People, Creative and Digital Media, and Engineering Systems. The opportunity for S6 pupils to undertake an HNC whilst still at school remains an option after a successful pilot in AY22/23. In an expanded offering, Higher National Courses in Cyber Security, Computer Aided Drafting & Design and Healthcare are available in AY23/24.

Working collaboratively, the Region will continue to support young adults who wish to leave school in December. A wide range of bespoke programmes are on offer to support pupils disengaged with school and looking to move to employment and/or further education or training. Extended support from both the college and teams within each local authority are in place to assist in transitions to positive destinations at the end of the programmes.

Throughout the year, SLC and NCL will have representation at many career and pathways events in local secondary schools to provide impartial information, advice and support to young people with ambitions to enter a higher education pathway. Both colleges host a series of open days throughout the year to engage with prospective students and the wider communities of Lanarkshire. STEM events are another feature on the calendar for both colleges; hundreds of school students will attend a variety of events promoting STEM careers and study options.

The Region is committed to its responsibility as corporate parents and recognise the importance of supporting care-

experienced students. Both Colleges are committed to working in partnership with other agencies and stakeholders to meet this ambition. We have a strategic commitment to support the development of an inclusive, positive culture in relation to care-experienced students throughout the student journey.

The Region fully recognises that a holistic approach is needed when supporting care-experienced students and both colleges have a named staff contact who provides tailored one-to-one support before, during and after college. This flexible service seeks to support each student in line with their unique needs, issues, and circumstances. Having this point of contact ensures students can access support at the point they need it and lets them know there is always someone to turn to if they experience difficulties or issues. The Region is committed to providing a range of student support services in order that care-experienced students can achieve their full potential whilst at college. This can include support with childcare arrangements, literacy or numeracy support, learning and study support, emotional support or counselling.

As well as this the Region is also committed to supporting students who have an unpaid caring responsibility outside of college that may impact on their learning experience and ability to make good progress on their course. The Colleges continue to maintain a coherent, coordinated policy of fair access, with application systems, digital online open days and information sessions, student support and information sessions, online interviews and adherence to monitoring of performance indicators. Transitions are monitored to ensure that there are clear and accessible, with transitions with partial completion facilitated where appropriate and on-going support for all students to achieve the best possible outcomes.





# Quality Learning and Teaching

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**PRIORITY**  
**02.**



Learning and teaching is monitored at individual college level with each college having robust approaches to self-evaluation and quality, including the use of business intelligence dashboards. At Board of Management level this is monitored via the relevant learning and teaching committees with representation from both colleges in attendance. Each College works closely with its respective Student Associations who also collaborate and share best practice, helping to nurture the student voice. Both individual colleges also monitor student voice via a series of surveys, class representatives and via their self-evaluation processes.

The Colleges recognise the continuing impact of the cost-of-living crisis which means that students require additional support to achieve their qualifications. As such they continue to offer a free

breakfast to all students. The Colleges each provide warm spaces to mitigate the ongoing pressures for students around energy costs. Support Services take an intersectionality approach, where the aim is to provide tailored support which best meets individual circumstances.

To help support digital inclusion the Colleges continue to make laptops and other digital devices available for both long and short-term loans.

The Colleges continue to invest in staff development, delivering Continuous Professional Development activities, including supporting staff to achieve professional learning and teaching qualifications leading to General Teaching Council of Scotland status.

## Enhancing Student Experience

Supporting and enhancing the student experience throughout the student lifecycle is critical to success for students and the Colleges. Both Colleges have a strong commitment to engaging with students and use a wide variety of methods to facilitate feedback from students and applicants. The student voice is captured through focus group meetings, course review processes, student representative events, student surveys and a variety of feedback forms. Data generated through these various processes is collated and action plans are implemented at course, departmental and college level.

