

## CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

### NOTICE

There will be a meeting of the CQD committee on 3 May 2022 at 1730 hours via Microsoft Teams or in the Boardroom at South Lanarkshire College

### AGENDA

Agenda Item		Paper
10-22	Apologies for Absence	No
11-22	Declaration of any potential Conflicts of Interest in relation to any Agenda items	No
12-22	Minutes of Previous Meeting – 15 February 2022	Yes
13-22	Matters Arising from the Previous Meeting	
	<b>Matters for Approval</b>	
14-22	Complaint's Report 2020-21	Yes
	<b>Matters for Discussion</b>	
15-22	Student Association Report	Yes
16-22	Curriculum, Quality and Development Update	Yes
17-22	Education Scotland Final Report and Action Plan	Yes
18-22	Student Support Future Funding	Yes
19-22	Final Performance Indicators for 2021-22 and Revised 2019-20	
	<b>Matters for Information</b>	
20-22	Developing the Young Workforce Update	Yes
21-22	Marketing and Communications Update	Yes
22-22	<b>Any Other Business</b>	
23-22	<b>Summation of Actions and Date of Next Meeting</b>	

## CQD MINUTES

Draft Minutes of the meeting of the CQD Committee held on Tuesday 15<sup>th</sup> February 2022 at 17.30 hours in Boardroom and also via Microsoft Teams.

Agenda Item	
1.22	<p><b>Present:</b></p> <p>H Stenhouse (Committee Chair)</p> <p>L McIntyre (Not present, gave apologies)</p> <p>D Morrison</p> <p>A Doherty</p> <p>Paul Hutchinson (Acting Board Chair)</p> <p>R Calin (Student Association Vice President) Is she not considered a Board member in the absence of the President?</p> <p><b>In attendance:</b></p> <p>R Calin (Student Observer)</p> <p>R Harkness</p> <p>D Innes</p> <p>S McManus</p> <p>K Phillips</p> <p>M Sisi</p> <p><b>Apologies:</b></p> <p>F Mullen</p> <p>Note that the two student members are on leave and their apologies are taken as read</p>
2.22	<p><b>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items</b></p> <p>None</p>
3.22	<p><b>Minutes of Previous Meeting – 11<sup>th</sup> November 2021</b></p> <p>The minutes were approved as a true and accurate record.</p>

4.22	<p><b>Matters Arising from the Previous Meeting</b></p> <p>There were no matters arising not covered under other heads</p>
	<p><b>Matters for Decision</b></p> <p>There were no matters tabled requiring decision</p>
	<p><b>Matters for Information &amp; Discussion</b></p>
5.22	<p><b>Student Association Report</b></p> <p>The new Student Vice President was welcomed to the meeting.</p> <p>The Committee considered a very full and detailed report which is referred to for its detailed terms and noted the various student initiatives such as involvement with Cop26 and Action against Gender Based Violence. The free soup &amp; sandwich provision was continuing and there was increased uptake on laptop provision. The availability of a Flexible Learning Space allowing students to work on campus was welcomed. The SA had received the Student Mental Health Certificate – a very considerable achievement in a very short space of time – and the Evaluation and Impact report had been exceptionally positive. Freshers Week had gone well and Smile-Boxes had been given out as part of the welcome</p>
6.22	<p><b>Curriculum Quality &amp; Development Update</b></p> <p>The Committee considered a comprehensive Report which is referred to for its detailed terms . A key point was that the college was not on track to meet core credit target, with a substantial shortfall of approximately 3,000 credits. However, significant work was being undertaken to reduce this gap. The SFC had asked colleges if they should like to hand back credits in year in order to reallocate them, it had been recommended that SLC should not do so at this stage, despite the risk of 100% clawback later in the year. This recruitment and credit shortfall issue remains a sector wide challenge..</p> <p>Despite recruitment challenges the College was working on risk mitigation and was forecasting that it would meet its credit target with the exception of Foundation Apprenticeships – but which would not result in a funding gap as these had not been included in this year’s budget. After detailed discussion the Committee confirmed that it supported the management decision not to surrender credits as that would lead to an immediate clawback of 75% at a time when there were grounds for cautious optimism that the credit gap could be closed. The most up to date Credit Forecast shows a shortfall of 3040 Credits but Planned Additional Activity is forecast to produce 2000 additional credits comprising ten additional courses across Construction, Care and Business – with work ongoing to address the remaining shortfall. The Committee asked to be kept informed in this regard.</p> <p>The College is still following Scottish Government Advice regarding COVID-19 and is awaiting the guiding principles to be published.</p> <p>The Education Scotland visit is scheduled for the week commencing 21<sup>st</sup> February.</p> <p>Overall retention is high by sector standards, but early withdrawals are higher than last year. The pandemic is of course a major factor, but the Quality Team is working to provide quality assurance support where required.</p>

	<p><u>The Faculty of Business</u> has had a disappointing start to recruitment but have plans in place to ensure that recruitment targets are met. The faculty have started to resume external trips.</p> <p><u>The Faculty of Care</u> has had a positive start to recruitment and expects to exceed credit targets.</p> <p><u>The Faculty of Construction</u> has increased recruitment and is working hard on retention. Notably an SLC student was a winner in the National Slate Off Competition and the team were highly commended at the College Network Awards. Staff recruitment remains problematic in this sector and the Committee suggested looking to online professional networks.</p> <p><u>Alternative Funding</u> as a team continues to focus on Modern Apprenticeships , Funding Allocations and on bidding for new contracts.</p>
<p>7.22</p>	<p><b>Developing the Young Workforce – Update</b></p> <p>The Committee considered and noted the paper presented which is referred to for its detailed terms .</p> <p>Retention for the GradU8 programme is strong at 93%with two schools being offered Senior Phase independent on site options and others being considered. At the moment however there has been no take up for the HNC in Quantity Surveying.</p> <p>In respect of the Senior Phase Foundation Apprenticeships, this year’s funding allocation includes 400 credits for new only provision and a new 100 credit Creative &amp; Digital Pathway has been introduced .</p> <p>The College continues to engage with schools to showcase SLC as a viable next step in educational progress and attends a range of school events whenever possible</p>
<p>8.22</p>	<p><b>Marketing &amp; Communications Update</b></p> <p>The Board considered the detailed Report which is referred to for its terms. The Report covered a 3-month period and the Committee noted the launch of the full-time August 2022 Courses and the campaigns in place to aid and improve application numbers.</p> <p>An external agency had been appointed to undertake a brand articulation project and a website rebuild. The Committee noted the potential for reputational damage in the light of recent adverse media reports, but noted also that there had been two open evenings which had been well attended .</p> <p>The Committee also noted the provisional graduation date as being 2<sup>nd</sup>/ 3<sup>rd</sup> November 2022</p> <p>A member of staff had been invited to attend the Worshipful Company of Tylers &amp; Bricklayers at an awards ceremony where an SLC student was a winner.</p> <p>The rebrand of the training restaurant was well under way and the new name is to be “The Study” .</p> <p>Apprenticeship Week will be held on 7<sup>th</sup> – 11<sup>th</sup> March co-ordinated by Marketing &amp; Communications with appropriate cross college support</p>

9.22	<p><b>Key Performance Indicators</b></p> <p>The Committee discussed and considered the subject of KPIs. At the recent Training Day the pack had included an indicative table which it was felt would be a good basis upon which to build. The Committee felt that it would be helpful for Board members to have access to the relevant high-level data. The Committee are aware that the long term goal is to use Power BI to provide a dashboard, but counselled that an analogue approach would be preferred which could capture comparators and live data – on the view that digitisation would be time consuming to set up without appreciable benefit at this stage. Management noted this. This was felt to be an appropriate topic for a future Training and Board Development Day</p>
	<p><b>Key Actions and Date of Next Meeting</b></p> <p>The Clerk recorded the following Action Points:-</p> <ol style="list-style-type: none"> <li>1. The Deputy Principal would ensure that the Board was kept advised of movement on Credit Targets</li> <li>2. The Clerk would incorporate a session on KPIs to be delivered by a senior member of staff at the first available Training day</li> </ol> <p>The next meeting of the Committee is scheduled to take place on Tuesday 4<sup>th</sup> May 2022 at 17.30 hours in the Boardroom and via Teams.</p>
	<p><b>Reserved Items of Business</b></p> <p>There were none</p>
	<p><b>Any Other Business</b></p> <p>The recent SFC consultation on explicit reforms was discussed and was identified as a potential area for college led development.</p>
	<p><b>Closure of Business</b></p> <p>There being no other business the meeting was declared closed</p>

**CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE**

<b>DATE:</b>	3 May 2022
<b>TITLE OF REPORT:</b>	Complaints Handling
<b>REFERENCE</b>	14-22
<b>AUTHOR AND CONTACT DETAILS</b>	Karen Phillips <a href="mailto:Karen.Phillips@slc.ac.uk">Karen.Phillips@slc.ac.uk</a>
<b>PURPOSE:</b>	To request the Board to approve the Annual Complaints Handling Report for 2020-21
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	The Board is asked to consider, note and approve the report which is required to be published. Going forward the Committee will receive a quarterly complaints' update, in addition to the annual report.
<b>RISK</b>	<ul style="list-style-type: none"> <li>• That complaints are not dealt with within the required reporting period resulting in a poor experience for our learners and stakeholders, impacting on the College's reputation.</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>	<ul style="list-style-type: none"> <li>• Across the academic year (AY) 2020-21 there were a total of 23 complaints received, of those 16 were upheld. This is an increase of 3 since AY 2019-20 and 9 since AY 2018-19.</li> <li>• The main category of complaints was in Customer Care which had 7, 6 of which were in relation to staff conduct.</li> <li>• Learning from complaints is an essential part of the progress and training is given where appropriate as part of a complaint.</li> <li>• There is a complaints action plan which has been put in place for 2022.</li> <li>• To date 27 complaints have already been received for this year which is already an increase of 4 in comparison to previous years.</li> </ul>

## **1. INTRODUCTION**

1.1 This note provides a summary of the Complaints Handling Annual Report 2020/21 as well as a quarterly update on complaints to date for the 2021-22 academic year.

## **2. COMPLAINTS HANDLING REPORT SUMMARY**

2.1 For the academic year 2020-21 there were a total of 23 complaints received, of those 16 were upheld. This is an increase of 3 since 2019-20 and 9 since 2018-19. Continued work has been done on the promotion of the complaints process to ensure that complaints are logged appropriately and actioned.

2.2 The main category of complaints was in Customer Care which had 7, 6 of which were in relation to staff conduct. Learning from complaints is an essential part of the progress and training is given where appropriate as part of a complaint.

2.3 A minority of the 23 complainants provided formal feedback when asked to do so by the College. From the 9 responses more training on responding to complaints seems to be required as well as ensuring that the complaints' process is easy to access for all.