The vast majority of both Colleges learning and teaching is on campus to support students who had struggled with social isolation and 'online fatigue'. All FE provision is on campus to support attainment of qualifications for those groups of students. The Colleges are consulting with staff and students to establish a student-centred approach to digital learning.

Students from both Colleges are represented on several working groups including the LRSB and Board of Management Committees. The Student Associations have developed a collaborative working relationship leading to the sharing and development of best practice across SLC and NLC.

Joint College/Sparqs class representative training is provided annually to class representatives to ensure that class representatives are prepared and supported in their role. Student input into course team meetings continues to provide valuable feedback and impact on change, which is a vital part of the self-evaluation processes.

Both colleges have learning and teaching strategies in place which place student experience at the centre of their mission.





## Safe and Supportive Environments

Both colleges recognise that the transition into college is both an exciting and challenging time and for many of our students, often accompanied by anxieties around expectations. The colleges have comprehensive strategies in place to support students as they join our college communities. Enhanced induction programme during the initial few weeks of term have been established, offering a holistic experience encompassing academic, social, emotional and practical aspects of college life.

The Student Associations and academic departments are instrumental to this process, working collaboratively to host a wide range of induction activities. These include team building events, visits to industrial and commercial partners, talks from alumni, partner businesses and other stakeholders covering a range of topics from wellbeing, equality and diversity to career guidance and business skills. These activities are designed to support the integration of students into college life, give them a sense of belonging early and reduce the social anxiety of coming to college.

Ensuring the safety of students is a key priority for both colleges. Robust safeguarding policies and procedures are in place, and staff training continues on a regular basis to ensure staff understand individual and corporate

responsibilities. The training highlights not only practical guidance on supportive actions but also the importance of fostering safe and supportive learning environments to ensure students thrive, learn and grow with confidence.

Student progression and completion is supported through a combination of factors in addition to in-class support, including self-reflection and evaluation being embedded into the learner journey as part of guidance and progress review sessions to aid progress and successful completion. Wider cross-college services available through the key support and learner engagement teams can be accessed and supports those students identified at risk of disengagement.

Increased resources continue to be made available to help support key vulnerable groups such as care experienced, veterans and service leavers, carers and estranged students. The Guidance and Support Advisors take a person-centred, trauma-informed approach when supporting students and understand the wider intersectionality circumstances that need to be taken into consideration when offering support.

The Colleges recognise the cost-of-living crisis which has meant that students require additional support in order to achieve their qualifications. As such the Colleges are continuing to offer a free breakfast and lunch to all students. The Colleges are working with their local communities to provide warm spaces to mitigate the increase in energy costs.



PRIORITY

# 03.

The Region is firmly focussed on partnership and collaboration, and this is at the centre of both Colleges' strategic priorities. The Colleges have an established reputation across Lanarkshire for delivering high quality vocational education and training including senior phase provision which provides a platform for meaningful engagement with a wide range of partners.

Key examples include the excellent work with Developing the Young Workforce, via the STEM Lanarkshire Group, which has reintroduced the Step into STEM events for young people across Lanarkshire following the pandemic.

## Coherent Learning Provision

Over the past twelve months both Colleges have reinvigorated their strategic relationship through developing closer working relationships with Board members and senior leadership teams. This has laid the foundations for future partnership work to best serve the people of Lanarkshire. This includes:

- Potential expansion of curriculum portfolio for the care sector and working more closely with local and national providers of care services.
- Co-creation and collaboration in relation to the development of a digital curriculum offering.
- Corporate initiatives such as procurement and shared services.

## Using Data and Intelligence

The Region has a dual focus on ensuring the provision of robust, coherent learning pathways for students; a continuous retrospective reflective focus on existing provision and outcomes and a future focus based on local, Regional and national trends and priorities.

Regional Skills Assessments underpin strategic decision-making, and both colleges have invested in enhancements in key areas of particular relevance to Lanarkshire, particularly Health and Social Care which represents almost 20% of all employment in Lanarkshire.

Through well-established links with both schools and partner HEIs, the colleges are able to ensure that we provide seamless transitions from school to college, and from college to university.

Improvements to internal systems and processes at both colleges give academic leadership teams and student-facing staff access to a wide range of real-time data which is used to inform decision-making relating to all aspects of provision. Academic leaders are supported to implement improvements and changes to existing provision through course review processes informed by comprehensive data on student performance and outcomes. This data is benchmarked against national data and trends to identify areas of improvement and also to share good practice and celebrate areas of specialism and distinction.



The monitoring of student learning has been key for both Colleges with many improvements to the quality of reporting and monitoring tools available for both staff and students. In previous years the Colleges have seen the introduction of new reporting structures and technologies.

There has been a consistent improvement to the monitoring of the attainment, retention, attendance and funding. All staff at all levels of the Colleges now have access to real-time data to review and assess the successfulness of courses. These reports also closely matching the reports provided by the SFC.

Building on that this year for SLC has been key, and now external bodies such as schools, are able to view the reporting tools. Specifically, sharing attendance information with the school liaison officers for particular courses without the need for lecturer invention, thus providing seamless understanding of students' progress and attendance.



## Engaging with Stakeholders

The Colleges work closely with Skills Development Scotland (SDS), employers and local authorities to understand the needs of business and industry, and to ensure there is a pipeline of appropriately skilled students entering the labour market. They offer vocationally based courses incorporating work placements, and all courses focus on the necessary employability and meta skills required for students to progress onto their chosen destinations. Additional emphasis is placed on meta, essential, freelancing and technology skills to better prepare students for the workplace.

The Colleges work with many other external stakeholders and partners to create a future-proof curriculum, designed to address the priorities set out in the Scottish Government's National Strategy for Economic Transformation (NSET). The College uses a host of relevant data to inform curriculum planning and content. The Colleges will continue to review their curriculum offers over academic year 2023-24 in order to develop a revised curriculum portfolio, which focuses on growth areas in the Scottish economy including a greater emphasis on the acquisition of meta skills by all students.

Lanarkshire is host to thousands of small and medium enterprises (SMEs). Both colleges engage with our local communities of SMEs in a variety of ways, through business development networks, partnership projects, joint funding ventures, guest lectures and conferences to name but a few.

SLC has reinvigorated its relationship with the Community Learning and Development team at South Lanarkshire Council and has been instrumental in developing a more effective pan-Lanarkshire ESOL Strategy Group to address the growing demand for this provision. Work has commenced on developing an ESOL Strategy for Lanarkshire to take account of the increase in ESOL demands within the community due to the resettlement of Ukrainian, Somalia, Syrian and Afghan refugees in the local area. SLC is now working closely with Community Learning Development team to create a multi-agency referral system across the Region.

NCL maintains an ongoing partnership with North Lanarkshire Council for the delivery of SMART Hub Lanarkshire (SHL). This innovation asset is dedicated to supporting Manufacturing SMEs in adopting advanced manufacturing technologies to boost productivity, explore technology options when addressing workforce recruitment and retention challenges, enhance quality of production and establishing sustainable processes that contribute to a more environmentally conscious future. SHL is key to introducing advanced manufacturing technologies to the manufacturing community of Lanarkshire, supporting school pupils, full time students, apprentices and skilled workforce to gain modern manufacturing knowledge and skills.



# Coherent learning provision

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# PRIORITY 04.

Transformation (NSET) and labour market strategic drivers to upskill/reskill Lanarkshire's existing workforce through the development and delivery of work-based learning and apprenticeship provision.

The Colleges work actively in key partnership arrangements with local authorities, Skills Development Scotland (SDS), employers, the Scottish Funding Council and other managing agents to understand the needs of business and industry, to ensure there is a pipeline of appropriately skilled students going out into the labour market. They offer vocationally based courses incorporating work placements, and all courses focus on the necessary employability and meta skills required for students to progress onto their chosen destinations.