2.4 There is a complaints action plan which has been put in place for 2022.

## **3. COMPLAINTS HANDLING UPDATE 2021-22**

3.1 To date a total of 27 complaints have been received.

- Quarter 1 (1/8/21 – 31/10/21) a total of 9
- Quarter 2 (1/11/21 – 31/1/22) a total of 10
- Quarter 3 (1/2/22 - 30/4/22) a total of 8 as at 25/4/22

3.2 There are currently two open Stage 2 complaints.



South  
Lanarkshire  
College  

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East Kilbride

# **ANNUAL COMPLAINTS HANDLING REPORT**

**with SPSO Performance Indicators**

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## **2020/21**

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**COMPLAINTS PERFORMANCE INDICATORS REPORTED FROM 1/8/20 – 31/7/21**

COMPLAINTS HANDLING PROCEDURE INDICATORS		Q1	Q2	Q3	Q4	YTD						
<b>1.0</b>	Total number of complaints received & complaints received per 100 population											
<b>1.1</b>	Number of complaints Received	6	2	11	4	23						
<b>1.2/1a</b>	College Population and Number of Complaints received per 100 population	4808	0.1	5583	0.0	5715	0.2	5996	0.1	5996	0.4	0.0
<b>2.0</b>	Number of complaints closed at each stage and as a % of all complaints closed											
<b>2.1/2a</b>	Number of complaints closed at Stage 1 and % of total closed	5	83.3%	2	100.0%	9	81.8%	3	75.0%	19	82.6%	0.0%
<b>2.2/2b</b>	Number of complaints closed at Stage 2 and % of total closed	1	16.7%	0	0.0%	2	18.2%	1	25.0%	4	17.4%	0.0%
<b>2.3/2c</b>	Number of complaints closed after Escalation and % of total closed	0	0.0%	0	0.0%	1	9.1%	1	25.0%	2	8.7%	0.0%
<b>2.4</b>	Open	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%
<b>3.0</b>	Number of complaints upheld, partially upheld and not upheld at each stage as a % of complaints closed at that stage											
<b>3.0</b>	Stage 1											
<b>3.1/3a</b>	Number and % of complaints upheld at Stage 1	4	80.0%	1	50.0%	7	77.8%	2	66.7%	14	73.7%	0.0%
<b>3.3/3c</b>	Number and % of complaints not upheld at Stage 1	1	20.0%	1	50.0%	3	33.3%	1	33.3%	0	0.0%	0.0%
<b>3.0</b>	Stage 2											
<b>3.4/3d</b>	Number and % of complaints upheld at Stage 2	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%
<b>3.6/3f</b>	Number and % of complaints not upheld at Stage 2	1	100.0%	0	0.0%	1	50.0%	1	0.0%	3	75.0%	0.0%
<b>3.0</b>	Escalated											
<b>3.7/3g</b>	Number and % of complaints upheld after Escalation	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	50.0%	0.0%
<b>3.9/3i</b>	Number and % of complaints not upheld after Escalation	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	50.0%	0.0%
<b>4.0</b>	Total working days and average time in working days to close complaints at each stage											
<b>4.1/4a</b>	Total working days and average time in working days to close complaints at Stage 1	20	4.0	16	8.0	40	4.4	24	8.0	100	5.3	0.0
<b>4.2</b>	Total working days and average time in working days to close complaints at Stage 2	13	13.0	0	0.0	27	13.5	30	30.0	70	17.5	0.0
<b>4b</b>	Total working days and average time in working days to close complaints after Escalation	0	0.0	0	100.0	8	8.0	15	15.0	23	11.5	0.0
<b>5.0</b>	Number and % of complaints closed within set timescales ( S1=5 working days; S2=20 working days ; Escalated = 20 working days)											
<b>5.1/5a</b>	Number and % of Stage 1 complaints closed within 5 working days	4	80.0%	1	50.0%	9	100.0%	1	33.3%	15	78.9%	0.0%
<b>5.2/5b</b>	Number and % of Stage 1 complaints not closed with 5 working days	1	20.0%	1	50.0%	0	0.0%	0	0.0%	2	10.5%	0.0%
<b>5.3/5c</b>	Number and % of Stage 2 complaints closed within 20 working days	1	100.0%	0	0.0%	1	50.0%	1	100.0%	3	75.0%	0.0%
<b>5.4/5d</b>	Number and % of Stage 2 complaints not closed within 20 working days	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%
<b>5.5/5e</b>	Number and % of Escalated complaints closed within 20 working days	0	0.0%	0	100.0%	1	100.0%	0	0.0%	1	50.0%	0.0%
<b>5.6/5f</b>	Number and % of Escalated complaints not closed within 20 working days	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%
<b>6.0</b>	Number and % of complaints closed at each stage where extensions have been authorised											
<b>6.1/6a</b>	Number and % of Stage 1 complaints closed within 10 working days ( extension)	1	20.0%	0	0.0%	1	11.1%	2	66.7%	4	21.1%	0.0%
<b>6.2/6b</b>	Number and % of Stage 1 complaints not closed within 10 working days ( extension)	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	50.0%	0.0%
<b>6.3/6c</b>	Number and % of Stage 2 complaints closed within 40 working days ( extension)	0	0.0%	0	0.0%	0	0.0%	0	0%	0	0.0%	0.0%
<b>6.4/6d</b>	Number and % of Stage 2 complaints not closed within 40 working days ( extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%
<b>6.5/6e</b>	Number and % of Escalated complaints closed within 40 working days ( extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%
<b>6.6/6f</b>	Number and % of Escalated complaints not closed within 40 working days ( extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%

**REPORTING PERFORMANCE INDICATORS (PIs)**

**Indicator 1** – The total number of complaints received

**Indicator 2** – Closed complaints at stage one and stage two

**Indicator 3** – Complaints upheld/not upheld

**Indicator 4** – Average times for a full response to complaints at each stage

**Indicator 5** – Performance against timescales – at each stage within 5- and 20-day timescales

**Indicator 6** – Number of cases where an extension is authorised

**Indicator 7** – Customer satisfaction with the complaints service

**Indicator 8** – Learning from complaints

<b>Q1</b>	01/08/20 - 31/10/20	= 4808
<b>Q2</b>	01/11/20 - 31/01/21	= 5583
<b>Q3</b>	01/02/21 - 30/04/21	= 5715
<b>Q4</b>	01/05/21 - 31/07/21	= 5996

**YTD** | Year to Date

## CUSTOMER CATEGORY BY QUARTER

CUSTOMER CATEGORY: BY QUARTER	Q1	Q2	Q3	Q4	2020/21
<b>C1: Customer Care</b>	0	0	0	0	0
C1S01: Health&Safety	0	0	0	0	0
C1S02: Security	0	0	0	0	0
C1S03: Diversity & Equality	0	0	0	1	1
C1S04: Data Protection	0	0	0	0	0
C1S05: Environmental	0	0	0	0	0
C1S06: Staff Conduct	2	0	2	2	6
C1S07: Student Conduct	0	0	0	0	0
C1S99: Other	0	0	0	0	0
<b>C2: Applications to Progression</b>	0	0	0	0	0
C2S01: Marketing	0	0	0	0	0
C2S02: Application, Admission, Interview, Enrolment, Induction	3	0	2	0	5
C2S03: Progression, Articulation, Withdrawal	0	0	0	0	0
C2S99:Other	0	0	0	0	0
<b>C3: Course Related</b>	0	0	0	0	0
C3S01: Learning & Teaching	0	0	0	0	0
C3S02: Environment/Resources	0	0	0	0	0
C3S03: Course Management	0	1	1	0	2
C3S04: Facilitated Learning & Support	0	0	0	0	0
C3S05: Assessment, Exams & Certification	1	0	0	0	1
C3S99: Other (Industrial Action)	0	0	1	1	2
<b>C4: Services</b>	0	0	0	0	0
C4S01: Finance	0	1	3	0	4
C4S02: Funding / Bursary	0	0	1	0	1
C4S03: Student Records	0	0	0	0	0
C4S04: Providing Learning Support	0	0	0	0	0
C4S05: Library / Learning Technology	0	0	0	0	0
C4S06: Quality etc.	0	0	0	0	0
C4S99: Other	0	0	1	0	1
<b>C5: Facilities</b>	0	0	0	0	0
C5S01: Catering	0	0	0	0	0
C5S02: Student Accommodation	0	0	0	0	0
C5S03: Maintenance, Lifts, Car Parking	0	0	0	0	0
C5S99: Other	0	0	0	0	0
<b>C6: Others</b>	0	0	0	0	0
C6S01: Others	0	0	0	0	0
C6S99	0	0	0	0	0

Customer Category: by Quarter	Q1	Q2	Q3	Q4	2020/21
C1: Customer Care	2	0	2	3	7
C2: Applications to Progression	3	0	2	0	5
C3: Course Related	1	1	2	1	5
C4: Services	0	1	5	0	6
C5: Facilities	0	0	0	0	0
C6: Others	0	0	0	0	0

## COMPLAINTS SUMMARY 2020/21

Summary of complaint by category/ subcategory	Upheld/not upheld	Learning from Complaints (Indicator 8)
<b>Customer Care (7 complaints)</b> <ul style="list-style-type: none"> <li>Diversity &amp; Equality – 1</li> <li>Staff Conduct – 6</li> </ul>	<b>Diversity &amp; Equality</b> – upheld  <b>Staff Conduct</b> – 4 upheld and 2 not upheld	<p>For the course teams to consistently apply college policies in relation to Covid guidance in line with Scottish Government guidance.</p> <p>To consult meaningfully with major stakeholders to include them in programming decisions to foster effective customer relationships.</p> <p>Greater understanding is required on occasion and not to respond to applicants in a way that may be perceived as defensive or negative.</p> <p>To ensure students receive the specific educational support needs that they require and to discuss this at Course Team meetings.</p> <p>Ensure all members of lecturing staff adhere to the college policy relating to non-attendance of students.</p> <p>Remind staff to be aware that when speaking to colleagues their actions and tone may have a negative impact.</p>
<b>Applications to Progression (5 complaints)</b> <ul style="list-style-type: none"> <li>Admissions and Applications – 5</li> </ul>	<b>Admissions</b> – 5 upheld	<p>For a College system to be put in place which notifies counter signatory if a PVG record has not been received.</p> <p>When requesting that students are invited to enrol and do not, Lecturers will contact them individually before the start date of the course.</p> <p>To ensure a positive student experience the Application process and course information on the website must be kept accurate and up to date.</p>
<b>Course Related (5 complaints)</b> <ul style="list-style-type: none"> <li>Course Management – 2</li> <li>Assessment – 1</li> <li>Covid Related – 1</li> <li>Strike Action – 1</li> </ul>	<b>Course Management</b> – 2 not upheld  <b>Assessment</b> – 1 not upheld  <b>Covid related</b> – 1 upheld  <b>Strike Action</b> – 1 upheld	<p>For the College to notify all eligible students earlier about dates and arrangements for Graduation.</p> <p>Communications with Managing Agents and their employers could be clearer to improve planning arrangements for student assessments.</p> <p>Consult with major stakeholders to include them in programming decisions to foster effective customer relationships.</p> <p>Where students have been disadvantaged due to Covid the Faculty must explain to students what alternatives are available to them.</p>

## COMPLAINTS SUMMARY 2020/21

Summary of complaint by category/ subcategory	Upheld/not upheld	Learning from Complaints (Indicator 8)
<b>Services (6 complaints)</b> <ul style="list-style-type: none"> <li>Finance – 4</li> <li>Funding/Bursary – 1</li> <li>Other – 1</li> </ul>	<b>Finance</b> – 3 upheld, 1 not upheld  <b>Bursary</b> – 1 upheld  <b>Other</b> – 1 not upheld	<p>We need to ensure that students are made aware of their responsibilities regarding payment of fees before they commence their studies at interview and / or induction and we should review available information for students who have problems with payment.</p> <p>The studentfees@slc.ac.uk email address for queries and support could be made more prominent.</p> <p>The Finance Dept will also ensure that Student Services know where to access outstanding fees information/reports.</p> <p>The College will ensure that information on course fees is available and visible on the College Website and that students are given the correct advice by staff regarding fees and funding prior to enrolment and at Induction.</p>
<b>Facilities (no complaints)</b>	-	-
<p>One case was referred to the SPSO by a complainant. This was not taken forward by the SPSO and the case was closed by the SPSO in July 2021.</p>		

### YEAR ON YEAR TOTALS

**Totals:** 2020-21 = 23 Complaints      **Summary:** 16 upheld. 7 Not upheld.

**Totals:** 2019-20 = 20 Complaints      **Summary:** 11 upheld. 8 Not upheld. One Stage 2 complaint was not closed due to lack of contact from the complainant.

**Totals:** 2018-19 = 14 Complaints      **Summary:** 8 upheld. 6 Not upheld.

**Totals:** 2017-18 = 11 Complaints      **Summary:** 5 upheld. 4 Not upheld. 2 Partially upheld.

## INDICATOR 7: CUSTOMER SATISFACTION WITH THE COMPLAINTS HANDLING SERVICE

The College requests formal feedback from complainants regarding their satisfaction with the complaints process. A survey is sent to complainants via a Microsoft 365 Forms link seeking their views on the complaints process after the complaint has been dealt with and closed.