Through extensive consultation with employers, the colleges ascertain the challenges and business goals of partner employers to establish their immediate and longer-term skills needs. This intelligence is used to develop and deliver on a workforce development plan to address skills gaps, increase business productivity and economic growth. The colleges' professional learning portfolio is reviewed and updated on a continual basis to respond to identified needs. Demand is high for provision in areas including digital skills, health and safety, mental health, leadership and management to support business succession planning.

With Flexible Workforce Development Fund (FWDF) funding allocations being reduced in academic year 2022/23 and no announcement of funding for 2023/24 at the time of writing, the lack of available funding is presenting a significant challenge for the Region, with employer demand far outstripping available funded training. The Colleges will continue to utilise available funding to prioritise support for our key employer networks wherever possible.

The Region sees continued demand in modern apprenticeship provision in vocational areas including construction, engineering, automotive, fire and securities, whilst there is an increase in demand within healthcare and administration. This provision remains a key priority for both Colleges and they continue to work in collaboration with employers and SDS to support workforce skills development.



With an active membership of 400+ business members and with a vision to contribute to sustainable business growth in the Region, the Lanarkshire Business Hub initiative run by NCL which hosts regular knowledge transfer and business networking events, will play an integral role in achieving this.

We work closely with key stakeholders via Local Employability Partnerships (LEPs) to understand the economic needs of the Region and contribute to the reduction in unemployment/economic inactivity and provide pathways out of poverty. As a consequence, through the No-One Left Behind (NOLB) and Parental Employment Support Fund (PESF) initiatives, NCL are delivering in partnership with NHS Lanarkshire employability provision to engage with individuals/parents at varying stages of the employability skills pipeline to ultimately progress into successful employment with NHS. There is a particular focus on raising awareness of these opportunities within the BAME and refugee communities and with a target to support 100 individuals into employment, provides a crucial support to NHS to address staff shortages.

SLC seeks pro-actively to develop effective pathways for individuals furthest from the labour market, supporting them into education and employment. One of SLC's strategic aims is to bring vocational courses to the most deprived areas of rural South Lanarkshire. A strong partnership with South Lanarkshire Council and the Department for Work and Pensions, and in line with the No-One Left Behind agenda, the Rural Academy is engaging with unemployed residents in rural South Lanarkshire to bring them closer to local job opportunities. A team of dedicated employability experts have supported an average of 100 participants every year since 2018 to help them progress to positive destinations. Working from premises in Lanark and other community centres across Clydesdale, the Rural Academy provides employability support and delivers accredited courses linked to local job opportunities in line with labour market needs, while addressing the SG's child poverty agenda. This will continue in 2023-24.



# PRIORITY 05

## Institutional Governance

Both NCL and SLC are signatories to the University & Colleges Climate Change Commitment for Scotland. The colleges are also members of the EAUC, signatories to the Official Global Climate Letter and part of the 'Race to Zero' where they have pledged to become net-zero by 2042. The Region continues its progress towards contributing to the Scottish Government's carbon reduction targets, monitored by measuring the Gross Carbon footprint reported annually in the Public Bodies Climate Change Duties.

Both Colleges have established sustainability committees within their governance structures, with reporting mechanisms in place directly to the respective executive boards.

## Net Zero & Environmental Sustainability

The Colleges are committed to effective staff and student engagement, partnership working through internal and external networks, and ensuring students develop the understanding of environmental and social sustainability required for the world and workplaces of tomorrow. In addition, the Region works with the Energy Skills Partnership to support the development of a strong supply chain to deliver on the Scottish Government's decarbonisation ambitions.

## Estates and Supply Chains

Both colleges have taken a range of measures to ensure their campuses are sustainable places to work and study, and further actions will be taken in line with priorities identified by the sustainability and carbon management groups and committees.

To date the Regional colleges have reduced their CO2 output by 25% between Academic years 2015/16 and 2021/22 from 3468 tCO2e to 2947 tCO2e. They have managed this through closer monitoring and adjustment of current Business Management Systems (BMS); increasing the scope and functionality of BMS control. Other interventions which have contributed to this progress include the installation of LED lighting in classrooms, social and office space, installation of solar photovoltaic panels and ground source heat pump systems.

### The Region's priorities include:

- Solar Car Ports with Battery Storage.
- Additional Heat Pumps to take over 100% heat provision.
- Battery Wall Storage.
- Water Conservation via Taps, Cisterns etc.
- Air Tightness of building.
- Central BMS system.
- Introduction of ground source/air source heat pumps to contribute towards the phasing out of fossil fuels for heating/ hot water.
- Installation of LED lighting
- Installation of more Photovoltaic (PV) panels
- Heat de-carbonisation across all campuses

Both colleges, through their Climate Change Emergency Action Plans, will continue to drive their commitment to achieving net zero by 2040 or earlier. These plans uses the UK FE Colleges Roadmap to assess its current standing and the five elements are: Leadership and Governance, Teaching and Learning, Estates and Operations, Partnership and Engagement and Data Collection.

[Sustainability - South Lanarkshire College \(slc.ac.uk\)](https://slc.ac.uk)





## Learning & Teaching, Staff & Student Engagement and Participation

The Region will continue to take actions to raise awareness in the wider community to act on climate matters. This includes effective staff and student engagement, partnership working through internal and external networks, and ensuring students develop the understanding of environmental sustainability.

Aspects of sustainability are embedded into all learning provision where it is appropriate, ensuring that students have contemporary knowledge and understanding of sustainable practice in their chosen vocations. In addition to subject-specific applications, both colleges have a range of cross-disciplinary projects and ventures to raise awareness of key sustainability issues within the college and wider communities of Lanarkshire.

At SLC, sustainability practices have been embedded across a range of curriculum areas. Plumbing and Gas have introduced renewable technologies to each of the courses, whilst the wider Construction areas are reusing consumable products such as timber, brick, and roofing slate multiple times within each of the programmes they offer. In addition, staff in Carpentry and Joinery have undertaken Passivhaus training with all Construction areas supporting the retrofit agenda. Within the area of travel and tourism, students are taught about sustainable tourism and sustainable practices within the industry.

The SLC Learning Development Team have established the College Way Market, a second-hand pop-up clothes shop focussing on recycling and reusing donated clothing. The shop is entirely run by National 4 Skills for Employment students and this innovative idea has two aims, sustainability and giving students on a low-income, access to free clothing.

At NCL, significant work has been undertaken within the department of Beauty, Aesthetics & Hair Design to embed environmentally sustainable practice into all aspects of curriculum design and vocational practice. Inspired by the Green Salon Collective, which the department subscribe to, the team have adapted equipment in the salon (eco shower heads, separation kits, recycling bins etc.), adopted eco-friendly consumables (plastic-free hair products) and embedded sustainable working into all aspects of the curriculum. The staff team have all undertaken Race to Zero training with IMEA and have committed to ensuring all future graduates will enter the industry in a position to support and educate their future colleagues in sustainable salon practice.



# Net Zero & Environmental Sustainability

SLC is key host to an exciting new venture in partnership with the Energy Skills Partnership and Energy Savings Trust to deliver a remote training and assessment facility to reach rural Scotland in meeting the demands of domestic renewable energy targets. The purpose of this mobile training facility is to increase the number of qualified heat pump installers across Scotland with particular emphasis in the remote and rural areas of the country, which in turn will develop a strong supply chain to deliver on Scottish Government’s decarbonisation ambitions.

This resource provides additional flexibility to the supply chain and colleges where there are clear gaps in heat pump training across Scotland. This is a shared resource available to all Scottish colleges, giving priority to those colleges that do not currently have heat pump training facilities (e.g. Highlands and Islands) to support the development of supply chains in rural and remote areas of Scotland. Colleges who are currently delivering heat pump training may also use this resource as an expansion to their current training facilities when their demand for heat pump training has been exceeded.