In 2020-2021 five responses were received from surveys emailed to twenty-three complainants.

1. One complainant was aware of the Complaints Procedure before they needed to make a complaint and four were not aware.

2. Two complainants reported it was easy to access information about the College complaints process and three reported it was not easy.

3. One complainant found it easy to make my complaint and four did not find it easy.

4. One complainant was able to get help in making my complaint as required and four were not.

5. Two complainants felt their complaint was taken seriously and three did not.

6. Five complainants felt their complaint was not thoroughly investigated.

7. Three complainants were satisfied with the time taken to respond to their complaint and two were not.

8. One complainant said the response received addressed the content of their complaint and four did not.

9. Three complainants were always dealt with courteously and two was not.

## ACTION PLAN 2021/22

Action	By whom	Target Date/Update/Action Completed
Publish the 2020-21 Annual Complaints Handling Report on the College website following presentation to and approval by SLT and the Board of Management in February 2022.	Marketing via Interim Associate Principal (AP) Business (Complaints Handler).	By the end of February 2022
Present the 2021-22 Annual Complaints Handling Published Report to SLT/CLT for discussion of lessons learned.	Interim AP Business (Complaints Handler).	January to March 2022
The Interim AP Business (Complaints Handler) to attend Faculty/ Departmental meetings to continue to raise awareness of complaints handling.	Interim AP Business (Complaints Handler).	January to April 2022
Publicise the Complaints Handling Procedures more widely to students.	Interim AP Business (Complaints Handler) to meet with the Head of Student Services to agree that information re complaints be added to the Student Portal.	March to April 2022
Discuss arrangements with Depute Principal for Succession Planning for Complaints Handling	Interim AP Business (Complaints Handler) to progress discussions with Depute Principal	January 2022





## **COMPLAINTS HANDLING REPORT 2020/21**



**South Lanarkshire College**

**Students' Association**

**Board Report**

**April 2022**

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

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## Overview

### Student Engagement

The SA continues to be busy supporting students and liaising with staff over the last few months. It has been brilliant to see the increase in student numbers on campus and we look forward to welcoming more students over the coming months.

One area that the SA is committed to is that of tackling student poverty. We are very proud of the number of initiatives at the College to help support students, especially during such challenging financial times. Further details of these initiatives are detailed throughout the report. An overview of these activities include:

- expanding our free soup and sandwich initiative to include free breakfast
- providing free sanitary products to students both on campus and at home
- promoting access to the short- and long-term laptop loan system, as well as re-opening of the Flexible Learning Unit
- awareness raising of discretionary funding and how to apply for this
- promotion of free travel in Scotland for everyone aged between 5 and 21 years of age

Alongside this focus on student poverty, the SA has been involved in several other activities including our continued participation for the EmilyTest Charter, promoting the College's mental health support services via the Think Positive Hub, highlighting the 2022/23 student elections, as well as a variety of events.

The time between Easter and finishing a course in June can be a very busy, and sometimes stressful, time of year for students for various reasons. We are keen to ensure students know the SA are there for them to provide support and signposting when needed. Regular student emails and social media messaging take place to ensure students are kept up to date with what's happening with the SA and the College as a whole.

## Gender-Based Violence (GBV) Prevention

We are very proud that the College has been accepted to undertake the full EmilyTest Charter, as part of the ongoing commitment to tackling gender-based violence. The SA worked closely with the College throughout the Charter Pilot, which took place earlier this year.

We look forward to working together with the College to continue to raise awareness about this important issue. Information about the College undertaking the full EmilyTest Charter was shared with students via social media messaging, all student emails and a press release by the Marketing team.



The SA also provides their email address in any student comms, alongside the dedicated Student Support email, to highlight to students we are there to support and signpost them as and when needed. Awareness raising is also being increased with new staff GBV prevention cards and updated toilet door campaigns

## Free Soup & Sandwich/Free Breakfast

Free soup and a sandwich continues to be very popular amongst students. In February of this year 306 lunches were provided and this increased to 686 in March 2022. The SA are proud to be able to provide this important initiative in its aim to combat student poverty. This is more important than ever due to the increase in cost of living.

We will continue to promote this service throughout the remainder of the academic year. Going forward the SA will be offering a free healthy breakfast to all students one day per week. This will be an option of porridge/cereal and a piece of fruit. In order to benefit as many students as possible this will take place on a separate day to the free soup and sandwich offer. Roll out of this offer will start in May 2022.



As always, we are very grateful to Inspire Catering for working in partnership with the SA to offer this to all students.

## Free Sanitary Products

The SA has been keen to highlight that although more students are returning to campus, the College will continue to provide free sanitary products to all students direct to their home. This partnership with Hey Girls was introduced during lockdown in 2020 and allows us to continue supporting students who may be studying remotely.

Like the free soup and sandwich/free breakfast, we feel it is extremely important to continue promoting this free service to help tackle student poverty. Free sanitary products continue to be available on campus from various locations and we have increased promotion of this service via social media and all student emails.



## Digital Poverty

The SA and the College are committed to ensuring students face no barriers to engaging with or completing their courses. We regularly signpost students to both the short term and long-term loan laptop schemes. To date there have been 432 long term loan applications received and assessed.

Alongside this laptop loan system, the College has re-opened the Flexible Learning Centre for all students to access and use for study during term time. This area allows students easy access to PCs and printing, thereby reducing barriers at what can be a stressful time of year for students. The SA have been keen to promote this through a variety of different messaging platforms.

## Discretionary Funding

As part of the SA and the College's commitment to tackling student poverty, we are proud that the College has disbursed additional discretionary funding to those students most in need. The SA sent out an all-student email highlighting what discretionary funding is and how students can access this. We strongly encouraged any student that was facing financial hardship to access this funding via the Student Portal and to contact the Bursary team if they had any queries regarding the process.

## Free Bus Travel

Free bus travel is now available for all 5- to 21-year-olds living in Scotland. The SA has regularly helped to promote this initiative via social media and our student newsletters. We are encouraging all eligible students to sign up for this scheme to help with student poverty, as well as encourage sustainable behaviours.

We have also highlighted that students should apply sooner rather than later as having access to free travel will impact on travel allowances in the next academic year. We are very supportive of this scheme and hope to see many SLC students taking part.

## Student Mental Health Agreement – Think Positive Hub

The Think Positive Hub was launched on 30 March and the SA is delighted that information on the support services available at SLC are promoted on this page. We have worked closely with Think Positive to tailor this information and will continue to update it with mental health and wellbeing updates and events.



The SA regularly promotes the support services available within the College, such as student counselling, free mindfulness class, free yoga, access to Togetherall and dedicated Student Services support. Looking forward we are keen to promote the benefits of positive mental health and encouraging students to take a proactive approach to looking after their health and wellbeing. This will be a key theme in the upcoming Mental Health Awareness Week, further details of which are shared in the Events section of this report.

## NUS Elections

We would like to pass on our congratulations to the new President Elect of NUS Scotland, Ellie Gomersall. The SA is committed to working in partnership with NUS Scotland through various initiatives to ensure students are supported throughout their education.

## SA Elections

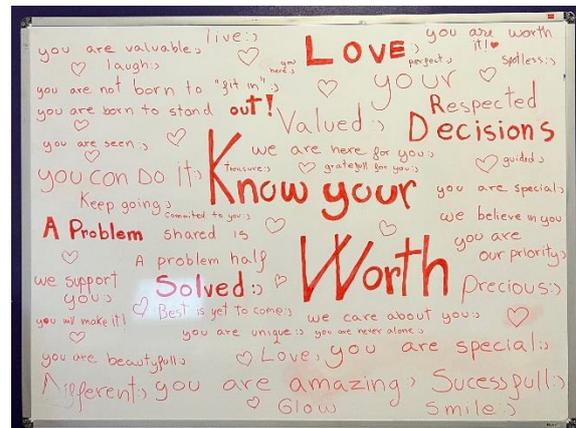
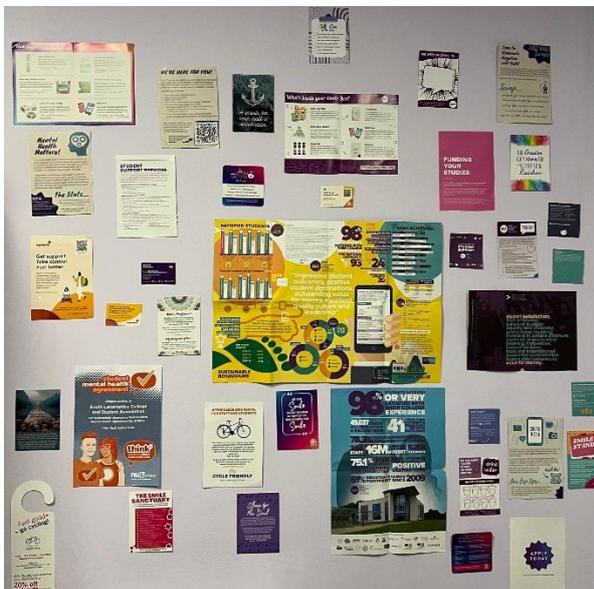
SA Elections for the 2022/23 Student President and Vice President are now underway. Students have been made aware of the elections and encouraged to participate in via social media and all student emails.

Nomination packs were available on the website from 4 to 29 April, as well as upon request via email to the Deputy Returning Officer. A briefing session will take place for candidates on 3 May. Voting will then take place online through Moodle from 4 to 18 May. All students will be able to cast one vote for their preferred candidate or they can vote for RON (Re-Open Nominations). The results of the elections will be announced via all student email and social media on 20 May.

The SA and Student Services team are working closely with the Quality Department and Class Reps system to share this information as widely as possible, as well as encouraging any current Class Reps who may be interested in putting their name forward.

## SA Office

With more students now coming back to campus, the SA have refreshed their office space in the Atrium to make it more welcoming. We have created a more comfortable space for students who would like to drop in for a chat, as well as decorating the wall space to draw more attention to the support available within the College. We hope this encourages students to get in touch and check in with the SA on a face-to-face basis, as well as through digital methods such as social media and email.



## Website and Brand Articulation

We were delighted to take part in the recent focus groups discussing the new website that will be launched later this year. It was a great opportunity to provide feedback and insight into how the website and rebrand can help benefit students, as well as promote the College to visitors and applicants. It also helped to build confidence and communication between students and staff by enabling students to freely share their opinions regularly, thereby assuring them we are a listening organisation. The SA look forward to being involved further with this work going forward.

## Events

### No Smoking Day

#### **Wednesday 9 March**

The SA were heavily involved in raising awareness of No Smoking Day which took place on 9 March this year. As part of our work, we created an online quiz that students could access via a QR code and hyperlink. This meant both students on campus and working at home could take part.

The quiz was made up of a short selection of awareness raising questions to encourage further thought and discussion. To encourage uptake in the quiz, all correct entries were entered into a prize draw to win a £30 Boots voucher. This was promoted via the all-student email and social media page. We also hosted a stall in the Ground Floor Atrium to raise awareness of the event and encourage students to take part.

## Forthcoming Events

### Scottish Learning Disabilities Week

#### **Monday 2 - Sunday 8 May**

The theme for this year's event is "We all have human rights!". The SA are working closely with the Learning Development, HR and Student Services teams to discuss activities for the week. This includes having information stalls in the main atrium where we can talk with students more about this event and the support within the College.

### Mental Health Awareness Week

#### **Monday 9 – Sunday 15 May**

Created by the Mental Health Foundation, the theme for this week is loneliness and how we can help to reduce this.