Carbon Emissions	Year	Scope 1	Scope 2	Scope 3	Total	Units
PBCCRD Data (New College Lanarkshire)	2021/22	1,462	732	141	2,335	tCO2e
PBCCRD Data (South Lanarkshire College)	2021/22	242	320	50	612	tCO2e
PBCCRD Data (Region Wide)	2021/22	2704	1052	191	2947	tCO2e

The Region already has built in entrepreneurial themes throughout the curriculum, as well as through added value and enrichment activities. For example, areas such as construction trades, hair and beauty, professional cookery or accountancy have always taught students how to run their own businesses as well as to develop and grow them. Value added activities such as “pop up” shops, learning development students selling goods made by themselves or the professional cookery students running catering outlets. All of these skills link directly to the development of students’ employability and meta skills, which encourages them to become confident learners and better prepared for the world of work.

Other examples include the creation of the College Way Market at SLC, which has provided a focus to build further similar student-led enterprises across the College curriculum, with ambitions to create a Digital Industries Hub, a recording studio for podcasts. At NCL entrepreneurship has been embedded in the supported learning curriculum through the successful Braw Wee Shop, which has been nominated for multiple awards.



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Lanarkshire  
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East Kilbride

**NCLSA**



South Lanarkshire College case study

# **HNC NEXT GENERATION CHILDHOOD PRACTICE**



South  
Lanarkshire  
College  

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East Kilbride



# Introduction

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2022/23 proved a successful pilot year of the HNC Next Generation: Childhood Practice qualification, funded through the Scottish Funding Council. Learner satisfaction as well as retention, achievement and inclusivity were all improved in comparison to the existing HNC Childhood Practice qualification. All students on the new course achieved their qualification with two learners achieving a 'distinction' grade. Such was the success of the pilot that the Childhood Practice team have expanded the delivery from one class to two groups for 2023/24. In addition to increasing the new qualification for learners, this expansion of the pilot delivery has allowed the team to test and refine scalability of the project for the anticipated roll out of the qualification in 2024/25.

- The new Next Gen qualification enhanced cross college collaboration as. For example, the Quality Unit, supported the development of the delivery and led on quality assurance throughout the year
- The Joinery Team created learning resources in the form of Froebel blocks which students were able to use.
- Partnership working with the Hospitality Team allowed students to carry out meaningful risk assessments in college kitchens.
- A collaboration with the learning and development curriculum area provided the opportunity for learners to undertake an introductory course in British Sign Language (BSL).

There was also extensive external collaboration taking place throughout 2022/23 with the partner pilot centre for the Next Gen in Childhood Practice, Glasgow Clyde College. This has supported the creation of a strong relationship between the two college teams and facilitated the sharing of good practice and resources. It is anticipated that this relationship will extend beyond completion of the pilot project. This collaboration has supported joint feedback to the Scottish Qualifications Authority (SQA) on the design of the qualification with the SQA responding positively and utilising this information to develop and improve the qualification.



## The Student Experience

Students were positioned at the centre of the learning process and the Lecturing Team effectively 'taught backwards' from the students. Learning was dialectic, problem posing, active, and responsive to student needs and interests. This was the first group of childcare students at the College who had had no formal lectures, and it was found that this approach was naturally more inclusive than the existing HNC programme. Katie, one of the students has shared her experience of the course and she also explains how she was able to keep up her Gaelic Medium Education by being able to attend a Gaelic school placement, which can be seen [here](#).

Feedback from students evidenced that the learning experience was much more accessible than a traditional classroom experience. The student experience survey evidenced 100% satisfaction in all areas for this class group which reflects the investment of the staff team. The HNC Next Generation Childhood Practice students created a video showcasing their learning journey, which can be watched [here](#).