The SA will be arranging a Positivitea Event for students as part of our Think Positive Mental Health Grant Award. For this event we are working with the Hospitality department to provide free cake and coffee/tea to students in The Study Restaurant. Students can use this space to talk to each other and take time out of their busy day. Alongside this we are working on providing lots of other activities such as a speaker from LAMH, free student breakfasts, resilience workshops and promoting the free yoga and mindfulness classes.

**CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE**

<b>DATE:</b>	3 May 2022
<b>TITLE OF REPORT:</b>	Progress Update
<b>REFERENCE</b>	16-22
<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 update the Board on curriculum and quality activity to date.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	<p>The Board is asked to:</p> <ul style="list-style-type: none"> <li>Note that the college has met its core credit target. Work is now progressing to meet its full target 50,035, which is still a risk. Consider, discuss and note the risk to meeting the college's overall credit target.</li> <li>Note the quality update.</li> <li>Consider and note the curriculum updates.</li> <li>Consider and note the alternative funding update.</li> </ul>
<b>RISK</b>	<ul style="list-style-type: none"> <li>That attainment rates for Academic Year (AY) 2021-22 will decrease due to the impact of COVID restrictions, impacting adversely on the College reputation as the best performing college in Scotland and delivering disappointing outcomes for students.</li> <li>That the College does not meet its overall credit target due to recruitment challenges.</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>	<ul style="list-style-type: none"> <li>The core credit target is 46,029, with ESF, Foundation Apprenticeships (FA) and COVID deferral credits on top of this brings it to a total of 50,435. Note the college has not included FA credits in its budget so the revised target is 50,035.</li> <li>The College has achieved its core credit target and is on track to meet its ESF target. Actual credits to date are 48,222, with projected credits at 1,528. The forecast gap is 284 credits.</li> <li>The regional funding allocation for AY 2022-23 is 3.4% lower than the current session discussions will take place with New College Lanarkshire to agree the credit allocation for both colleges.</li> <li>Line management changes for the Business Curriculum Management team have been announced and the consultation closes on 29 April 2022.</li> <li>In line with the Scottish Government guidance the College is adhering to 8 guiding principles following the removal of legislative COVID restrictions. Facemasks and distancing measures are no longer enforced. The</li> </ul>

	<p>College has taken steps to increase student and staff numbers on campus. However, all staff are encouraged to respect personal choices should individuals wish to continue to wear facemasks and/or observe social distancing.</p> <ul style="list-style-type: none"><li>• Retention remains high for the College, however further withdrawals continue to increase. Much work remains to be undertaken by the Quality team on supporting curriculum areas with quality assurance activities, however this may be impacted adversely by strike action.</li><li>• The Faculty of Business are working hard to put on additional courses across the College for progressing students. Retention remains positive. The Faculty has high profile good news stories in Professional Cookery.</li><li>• The Faculty of Care has continued to put on additional activity to support with reaching the overall credit target. Overall retention is positive with though challenges remain in the FT FE student cohort. In addition, it has generated additional income through the Flexible Workforce Development Fund and engaged closely with employers.</li><li>• The Faculty of Construction has increased its recruitment this year and is working hard to retain its students. It is expected to exceed its credit target. The area is working with New College Lanarkshire on a smart metering initiative with Scottish Power.</li><li>• The College's Modern Apprenticeship contract for 2022-23 has been confirmed. A range of activities have been launched through the Access, Choices and Employability Rural project.</li></ul>
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## 1. INTRODUCTION

1.1 This paper provides an update on the college's attainment for the past three years, as well as an overview from all three faculties, alternative funding and quality activity.

## 2 CREDIT ACTIVITY

2.1 As reported to the Committee in February 2022 there was a significant credit gap of 3,772 credits, which curriculum teams have worked hard to reduce. Given the previously reported recruitment challenges the College is focussing on meeting its core funding targets before taking on any additional pots of funding. Table 1 below shows a much-improved forecast, with a gap of 285 credits.

2.2 Table 1: Credit Forecast as At May 2022

Activity Area	Credit Allocation	Actual Credits to Date	Difference to Target	Projected	Difference to Target with Projected
<b>Total Credit Target (not including FAs)</b>	<b>50,035</b>	<b>48,222</b>	<b>-1,813</b>	<b>1,528</b>	<b>-285</b>
Foundation Apprenticeships (FAs)	400	99	-301	Not going to meet, but no impact on budget.	

2.3 This means that the college has surpassed its core credit allocation of 46,029 and on track for meeting the ESF allocation of 3,140. The gap also includes some ESF and additional credits that were allocated for deferred student places, however, guidance from the Scottish Funding Council received on 21 March 2022 states that discretion will be applied on the recovery of these deferred funds, so it is unlikely that clawback of this funding will occur.

2.4 The curriculum team are continuing to work hard to minimise the risk to the credit forecast, and to mitigate any financial risk, a gap of 1,000 credits has been added to the college's end of year forecast, which was reported to the Finance Committee on 25 April 2022.

2.5 Further work will need to be done as a region to understand what our end year regional position will be and SLC are confident that we will be very close to our credit target.

### 2.6 2022-23 Funding Allocation

2.7 1.2 The Scottish Funding Council announced that allocations for the next academic year are likely to be reduced and that they do not have the funds to cover the sector's costs, due to the Scottish Government's "flat cash" budget scenario. Indicative funding allocations for 2022-23 have now been released and the region is facing a 3.4% drop, equivalent to 62,567 credits, with a teaching reduction of approximately £1.5m.

2.8 Other funding for mental health and digital learning support have been deleted from 2022-23 funding. Discussions will now take place within the region regarding the split of the allocation and what that should look like for both colleges.

### **3 LINE MANAGEMENT CHANGES**

3.1 As mentioned at the last Board meeting in March there are key structural changes that need to take place to allow capacity to further develop the College. The first of these changes was announced prior to the Easter break, where it was proposed to not replace the Associate Principal for Business and the Deputy Head of Business roles, but rather to subsume the Business curriculum areas under the line management of the Associate Principals for Constructing and Care respectively. (Annex A)

3.2 The Curriculum Managers affected by this change have been consulted as well as the wider Faculty, and suggestions for creating a new identify for these areas are being taken on board. It is proposed that this new line management structure will start from July 2022. The current Interim Associate Principal for Business will work with her Associate Principal colleagues and Curriculum Managers to ensure a smooth a transition and handover.

### **4 COVID-19 CAMPUS RESTRICTIONS**

4.1 In March 2022 the Scottish Government published its's 8 guiding principles to managing COVID-19 and remaining vigilant in a college and university settings, post legislative restrictions which can be found [here](#).

4.2 The wearing of face masks and physical distancing will not be enforced, however, a "RESPECT" campaign has been launched to ensure that due consideration is given to anyone who wishes to continue wearing a facemask or have their personal distance respected post legislative requirements.

4.3 The college expects the vast majority of staff and students to return to campus learning and working, however, where blended learning works for students, then consideration for that continuing will be given with liaison between line managers and lecturers. Even though restrictions have lifted we are keen to reflect on what we have learned from the pandemic and what working flexibly means for us as an organisation.

### **5 LEARNING, TEACHING AND QUALITY**

5.1 The table below shows the retention and withdrawal figures to date. Retention has dropped by 3% for FT and HE FE programmes, overall is still sitting at 90.4%. Further withdrawals have increased since the last Committee by 95.

5.2 Table 3: Early and Further Withdrawals and Retention as at May 2022

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
FT FE	1,257	84	6.7	81	6.5	86.8
FE PT	2,412	72	3	89	3.7	93
HE FT	910	50	5.5	76	8.4	86
HE PT	286	8	2.8	6	2	95
<b>Overall</b>	<b>4,865</b>	<b>212</b>	<b>5</b>	<b>252</b>	<b>5.2</b>	<b>90.4</b>

5.3 A revised Learning, Teaching, Assessment and Quality Induction is under development, for delivery in 2022. A thematic modular delivery approach is being adopted that complements the College Development Network's, "Teaching in College's Today" SCQF level 7 and 8 units, which staff can access for self-directed learning. This is being developed to support lecturing staff on their professional learning pathway to achieving their Teacher Qualification in Further Education (TQFE).

5.4 Plans to support a successful SQA National Qualifications examinations diet for 2022 are well under way, and the SQA invigilator pool has been expanded to support students with assessment arrangements, for example, at least 8 SQA invigilators are required to support Higher English. The SQA Chief Invigilator will be delivering on-campus training in partnership with the Quality Team, on the 28 April 2022. A contingency plan to train staff has also been agreed with SQA to support compliance on the day, should there be capacity issues.

5.5 The Quality Team have been attending a series of CPD events and webinars to support the adoption of the of the SQA Next Gen portfolio. Including: Meta Skills, HN Next Gen Quality Assurance, HN Next Gen Grading and HN Next Gen Articulation.

5.6 The College Leaver Destinations 2020-21 database was successfully submitted on 25 March 2022. The pre-cleansed data indicates confirmed positive destinations of 97.1%. Note that the sample size has reduced from 93.5% confirmed returns for 2019-20 to 85.1% for 2020-21.

5.7 There is still a great deal of external verification activity to take place before students can successfully complete their courses, with a further 34 external quality assurance visits due to take place. Unfortunately, the planned strike action is a risk to this activity taking place on time.

5.8 There is direct impact due to the cancellation/rescheduling of external quality assurance visits and it is also possible that lecturing staff will not submit their results or undertake action relating to the completion of their students.

## 6 THE FACULTY OF BUSINESS

6.1 The Faculty of Business has a credit target of 10,660 and is currently standing at 9,753 with further credits projected between May-June 2022. Recruitment for the 'Pathway to Study Success' programmes is lower than hoped for but marketing efforts continue. These short 3-week full time courses have been designed and are aimed at academic year 2021/22 students across the College who are progressing onto 2022/23 courses.

6.2 : There are a total of 1,360 current enrolments across the Faculty of Business. As recruitment in August 2021 had been lower than expected, much work had been done to support January 2022 recruitment, in order to support any potential credit shortfall, however it was also lower than expected.

6.3 To date the Faculty of Business has received 629 fulltime FE and HE applications for August 2022 programmes. 17 applications have been rejected, 502 offers have been made and 24 have withdrawn their applications. There are 66 applications pending and 20 awaiting interviews. These figures are broadly consistent with April recruitment in previous years. Faculty teams continue to follow up all requests for information and applications received in an effort to convert them to offers made and accepted by potential students.

6.4 There are currently 1,252 enrolments across the Faculty. Current overall retention is 88%, early and further withdrawals 7% (92 enrolments) and 6.5% (82 enrolments) respectively. Course teams are working hard to retain students. Table 4 shows the breakdown of retention and withdrawals across all modes.

6.5 *Table 4: Early and Further Withdrawals and Retention as at May 2022 Faculty of Business*

Mode	No. of Enrolments	Early Withdrawal	%	No. of Further Withdrawals	%	Retention %
FT FE	180	30	16	18	10	73
FE PT	597	25	4	24	4	91
FT HE	426	34	8	39	9	83
HE PT	49	3	6	1	2	92

6.6 Pastry Chef Lecturer, Helen Vass participated in an hour-long episode of the Scottish Chefs Podcast hosted by Jack O'Donnell, chef patron of the Sisters Restaurants in Glasgow. She referred to Helen as the "The Pastry Magician" and "One of Scotland's best Pastry chefs". Helen discussed her entry to hospitality and her career journey including her current role at SLC.

6.7 Chef Lecturer David Auchie worked with his students to enable them to prepare lunch for the Masterchefs of Great Britain at their annual lunch and awards at the Prestonfield 5\* Hotel in Edinburgh on 29 March 2022.

6.8 Four HNC Professional Cookery students were tasked with the preparation, production and finishing of 6 varieties of canape for the 400 guests, a total of 2400 pieces. Two former HNC Professional Cookery students also assisted at Prestonfield. All 6 students were presented with awards for their 'outstanding contribution' at the 'COP 26' event held at the SEC in Glasgow in November 2021 and attended the full lunch as guests.

6.9 Following a successful portfolio submission and interview a current HND photography student has been accepted onto the photography degree programme at the School of Art for 2022/23. This is a notoriously difficult programme to gain entry to, and the student and course team are delighted.

## 7 THE FACULTY OF CARE

- 7.1 The total number of student enrolments this session is 1,952. This includes all courses across all delivery modes; full time FE, full time HE, part time FE and part time HE. This number is down by 270 enrolments on the previous year. Enrolments are highest for part time FE programmes at 939.
- 7.2 There is further activity planned to start in May. This includes three short full time FE programmes across Hairdressing, Barbering and Beauty Therapy subjects. These courses are designed to prepare students who have already applied for August courses with the necessary skills to make a confident start to their new course with a view to improving early withdrawal rates. In addition, these courses will generate an estimated 400 credits which help with (core) gap planning activity.
- 7.3 Recruitment for August 2022. The total number of offers across the faculty for both full time HE and FE provision is currently sitting at 92%. There is sustained high demand in Health and Social Care, Early Education and Childcare and Life Science with the number of offers above 94%. In Hairdressing and Beauty Therapy offers are sitting at 75%.
- 7.4 Current retention figures across all modes of attendance are showing an improvement on last year's figures but remain subject to change. Overall retention is currently sitting at 88%. Early withdrawal for full time FE is consistent with last year, while part time HE shows a significant improvement of 12%. Table 5 below breaks down the figures for all modes.

7.5 Table 5: Early and Further Withdrawals and Retention as at May 2022 Faculty of Care

Mode	No. of Enrolments	Early Withdrawal	%	No. of Further Withdrawals	%	Retention %
FT FE	521	38	7	54	10	82
FE PT	939	38	4	48	5	90
FT HE	408	15	3.7	32	7.8	88
HE PT	84	1	1.2	0	0	98

### 7.6 Employer Engagement

- 7.7 The faculty have consistently delivered additional income by winning Tenders through forging partnerships with the local authorities and by building business relationships with employers using the (SFC) Flexible Workforce Development Fund.
- 7.8 Examples include the "Upskilling Project", which over the last 4 years has generated over £306,000 by delivering a range of qualifications including SVQs and PDAs for South Lanarkshire Council across the Health, Social Care and Childcare sectors to South Lanarkshire residents. This academic session the Care team will deliver a further £66,380 in additional income plus 680 credits through this project, generating a total of £237,200.
- 7.9 For the current Flexible Workforce Development Fund (FWDF) round of funding, all curriculum areas within the faculty have delivered, through building new relationships with SMEs. An additional 19 new employer contacts have been secured to date. A broad range of courses have been delivered, including Kindergarten Training, Palliative Care, Mental Health First Aid, Barbering, Infection Control and Health and Wellbeing. The total planned income for SME's is £44,436 and for Levy Payers is £23, 536, with a total value of £67, 972.

7.10 In addition, other projects delivered by the faculty include Rural Academy, Modern Apprenticeships, Professional Apprenticeships, Foundation Apprenticeships, and the Employability Fund.

#### 7.11 ***Partnerships***

7.12 During session 2021/22 South Lanarkshire College worked very closely with South Lanarkshire Council to support students seeking employment, a collaborative employment partnership both organisations gain from and see as invaluable. Since 2018, this close co-operation has delivered tangible outcomes. For example, all students seeking employment are offered interviews for Nursery Practitioner jobs and Classroom / Education Support Assistant roles.

7.13 First, council staff organise recruitment sessions for HNC/D Childhood Practice and PDA Education Support Assistants students, covering the job role, opportunities available, application process, interview procedure and expectations. Students can then apply for any advertised jobs, and every student who submits a completed application, is offered an interview.

7.14 Many are then offered jobs with South Lanarkshire Council on completion of their course in June, where possible the Council will match offers to student preferences such as term time contracts, 52-week contracts and full/part time roles. Having a job offer before completion of their course has proved very motivational for the students. Additionally, this collaboration is helping deliver the Scottish Government's objectives around significant expansion of childcare provision across Scotland.

#### 7.15 ***Experiential Learning***

7.16 Staff and students have been working on a movie 'Mercy Falls' being directed by Scottish filmmaker Ryan Hendrick. This is a Magic Monkey Films production, and details of the film are available [here](#).

7.17 The students involved are from the HND Year 2 Make up Artistry course assisting on set with make-up applications, special effects, hair and wig styling. They participated during filming over the last month, accruing valuable work placement hours that contribute towards a unit within their course.

7.18 In summary, this has been a fantastic opportunity for lecturing staff to maintain their work/ industry skills and take part in some valuable CPD. For the students this has been a fantastic opportunity to experience a live film set, gain experience working as part of a crew and to network making industry contacts. Both staff and students were very enthusiastic about the experience.

### **8 FACULTY OF CONSTRUCTION**

8.1 All programmes that were planned to start have now started and well underway with most if not all being on campus to support ongoing student retention and attainment.

8.2 1,661 students have enrolled to date compared to an overall enrolment of 1,370 in 2020/21. This increased number reflects the deferred students and better than anticipated recruitment in Construction.

8.3 Retention for all modes is sitting at 96%, this now also includes January 2022 retention figures. Retention remains high across apprenticeship programmes. Early withdrawals are sitting at 2%. Further withdrawals are currently sitting at 2.1%. The vast majority of withdrawals are at FE level which is in keeping with the college as a whole

8.4 Table 6: Early and Further Withdrawals and Retention for the Faculty of Construction

Mode	No. of Enrolments	Early Withdrawal	%	No. of Further Withdrawals	%	Retention %
FT FE	556	16	2.8	9	1.6	95
FE PT	876	9	1	17	1.9	97
FT HE	76	1	1	5	6.5	92
HE PT	153	4	2.7	5	3	93

8.5 The Faculty has realised 18,347 credits against an overall target of 17,500. Again, as reported earlier this is due to deferred students now completing and better than predicted January starts in Construction.

8.6 There have been changes in the management team, with two Curriculum Managers now having left the college for retirement and returning to industry reasons respectively. This has allowed the Associate Principal to realign curriculum areas under the new management team, and this will be implemented in the new academic year. The areas are now: Building Services and Engineering, Carpentry and Joinery, Wet Trades and the Built Environment.

8.7 An excellent opportunity to create a regional partnership has been established. SLC and New College Lanarkshire (NCL) are working together to create a pipeline of talent to support Scottish Power's ambition around SMART Metering installation. We have previous expertise in this area which has allowed us to support NCL to create this tri partnership.

8.8 Recent External Verification in Carpentry and Joinery provided a High Confidence statement from the SQA.

8.9 The National House Building Conference (NHBC) held at the college on the 7 April 2022 was a great success. The delegates from the house building and supply chain were able to see the college and what we can offer to support the industry. We are in the process of creating future links with the NHBC.

8.10 The Energy Skills Partnership (ESP) are working in partnership with Mitsubishi Electric and have set up a heat pump training event for staff involved in the delivery of heat pumps. Training will take place in Hatfield, Mitsubishi Electric Europe BV, on the 4 May 2022 with a member of staff from SLC attending.

8.11 South Lanarkshire College has been asked to host the SkillBuild Scottish heats on the 14 June 2022. SkillBuild is delivered by CITB, which is the largest multi-trade competition and forms part of WorldSkills UK. Successful students go through to the national finals normally held in November each year at the NEC Birmingham.

## 9 ALTERNATIVE FUNDING

### 9.1 *Skills Development Scotland Contracts*

9.2 Since the last Committee our modern apprenticeship contract with Skills Development Scotland for 2022-23 has been confirmed, with an increase of £28k. The contract value has been increased to £350,000 to reflect employer demand, with an anticipated 123 new starts. A total of 255 apprentices is expected at the peak of the contract SLC which is the highest number ever managed by the College.

9.3 Previous contract was very successful if final income of £322,654 and number of starts standing at 107, plus 12 re-entrants and 4 progressions.

### 9.4 *ACE Rural Project (Access, Choices and Employability) (1st April 2022 to 31st March 2023)*

9.5 Activity that is planned and/or taking place through the ACE project includes:

- Pre-apprenticeship project in construction which started 14 March 2022 until 16 June 2022.
- Mental Health Awareness Course (in Lanark) from April 2022 until June 2022.
- Business Administration Course (Lanark) from April 2022 until June 2022
- Professional Development Award (PDA) in Classroom Assistants at Lanark, Stonehouse and Strathen is planned for September 2022.
- First Aid and Paediatric First Aid (Lanark) from April 2022 until June 2022

9.6 The college is working closely with agencies like the Job Centre Plus (JCP) and Skills Development Scotland to spread the news about the project being active in the area again and advertising the courses on social media. In addition, the College is keeping the "Clydesdale Practitioners Group" informed of our presence in Lanark. As well as this the College is also working closely with South Lanarkshire Council Employer Services, who send out vacancies every week to the project team and offer interview opportunities to participants

## **ANNEX A**

### **LINE MANAGEMENT CHANGES**

#### **1 INTRODUCTION**

- 1.1 The College is now entering a new phase of development and challenges in light of changes to the external landscape. Opportunities exist to implement new methods of working and develop contemporary curriculum to deal with a changing commercial landscape.
- 1.2 The Scottish Funding Council have also announced that allocations for the next academic year are likely to be reduced and that they do not have the funds to cover the sector's costs, due to the Scottish Government's "flat cash" budget scenario. This consultation paper provides an overview of academic line management changes that the college is proposing following on from natural turnover of staff.

#### **2 OUR CONTEXT**

- 2.1 SLC is a small college and relies heavily on key staff to perform both strategic and operational functions. Whilst the college mainly runs well operationally, there is not always space to develop, innovative and strategise. There is also a significant risk that should key members of staff leave or become unwell then it may impact on the operational running of the organisation.
- 2.2 Given the external context, identified annual priorities, Education Scotland feedback and recent staff turnover this would seem an appropriate opportunity to make small changes, in consultation with staff, which would seek to have fewer senior managers and move the college to a two-faculty model.

#### **3 PROPOSED STRUCTURE CHANGES**

##### **3.1 *Academic Management***

- 3.2 There are currently vacancies for the Associate Principal of Business and the Deputy Head of Business, note the current Deputy Head is the interim Associate Principal and is retiring in June 2022. This faculty is the smallest both in terms of enrolments and credits, approximately 1,400 and 10,000 credits respectively. Construction has approximately 1,600 enrolments and 17,700 credits and Care is the largest faculty with around 2,000 enrolments and 20,000 credits.
- 3.3 It is proposed to not replace these roles, but instead to change the line management of the four Business Curriculum Managers and their areas under the two remaining experienced Associate Principals. There has already been change within the other faculties as one of the Construction Curriculum Managers recently retired, with another leaving shortly, resulting in curriculum realignment. The Faculty of Care have been looking at their curriculum intent and aligning that to external demand. In addition, a two-faculty approach would enable sharing of best practice and support.

3.4 Not replacing these senior roles would lead to financial savings and it is proposed that the college would incorporate this as part of its financial modelling and scenario planning to look at what further support could be provided at an operational level.

#### 4 PROPOSED LINE MANAGEMENT CHANGES

4.1 The current line management structure of the Faculty of Business is as follows:

4.2 *Table 1: Current Structure*

Associate Principal of Business
Deputy Head of Faculty
Curriculum Manager for Hospitality, Events, Tourism and Horticulture
Curriculum Manager for Business Management and Media (including AIT, Photography and Languages)
Curriculum Manager for Accounting and Legal (including Police and SWAP)
Curriculum Manager for Learning Development (including ELS/SfL, Counselling, ESOL and BSL)

4.3 The proposed line management structure is shown in tables 1 and 2 below.

4.4 *Table 2*

Associate Principal of Construction and the Built Environment
Deputy Head of Faculty
Curriculum Manager Carpentry and Joinery
Curriculum Manager The Built Environment
Curriculum Manager Building Services
Curriculum Manager Wet Trades
Curriculum Manager for Hospitality, Events, Tourism and Horticulture
Curriculum Manager for Business Management and Media (including AIT, Photography and Languages)

#### 4.5 Table 3

Associate Principal of Care
Deputy Head of Faculty
Curriculum Manager Beauty Therapy
Curriculum Manager Health and Social Care
Curriculum Manager Children and Young People
Curriculum Manager Hairdressing, Barbering and Make Up Artistry
Curriculum Manager for Accounting and Legal (including Police and SWAP)
Curriculum Manager for Learning Development (including ELS/SfL, Counselling, ESOL and BSL)

4.6 It is proposed that the names of the two existing faculties will be changed to reflect the curriculum areas and staff will be involved in this process.