South Lanarkshire College has a diverse student population and there has been an increase in students with additional support needs in recent years. The delivery of this course was seen as inclusive by the learners and Maura, one of the students, talks about the inclusivity of the course in this video, which can be viewed [here](#).



## Meta Skills

The Childhood Practice Lecturers placed a huge focus on meta skills throughout the year. There was a strong belief from the Team that the development of meta skills should be central to delivery in the same way that the skills and qualities required to work with children currently are. This approach to meta skills was praised by Education Scotland on their Annual Engagement visit to the College in April 2023. Additionally, during the Quality Verification visit from SQA in June 2023, the Team's work on meta skills was outlined as an example of good practice. As such, this meta skills delivery model has now been rolled out to all other Early Learning and Childhood programmes at the College in academic year 2023/24.

## The Student Experience

Placement providers are an essential element of the delivery of Childhood programmes and provide the space for students to gain experience, link theory with practice and gain the opportunity to reflect on their practice and the practice of their more experienced colleagues. The HNC delivery team worked hard to secure placements for students and to build and sustain quality relationships with sector partners throughout the year. Feedback from placement providers was excellent and all shared a common theme that students were more prepared for placement, had deeper knowledge and were both more reflective and more confident than students they had provided placements for in the past.

Written feedback received included the following from Ella Mentis, St Patrick's Nursery, Strathaven, who described her student colleague as being, "able to discuss pedagogy and integrate this into her everyday routine whilst interacting with the children". Regarding the Next Generation delivery model, Ella stated,

"I believe that the Next Gen course was successful... I believe it compared favourably with the previous HNC that I completed in 2018/2019. Alex is to be commended on her excellent work and has been offered permanent employment in our establishment."

Similarly, Julie Talent, another of the placement providers, described her student as, "a fantastic example of a childcare practitioner."

# Learner Destinations

Every student who completed the Next Generation programme progressed to a positive destination in June 2023. The following is a breakdown of destinations for the 17 students who completed the programme:

- 13 progressed to university level study with 4 securing a place on the BA Childhood Studies course at the University of the West of Scotland (UWS);
- 5 have gone on to study Primary Education at various universities;
- 2 are currently undertaking a BA in Community Education at UWS;
- 2 are currently enrolled on the HND Education and Social Services programme at the College; and
- the remaining 4 learners have secured employment within the early years sector with 2 of these learners securing employment with their HNC placement provider.

South Lanarkshire College is very proud to have developed a programme of study which has ensured students have progressed onto their chosen destinations and to be working towards creating a skilled workforce within the childhood practice industry.

HNC Next Generation Childhood Practice students celebrating their learning journey.





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East Kilbride



New Lanarkshire College case study

# THE BRAW WEE SHOP



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# Introduction

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## The Braw Wee Shop

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The Braw Wee Shop is a retail environment established within the Motherwell Campus of New College Lanarkshire (NCL) which offers adults with learning disabilities the opportunity to develop real work experience. The students from our Ready for Retail group have been learning about skills for customer care and service, and have been able to hone these key skills within a real working environment. The shop is stocked with a range of unique hand-made products which are crafted by students within all the Supported Learning courses in the Motherwell campus. These are made within specific enterprise or art activities and then sold within the Braw Wee Shop. Sustainability plays a key part in the products that the students make and sell, which is aligned with NCL's core value of 'giving more than we take'.

The Braw Wee Shop was initially established by the Ready for Retail group in academic session 21-22. The group had previously run a successful tuck shop called 'The Braw Wee Shop', housed in a classroom on Fridays. NCL Principal Professor Moore saw the benefit this programme brought to the students involved and to the wider college community, and suggested that the Department of Supported Learning assume responsibility for the running of the previously unused former retail space on the ground floor in the Motherwell Campus, leading to the expansion of the project in academic session 22-23.