4.7 Line management for lecturing staff will not be changed, and it is not proposed to change work rooms for staff members. There will be no changes to any staff members' terms and conditions.

### 5 ADMINISTRATION AND SUPPORT

5.1 Currently the Faculty of Business has two administrators. One postholder works directly with the Curriculum Manager for Learning Development and it is proposed that will remain. It is proposed that the second postholder will move under the line management of the current Associate Principal for Construction.

5.2 Line management for the Kitchen Assistant postholders will remain unchanged under the Curriculum Manager for Hospitality, Events, Tourism and Horticulture.

### 6 TIMINGS AND NEXT STEPS

6.1 It is proposed that this new line management structure will start from July 2022. The current Interim Associate Principal for Business will work with her Associate Principal colleagues and Curriculum Managers to ensure a smooth a transition and handover.

6.2 It is appreciated and recognised that this may be a significant change for staff members within the Faculty of Business so it is important to gauge your views and provide you with an opportunity to ask questions. If you have any questions please email [consultation@slc.ac.uk](mailto:consultation@slc.ac.uk) by 29<sup>th</sup> April 2022. At this point all the questions will be collated and responded to for all to view.





# College Progress Visit Report

**South Lanarkshire College**

[Click here to enter a date.](#)

DRAFT

<b>College Principal</b>	<b>Liz McIntyre</b>
<b>Progress Visit (PV) Date</b>	<b>22 February 2022</b>
<b>College Nominee</b>	<b>Stella McManus</b>
<b>Lead Inspector</b>	<b>Barbara Nelson</b>
<b>College HMI</b>	<b>Ian Beach</b>
<b>Outcome of Progress Visit</b>	<b>Satisfactory progress</b>

### Purpose of the progress visit

PVs are planned collaboratively between the college, Education Scotland and SFC. The team carrying out the PV engages with staff, learners and other stakeholders and produce a summary report for each college, which will be shared with the principal, college Regional Board and/or college Board of Management.

### Overall judgement regarding progress

At the end of the PV, HM Inspectors of Education, Associate Assessors and Student Team Members review the evidence gathered during their discussions with college managers, staff, learners and stakeholders. They assess the progress that colleges have made against their Action Plans, taking account of any changes to local circumstances. Based on this evidence, the team will form a view as to whether the college has made satisfactory progress against its Action Plans or has not made satisfactory progress. This outcome is contained within this report with accompanying commentary to support the findings.

The PV for South Lanarkshire College explored five overarching themes linked to the college's enhancement plan and priorities around COVID-19 recovery. The themes are:

- Curriculum, learning, teaching and assessment;
- Services to support learning;
- Learner engagement;
- Evaluation to facilitate improvement; and
- Learner progress and outcomes.

## Background and context

### The college and its context

South Lanarkshire College is one of two colleges within the Lanarkshire region. Each college in the Region has its own Board of Management and is assigned to the Lanarkshire Regional Board. The Lanarkshire Regional Board ensures that consistency of provision across the Lanarkshire region. Currently the college is operating under interim leadership arrangements who are implementing a number of changes

Lanarkshire is the third largest Regional Skills Assessment (RSA) region in Scotland by population. The area has a medium-term forecast which predicts that Lanarkshire will possess 10% of all Scotland's job openings over the next few years. Expansion and replacement demand going forward will be for 43% of people to have higher level qualifications (SCQF 7-10).

The College delivers a range of further education (FE) and higher education (HE) programmes from Scottish Credit Qualification Framework (SCQF) Level 4 level 8.

The college works with South and North Lanarkshire two local authorities and a range of partners and stakeholders in its local community. This includes partnership with local schools, delivery of Senior Phase opportunities for young people.

**Commented [SM1]:** Level 2 to level 8

**Commented [SM2]:** We also work with east Renfrewshire but our predominate work is with these 2 local authorities.

## Findings from the progress visit

### Curriculum, learning and teaching and assessment

#### Areas of positive progress

- College senior leaders have a clear and shared vision which is reflected in the college's strategic plan for excellence in delivery. These plans include development of a learning and teaching strategy which includes a digital strategy. However, this has been interrupted by COVID-19 and ongoing internal issues.
- The recently introduced curriculum planning process has been welcomed by staff. Programme teams take good account of the local economic context and Labour Market Intelligence (LMI) to ensure appropriate progression opportunities for learners. They are reflecting on their response to delivery and the environment for learning post COVID-19 and are using this experience to influence curriculum planning.
- Teaching staff are flexible and have adjusted teaching approaches to take into account the impact of COVID-19. The college has remained partially open to learners and staff throughout the pandemic to provide a safe space for learning and essential access to resources. Innovative changes to delivery approaches include evening sessions, recorded lessons and virtual work placements. Staff comment that these work well for learners who benefit from focused support and teaching assistance. Teaching staff recognise this model of delivery offers a more equitable experience for learners who can access provision at a time and place to suit their lifestyle.
- The college supports the digital upskilling of staff and learners very well. This approach ensures learners have the skills required to engage effectively in their programme. Teaching teams make good use of Microsoft Teams to deliver teaching sessions and communicate with learners. They adapt teaching styles and use a variety of approaches to engage learners to ensure they take responsibility for their learning. Teaching teams recognise communication within and across teams has improved over the pandemic period and there is willingness to reach out for support and share best practice approaches.
- Teaching and support teams collaborate well together and focus on quality improvements that benefit learners. Information Technology Champions support teaching teams well in the delivery of remote learning, through use of recorded videos, streaming channels and conference cameras. This impacts positively on learner's knowledge and understanding.
- A few curriculum areas use Virtual Employment Placements effectively and support online meetings with mentors to help overcome the shortage of work placements. Within childcare programmes, a number of local nurseries provided helpful work placement experiences.
- Programme teams have made significant adjustments to assessment arrangements in line with national guidance from awarding bodies. These include: a move away from closed-book to open book assessments; Care Foundation Apprenticeship assessment online, and the use of simulated practices for community nursing courses. This influenced the curriculum scheduling particularly for practical courses where teams responded innovatively to capturing evidence through time-lapse photography, social networks and video.

- Guidance tutors provide helpful support to learners by working with all learner groups, including regular one-to-one discussion opportunities. Guidance tutors refer non-curriculum issues to support services through clearly defined channels. To mitigate withdrawals most curriculum staff text or telephone learners when learner absenteeism becomes an issue. If required, this is then escalated to Student Services.
- The Marketing team interact well with curriculum teams to promote college programmes and learner success. They provide videos and newsletters, visit schools to promote and inform opportunities, hold open evenings. The college has recently introduced a new post of School Development Officer to improve school-college awareness of college programmes and liaise with school staff more effectively.

#### Area for further progress and actions required

- In most subject areas, there is a lack of clarity regarding the skills that learners are developing, including meta skills. Learners do not yet experience a consistent approach to skills development across teams. There is a need to ensure all staff are familiar with developing and embedding these aspects of learning within the curriculum across the college.

#### Services to support learning

##### Areas of positive progress

- The college provides a high standard of wrap around services, which impact positively on learner retention and student outcomes.
- Support teams adapted well to COVID-19. They quickly upskilled staff and moved services online to ensure continuity of service to learners. Staff comment there has been increased engagement from learners who now feel more confident accessing support services and staff can respond timeously to requests.
- The counselling team make classroom visits to promote their services. They have developed support sessions to reflect student demand, for example: "Coping with Covid"; strength and resilience workshops; and dealing with stress, anxiety and sleeplessness. In addition, the college has trained 23 staff as mental health first aiders to further build capacity to support learners. This is effective in developing resilience and raising learner awareness of services on offer. Counselling staff promote their support services well to staff and learners making good use of videos and newsletters to improve accessibility to services.
- A range of workshops have been developed to support the resilience and mental health of learners and staff, and to provide signposting to support service provision. The college recognises the challenge of mental health, particularly among male students, and have targeted particular curriculum areas such as Construction, and as a result more young males are now accessing support.
- Support service teams collaborate well with curriculum staff and there are many examples of changes and improvements that have been implemented to support learners. For example the Learner Development team used a range of innovative techniques to engage learners with Additional Support Needs (ASN) during periods of college closures, involving support

workers and families. They also took a holistic approach, offering a seven day phone check in, to ensure all students had food and were not at risk.

- The college recognise the challenges that some learners experience in accessing learning caused by digital poverty. The IT team provided a high level of support during the pandemic including issuing a range of equipment and technical support and training. This included providing training for families and support workers directly to encourage and support them to assist vulnerable learners with the switch to remote learning.
- The college has developed separate student support services contact arrangements and a help desk to support direct contact for learners. This enables learners to access services outwith standard college opening times. Large numbers of learners are aware of the service and value the support they receive.
- To support remote learner access to library service provision, library staff increased their stock of e-books and removed all fines for non-returns. They also made it easier for learners to pick up and drop off of library books and learning materials along with easier access to online resources. Learners valued this service.

#### Area for further progress and actions required

- Support Service Managers are overly reliant on the informal communication across different support service teams. There is a potential risk to individual learners of falling through the gaps and the college not having a holistic picture of individual learners and the support needs.

Commented [SM3]: Is this a typo and should read "are" ?

### Learner engagement

#### Areas of positive progress

- South Lanarkshire College Student Association is fully represented across all the associated committees and their contribution to meetings is highly valued by staff and board members.
- Almost all classes have a class representative, supported by the quality manager, to ensure the student voice is represented collectively in course team evaluations and enhancement plans. All class representatives receive Student Partnership in Quality Scotland (sparqs) training and are positive about how this training helped them carry out their role.
- Specialist training from sparqs to engage more males to participate in the student association has been highly effective in increasing the numbers of young males representing their class groups.
- Class representatives meet regularly with senior staff to provide feedback on their college experiences. Staff recognise the value of this approach and use this well to inform action planning for improvement. Most learners can give examples of how improvements have resulted after they had given feedback at programme team meetings.

- Almost all learners are aware of the wide range of opportunities that are available to them to give feedback on their experiences. They value this and feel they are listened to and their opinions are valued.
- The college is making increasing use of social media to engage learners in college life. This is impacting positively on learner confidence and learners share their learning experiences and showcase their work.
- Almost all learners had a positive pre-enrolment experience prior to starting on their programme. Well-planned recruitment, enrolment and induction arrangements prepared them well for their programme. This included helpful training from curriculum staff on how to make best use of online platforms.
- All learners are very positive about their college experience and value the support they receive from staff to achieve their aspirations. The approach that “no learner gets left behind” is effective in building confidence with learner groups. Teaching staff collaborate well to identify learners not engaging in their programme. They have a range of strategies to help re-engage these learners through learning and teaching or support services, depending on individuals’ requirements.
- Almost all learners are aware of the opportunities to provide feedback to the college. These include a student portal, questionnaires, regular discussions with curriculum staff and feedback forms after Student Support Services events or services. Class reps engage well in discussions with college managers about what is working well and not so well. A few learners engage with the Student Question Time (hustings approach) which is held each year. Learners use this opportunity to meet with a panel of college managers to ask direct questions about their college experience, which managers respond to and record to feed in to improvement plans.

#### Areas for further progress and actions required

- Overall, learner participation in the Student Satisfaction and Engagement Survey (SSES) return is low (35%) with too few learners using this as a means to express their views.
- The Student Association and class representatives would benefit from more opportunity to work and meet together, share thinking and agree actions.

#### Evaluation to facilitate improvement

##### Areas of positive progress

- Recently introduced **evaluation** arrangements have resulted in a **streamlined evaluation** processes across all areas of the college. College Managers have made good progress in communicating and implementing this change to programme and support services. Staff welcome these changes and report a simpler and more timely process that empowers them to take action and implement curriculum changes that benefit learners. Early indications indicate more engagement in the process than before. However, it is too early to fully evaluate its impact across college.

**Commented [SM4]:** Could we add in the word “revised” before evaluation as this reads as if the college did not have any evaluation in place.

**Commented [SM5]:** Typo needs a space

- Quality staff have created course information “hubs” to retain all documentation for the new evaluation cycle in a central location. This includes PI data, course evaluations, enhancement and action plans, best practice and learner survey data. Curriculum managers are now able to access and update all relevant documents related to each programme area for review and analysis.
- The new Faculty Review provides a platform for curriculum managers to highlight positive aspects of their curriculum provision alongside those programmes performing below target. Managers appreciate the opportunity to discuss programme performance, which includes focused questions that feed better in to curriculum planning. Staff strongly support this new approach which also allows for the discussion and sharing of best practice.
- The college has clear improvement targets for all modes of attendance. Managers use these targets effectively in self-evaluation to assess progress against desired outcomes and to develop clear action plans based on this analysis.
- The college is currently developing a more responsive reporting process to support curriculum teams and board members to analyse Key Performance Indicators (KPIs) and learner data more effectively. Board members are provided with a dashboard that supports board committees to identify relevant data and analyse trends in college performance. Training has been provided for staff and board members to enable them to interrogate KPI reports effectively.
- Curriculum teams meet regularly to discuss learner issues and develop actions for improvement. They make good use of key performance indicator data, LMI and the learner voice to support their evaluations to influence the college’s improvement priorities and curriculum planning. Teams highlight examples of Best Practice in learning and teaching which are considered for further dissemination across the college
- The Quality Enhancement Group oversees the enhancement of learning and teaching. The Professional Dialogue on Learning and Teaching (PDLT) provides opportunities for the review of learning and teaching standards and informs themes for professional development of teaching staff.
- The Operational and Curriculum Manager’s forum (OMCM) is effective in providing opportunities for cross-college discussions about improvement priorities and the sharing of emerging practice across curriculum and services to support learning teams.

**Commented [SM6]:** Could we add in here, The Faculty Review, replacing the Academic Board approach, again to emphasise that there was something already in place.

#### Area for further progress and actions required

- The findings of the Professional Discussion of Learning and Teaching (PDLT) are not shared widely with teaching staff to support the dissemination of emerging practice.

## Learner progress and outcomes

### Areas of positive progress

- Most learners who enrol on a college programme are successful and attain a certificated award.
- Most learners completing their programme move on to a positive destination such as another college programme, higher education or employment.
- Attainment rates for all modes of learning have been above the national sector performance level for the past three years.
- The attainment rate for learners with a disability is five percentage points above the national sector performance level of 68%.
- Most learners can articulate their career pathway intentions and how their college studies reflect the needs of their chosen industry. This is supporting learners' progress towards their employment goal.
- A few college programmes have achieved an improvement in learner attainment and retention as a result of switching to a blended learning delivery approach.
- In some programme areas, the hybrid approach adopted by curriculum teams has improved retention, as learners are less anxious, do not need to travel and do not have concerns over childcare or caring responsibilities.
- Curriculum teams are able to articulate the reasons behind low outcomes for particular programmes. They use this information to put in place actions to improve outcomes for learners.

### Areas for further progress and actions required

- Based on current college data, attainment rates for learners across all modes of attendance in 2020/21 have declined and are lower than in previous years.

**Commented [SM7]:** As per the recently published PIs our attainment rates for learners across all modes of attendance have slightly increased except for FE and HE FT.

### What happens next?

The progress visit report will be shared with SFC, the college Board (and in multi-college regions, the Regional Strategic Body).

**Barbara Nelson**  
HM Inspector

**CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE**

<b>DATE:</b>	3 May 2022
<b>TITLE OF REPORT:</b>	Education Scotland Progress Visit
<b>REFERENCE</b>	17-22
<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 a summary of the Education Scotland Progress Visit.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	To consider and note the findings in the progress visit as well as the College's Enhancement Plan.
<b>RISK</b>	<ul style="list-style-type: none"> <li>• That areas for enhancement are not actioned resulting in an unsatisfactory visit from Education Scotland.</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>	<ul style="list-style-type: none"> <li>• The report highlights a number of areas of positive progress which include, the increased use of labour market intelligence to ensure appropriate progression opportunities for learners, the flexibility of teaching staff and various innovative approaches to learning. The use of virtual work placements and revised approaches to assessment arrangements. Excellent support provided to students.</li> <li>• Areas for further progress include having a more consistent approach to embedding meta skills, have an overarching strategy for Student Support services, increase learner voice through improved collaboration with class representatives and the Students' Association.</li> </ul>

## **1. INTRODUCTION**

1.1 The College had its Education Scotland Progress Review the week commencing 21 February 2022 with staff and students participating in professional discussions with inspectors. The visit was centred around the following themes:

- Curriculum, learning, teaching and assessment.
- Services to Support Learning
- Learner Engagement
- Evaluation to Facilitate Improvement
- Learner Progress and Outcomes.

1.2 The good news is that the college has made satisfactory progress since its last visit which is the best outcome that colleges can receive. This paper provides an overview of the key highlights and areas for enhancement. Please also refer to the draft Education Scotland Progress Visit report. The College's Quality Enhancement Plan can be found at Annex A.

## **2. AREAS OF POSITIVE PROGRESS**

2.1 Senior leaders have a clear vision to develop a learning and teaching digital strategy.

2.2 The curriculum planning process is clear and considers the regional and national skills agenda and provide progression opportunities for students.

2.3 Staff being completely learner centred providing positive learning experiences despite the challenge of the pandemic.

2.4 Students like the move to Office 365 and has allowed students to receive improved communication and ask for help and support more easily.

2.5 Good use of virtual work placements.

2.6 Innovative changes to delivery, clearly evident that all staff have digitally upskilled themselves and learned about digital learning pedagogy.

2.7 All staff provide exceptional support for students and provide an equitable learning environment by focussing on individual student needs.

2.8 Recognition of new systems being developed and starting to have an impact such as new reports and changes to curriculum planning.

2.9 Refreshed evaluation process is moving in the right direction, allowing for a more collaborative approach to making changes and helping to create "safe places" to talk about challenges.

2.10 Students understand and able to give feedback and can give positive examples of changes made.

2.11 Excellent example of best practice in the development of a thematic HN qualification for Childhood Practice. This was reflected by the students in this area.

## **3. AREAS FOR FURTHER PROGRESS**

3.1 Have a consistent approach to embedding meta skills across the college.

3.2 As part of our strategy development include an overarching one for services to support learning.

3.3 Increase student voice, participation and engagement through improving the connection between the student association and class representatives to ensure a stronger and more autonomous voice.

- Consider the reasons for the decrease in attainment rates especially FT FE, as they may be adversely affected if there are any issues such as the pandemic, due to having a higher number of apprentices, senior phase and practical students than in other colleges.

These areas for progress have been added to the College's existing enhancement plan for action.

## ANNEX A: QUALITY ENHANCEMENT PLAN ACTIONS – MAY 2022

QUALITY ENHANCEMENT PLAN (QEP) 2021-22			
AREA	ENHANCEMENT	KEY ACTIONS	PROGRESS
<b>1. FT FE Attainment Rates</b>	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 Faculty 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 Faculty reviews.</li> <li>1.4 Continued wraparound support provided by Student Services and curriculum teams to keep students on track to achieve.</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Completed.</li> <li>1.2 Completed, next Faculty Review scheduled for May 2022.</li> <li>1.3 Completed</li> <li>1.4 Ongoing</li> </ul>
<b>2 Curriculum Planning</b>	To start to review the curriculum intent at SLC and to clearly identify our key curriculum strategic priorities by January 2022, which will help to ensure all areas have clear progression pathways.	<ul style="list-style-type: none"> <li>2.1 Revised college wide approach to curriculum planning based on up-to-date LMI and national priorities.</li> <li>2.2 Further deep dive required into curriculum to mitigate risks to under recruitment. This will involve a more through analysis of under recruiting courses.</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Completed, revised process in place for 2022-23.</li> <li>2.2 In progress.</li> </ul>

<b>3 Learning and Teaching</b>	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.	3.1 Continue to share best practice and use digital champions within areas. 3.2 Training & Development plans for each area to be created focussing specifically on learning and teaching support required, with use being made of national sessions. 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. 3.4 To implement an improved professional learning pathway for academic staff to support progress towards TQFE.	3.1 In progress. Sharing of best practice happens formally through staff conference days. This could be further improved through scheduling of specific cross college events. Action for 2022-23. 3.2 Incorporated into Faculty self-evaluations and planning documents. 3.3 Not yet started. Action for 2022-23. 3.4 Initial meetings have started and an approach has been agreed.
<b>4 Learner Voice</b>	To make better use of results from student surveys and student feedback to effect improvements the learner experience.	4.1 Collation of actions has started so that feedback can be provided to students on progress being made with their requests. 4.2 Student Voice, Lecturer and Curriculum Manager working groups started to promote wider engagement and enhance the action planning processes. 4.3 Learner participation in surveys is too low, post COVID work with the class representatives and Student Association to increase.	4.1 Ongoing. 4.2 Ongoing and can be seen in reviews. 4.3 Action for 2022-23
<b>5 The use of systems to monitor and drive performance are not fully embedded across the College.</b>	To implement a suite of Power BI reporting to allow all staff to have improved data insights allowing for earlier intervention and planning.	5.1 New achievement and retention report to be established to focus performance against key indicators, including the ability to monitor achievement gaps. 5.2 Curriculum planning system developed. 5.3 Credit projection report established.	5.1 Completed 5.2 Completed 5.3 Completed 5.4 Partially completed, started for the review of the application system but not college wide. A college wide approach to systems still to be agreed.

		5.4 System Systems Group to be re-established to review college wide systems.	5.5 Further action to provide additional training for new systems in place by August 2022.
<b>6 Credit Realignment</b>	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 Curriculum areas have already planned for 2022-23. Work has just started on realigning delivery as the SFC regional allocation for 22-23 has been received.
<b>7 Skills Development</b>	To review the curriculum to identify embedded specific skills development opportunities, including meta skills.	7.1 To develop and agree a college wide approach to skills development across the college through focussed training sessions for academic staff, by December 2022.	
<b>8 Support Services</b>	To further a process to provide a holistic picture of individual learners and their support needs.	8.1 Implement a Student Services Strategy by December 2022.	
<b>9 Student Association</b>	To support the Student Association and Class Representatives to work more closely together, share thinking and agree actions.	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.	
<b>10 Professional Discussion on Learning and Teaching (PDLT)</b>	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.	