## Student Experience

Students worked collaboratively with staff on a launch plan to for the shop to open in November 2022 with a special Christmas theme. They prioritised the creation of Christmas themed products within the classes involved, starting in September. Although this led to a very busy time between September and November, the students loved being engaged in practical tasks and creating new and bespoke products; something that had been sadly lacking in the past few years due to COVID restrictions.

At the same time as the products were being made in the background by our enterprise classes, the Ready for Retail group were preparing the shop space as well as the 'student workforce' for the grand opening in November. They worked on developing good customer service skills, using a till and a chip and pin machine, creating a stock control system, making sure the space was suitable, choosing their uniforms and coming up with engaging ways to personalise Christmas products.

## Impact

The Braw Wee Shop has had a positive impact on both the students involved and the wider community. For the students, it has provided them with a real-world opportunity to develop their skills and confidence in a retail environment. They have also had the chance to meet new people and make friends. Confidence amongst the students involved has increased, along with ambition amidst the realisation of genuine future career opportunities within the retail sector.

For the wider college community, the Braw Wee Shop has provided a unique and affordable shopping experience. It has also raised awareness of the talents and abilities of people with learning disabilities.

In its first six months, The Braw Wee Shop managed to make a profit of £4000 which the students felt would be best used to benefit to the wider student community who are experiencing tough economic times due to the cost-of-living crisis. For this reason, the money was donated to the NCL Foundation to help fund the NCL free breakfast campaign.



## Wider recognition

Creatively utilising core Scottish Funding Council (SFC) funding, the Braw Wee Shop aligns closely with the priority to “reorient our economy to fair work [...] and improve health, cultural and social outcomes for disadvantaged families and communities” identified in the Scottish Government’s National Strategy for Economic Transformation. The shop was commended in the Scottish Parliament as a positive message about the potential for everyone to get out into the world of work. A motion was submitted which “... acknowledges what it sees as the importance of empowerment, promoting transferable skills and the need to improve the real life employment rates, whilst challenging the misconceptions that it believes surround people with disabilities...”.

The Braw Wee shop received a commendation at the Herald Higher Education awards and was also nominated for a ‘Diversity in Education’ award at the Herald Diversity Awards.

The Braw Wee Shop was also featured on STV which was another inspiring experience for the students involved.

# Future Developments

The Braw Wee Shop has been such a success that we are now looking to open additional shops on our Cumbernauld and Coatbridge Campuses. We believe that The Braw Wee Shop has the potential to make a real difference to the lives of people with learning disabilities and are excited to see how it develops in the future.

Stephen Cotter, Head of NCL's Supported Learning department said 'We believe that The Braw Wee Shop can be a catalyst to help promote the amazing things people with learning disabilities can achieve when they are given the chance. We hope that our small venture can play a big part in helping to redress the issue of lack of employment opportunities and poor employment rate for people with learning disabilities which is around 4% within the Lanarkshire area'.





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## Special Meeting of the Board of Management -1<sup>st</sup> November 2023

Held online

### Present

P Hutchison (Chairing Member)  
S McManus (Principal)  
H Anderson  
P Brodie  
S Coutts  
A Doherty (Staff Member)  
C Gibb  
C Mclaughlin  
D Morrison  
P Sweeney

### Apologies

R Smith  
T Robertson  
T Feely  
J Gill  
F Whittaker  
F Mullen

### Abstentions

K Wither (Student Member)  
E Hamilton (Student Member)

Clerk – McGilvrey – Governance Professional

## AGENDA

1.	Declaration of Members' Interests None received
2.	Previous Minutes None were presented as this was a single item agenda but would be considered at the next available committee meeting

3.	<p>Regional Outcome Agreement</p> <p>The Governance Professional had circulated this to the full Board and the Agreement is referred to for its detailed terms..</p> <p>All present voted unanimously to authorise the Principal and/or the Chairing Member to sign the Agreement on behalf of the accept this Agreement on behalf of the College.</p> <p>There being no other business tabled the meeting was closed.</p>
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