**CURRICULUM, QUALITY AND DEVELOPMENT (CQD) COMMITTEE**

<b>DATE:</b>	May 2022
<b>TITLE OF REPORT:</b>	Student Support Funds Update
<b>REFERENCE</b>	18-22
<b>AUTHOR AND CONTACT DETAILS</b>	Rose Harkness, Head of Student Services <a href="mailto:Rose.Harkness@slc.ac.uk">Rose.Harkness@slc.ac.uk</a>
<b>PURPOSE:</b>	To provide the Board with an update on student support funding for the academic year (AY) 2022-23 and a summary of student support funds activity over the past year.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	The Committee is asked to: <ul style="list-style-type: none"> <li>• Note the 4.0% regional reduction in student support funds for AY 2022-23.</li> <li>• Note the factors leading to reduced demand on student support funds.</li> <li>• Note the increased activity of disbursement of discretionary hardship funds.</li> <li>• Note the ongoing concern of student poverty and inequality.</li> </ul>
<b>RISKS</b>	<ul style="list-style-type: none"> <li>• A decrease in the student support funds regional allocation for next year.</li> <li>• Not meeting ongoing student expectation or financial hardship due to less available discretionary funding.</li> <li>• Increased demand for discretionary hardship due to the increase cost of living, fuel, and utilities costs.</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>• Reduction in regional allocation for student support funds</li> <li>• Factors influences demand levels.</li> <li>• Increase in student support hardship activity.</li> <li>• Concern that student poverty and inequality is likely to increase in the forthcoming academic year placing greater demand on student support funds.</li> <li>• Communication to students raising awareness of hardship funds and free travel arrangements for u21s.</li> </ul>

## **1. INTRODUCTION**

This report provides an update on the student support allocation for the next academic year and gives an overview of student support discretionary hardship funds activity in the past year. It also looks at ongoing concerns about student poverty and inequality, and the need to provide student support that adapts to the changing nature of poverty and inequality post-pandemic.

## **2. REDUCTION IN THE REGIONAL STUDENT SUPPORT ALLOCATION**

2.1. The Scottish Funding Council (SFC) confirmed the indicative Student Support funding allocation for AY 2022-23 for the Lanarkshire Region as £16,439,498, representing a 4.0% reduction in overall funding.

2.2. The Student Support budget has not been fully spent in recent years, primarily due to the reduced numbers of students on FE level courses and the impact of the COVID-19 pandemic and the associated restrictions.

2.3. Factors leading to reduced demand include:

- Less demand for childcare during lockdown
- Less travel during lockdown
- Student withdrawals

2.4 Factors leading to increased demand include:

- General COVID hardship and lack of Part Time employment – requirement for Discretionary Funds
- Students requiring support with digital equipment

2.4. In addition to COVID-related impacts, there has been a general underlying trend towards a reduction in the overall numbers of students recruited to full-time FE courses in colleges in the last five years, for example in the AY 2016-17 there were 46,038 full-time FE enrolments compared to 41,795 in the AY 2020-21.

2.5. Over the same period, colleges have spent less on childcare due to the increased availability of free childcare. We also anticipate there will be savings on the travel budget because of the introduction of free bus travel for young people under 21 years. However, due to the poor uptake of this new benefit in South Lanarkshire this is likely to present a number of challenging issues for the College. Please click [here](#) to see the following article for more information.

2.6. Due to the positive school pupil attainment rates and the staying on rates continue to be high we may see a continued lower level of general demand for FE level activity, which could lead to a further reduced demand for FE student support.

## **3. INCREASED DISBURSEMENT OF STUDENT DISCRETIONARY HARDSHIP FUNDS**

3.1. In the current academic year, we have disbursed £1,574,454.42 of discretionary hardship funds. We have supported 581 FE level and 150 HE level students with discretionary funding. This was made possible through increased funding from the SFC,

an easing of policy requirements and colleges opening funds over the summer and opening bursary funds early.

- 3.2. This represents a significant increase on previous years discretionary fund activity where we disbursed £925,601.48 in AY 2020-21, £904,772.96 in AY 2019-20 and £664,066.84 in 2018-19. Prior to the COVID-19 pandemic, our normal spend for discretionary hardship funds was in line with activity in AY 2018-19.
- 3.3. In recognising that this has been another difficult year for students. COVID-19 restrictions and uncertainty around new variants have led to ongoing blended learning delivery and students continuing to face significant challenges in their studies therefore additional funding has been made available from the SFC to support students in digital poverty and financial hardship. This has allowed us to support all enrolled FE students with digital inclusion and the increase cost of living, fuel, and utilities costs.
- 3.4. We continue to promote the availability of hardship funds through the Student Association and ongoing fortnightly student email communications. This includes regular information on the new free travel arrangements for u21s and the importance of applying for this early as it is likely to impact funding next academic year.

#### **4. POVERTY AND INEQUALITY**

- 4.1. We anticipate that students will continue to experience significant financial hardship in the forthcoming academic year. This is linked to the increase cost of living, fuel, and ongoing projected rising costs of utilities.
- 4.2. The overall bursary rate for AY 2022-23 is likely only to be increased in line with current GDP deflator rates (approx. 4.05%) and not linked to the actual cost of inflation. This may result in the bursary weekly rate not being enough to provide a reasonable level of support and place more demand on discretionary hardship funding. The (2017) Gadhia *Review of Student Support 'A new social contract for students'* identified the need to re-think the student support offer at FE level so that it is fair and equitable in comparison to HE level support.
- 4.3. The recommendations made the Gadhia Report were only partially implemented for care experienced learners and there remains a significant inequality in funding approaches for college learners, both full-time and part-time, including a living wage, amongst other things.
- 4.4. There also remains concern over the EMA level of support for 16–17-year-olds. The maximum award is £30 per week (based on 100% attendance requirement), with the household income for eligibility being significantly low.
- 4.5. The College student population has historically come from more deprived backgrounds and some of the people hit hardest by the pandemic are likely to be more vulnerable to financial insecurity and hardship. The role of colleges in tackling poverty and inequality will be crucial to help those students from more deprived backgrounds to provide the skills and training needed to improve overall life chances and greater wellbeing. We recognise the role the College will play in providing the appropriate financial support to

reduce financial barriers to studying that can drive the progression opportunities in tackling poverty and inequality.

- 4.6. There is some concern that by providing higher levels of discretionary hardship funding year on year that we are raising student expectation that they will receive the same or a similar level of funding in the future and that increasingly discretionary hardship funding is viewed as a 'mainstream' element of the student support package.
- 4.7. In providing effective financial support post-pandemic, the College will continue to be responsive by offering immediate financial crisis support to those disadvantaged students who are significantly impact by poverty. We will also continue to work to address cost factors such as period poverty, digital poverty and food poverty.

**CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE**

<b>DATE:</b>	3 May 2022
<b>TITLE OF REPORT:</b>	Performance Indicators
<b>REFERENCE</b>	19-22
<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 update the Board on the Scottish Funding Council confirmed Performance Indicators (PIs) for the College for 2020-21 as well as the updated PIs for 2019-20.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	The Board is asked to: <ul style="list-style-type: none"> <li>Consider, question and note the attainment rates for the College for 2020-21,</li> </ul>
<b>RISK</b>	<ul style="list-style-type: none"> <li>That attainment rates for 2021-22 will decrease due to the impact of COVID, impacting on SLC's reputation as the best performing college in Scotland and delivering disappointing outcomes 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>	<ul style="list-style-type: none"> <li>Attainment is lower than in previous years due to the impact of COVID, in FE and HE FT courses. FE FT courses have decreased by 10.4%. However, attainment rates across the remainder of FE and HE provision are positive.</li> <li>The number of learners partially completing their courses has increased by 138 across all modes of delivery.</li> <li>Whilst attainment rates for FE PT courses between 320 hours and FT have dipped, the vast majority of FE PT courses have shown a significant increase in comparison to 2019-20.</li> <li>Attainment for Care learners on FE PT lasting more than 160 hours increased by 1.5% compared to session 2019-20.</li> <li>Construction learners on HE PT courses continue to achieve highly with attainment rates of 88.8% an increase of 3%.</li> <li>Learners with increased barriers to learning such as Care Experienced, those from SIMD10 and 20 areas experienced a dip in attainment despite the additional support provided.</li> </ul>

## 1. INTRODUCTION

1.1 This paper provides an overview of the College's 2020-21 confirmed performance indicators which the Scottish Funding Council have just published. Please refer to the Scottish Funding Council's South Lanarkshire College PIs 2020-21 pdf document for the full detailed breakdown.

## 2 OVERALL PERFORMANCE INDICATORS

2.1 . Despite a challenging academic year as a consequence of the pandemic members should note that the College again provided students with a high-quality learning experience. Members should note that the 2019-20 academic year (AY) results have been amended slightly due to the deferred student outcomes being reconciled, these updated results are shown in Table 2, with the figures in brackets indicating what had previously been reported.

**2.2 Table 1: Summary of Performance Indicators 2020-21**

Mode	No. Completed Successful	%	Partial Success	%	Withdrawal	%	Total	2020-21 National Rates %
FE FT	627	60.7	168	16.3	238	23	1,033	61.3
FE PT	1,581	78.9	252	12.6	172	8.6	2,005	76.3
HE FT	800	77.6	68	6.6	163	15.8	1,031	72.1
HE PT	418	85.7	40	8.2	30	6.1	488	81.3

\*Key: Further Education Full Time (FE FT), Further Education Part Time (FE PT), Higher Education Full Time (HE FT), Higher Education Part Time (HE PT)

**2.3 Table 2: Summary of Amended Performance Indicators for 2019-20**

Mode	No. Completed Successful	%	Partial Success	%	Withdrawal	%	Total	2019-20 National Rates %
FE FT	985 (956)	71.1 (71.4)	162 (145)	11.7 (10.8)	238	17.2	1,385	65.2
FE PT	1,287 (1,242)	77.2 (78.4)	201 (167)	12.1 (10.5)	176	10.6	1,655	79.7
HE FT	809 (806)	77.7 (77.9)	95 (91)	9.1 (8.8)	137	13.2	1,041	69.8
HE PT	303 (292)	84.9 (85.6)	22 (17)	6.2 (5)	32	9	357	78.9

2.4 As was previously reported key concerns were around FE FT attainment which is 10.4% lower than in academic year 2019-20. However, FE and HE PT attainment rates have increased slightly by 1.7% and 0.8% respectively. HE FT has dipped only very slightly by 0.1%. Members should note that in line with previous years the College's data set for all modes of delivery is above national rates except for FE FT courses. In addition, while the College's withdrawal rates have increased, they are also below national rates.

Furthermore, the College's academic year 2020-21 HE FT and HE PT attainment is 2.6% and 2.7% higher respectively than in academic year 2018-19, which was prior to the pandemic. More detailed information regarding the SFC published data can be found [here](#).

- 2.5 In line with academic 2019-20, students only partially completing their courses in academic year 2020-21 continues to be higher than in previous years, with an increase of 138 students across the College and all modes of attendance. It is anticipated that this trend will continue in the current academic year due to the impact of COVID-19. Members should note curriculum teams are working actively to mitigate this risk.
- 2.6 Attainment on FE PT courses between 320 hours and up to FT has declined by 6.1%, however, more learners across the following PT courses have completed successfully in comparison to last year.
- 172 learners completed successfully on courses of 40 up to 80 hours, 83.7% and an increase of 12.4%.
  - 263 learners completed successfully on courses of 80 up to 160 hours, 93.25 and an increase of 18.3%.
  - 988 learners completed successfully on courses of 160 up to 320 hours, 76.3% and an increase of 3.3%.
- 2.7 Care learners (590) on FE PT courses lasting 160 hours or more demonstrated good attainment rates of 75.4%, an increase of 1.5% in comparison to academic year 2019-20, whereas Construction (974 learners) attainment on the same FE PT courses decreased by 6.9% to 70.1%.
- 2.8 Construction learners on HE PT courses lasting 160 hours or more continued to be the top performing group in the College with attainment rates of 88.8% for 206 learners an increase on last year of 3%. This was closely followed by learners on courses in the subject groups of Social Subjects and Care, which had attainment rates of 84.3% and 83.1%, as well as increases of 6.9% and 3.6% respectively in comparison to academic year 2019-20.
- 2.9 Success for learners on HE PT course of 320 hours and up to FT has significantly increased by 15%, and there has been a very slight dip of 1% for learners on courses of 160 up to 320 hours.
- 2.10 On both FE and HE courses lasting more than 160 hours male and female learners achieve broadly in line with each other. This is an improvement on last year where there was a 6% gap in attainment on FE courses between males and females, with the former achieving higher than the latter. Much remedial work took place last year to support learners to achieve to the best of their abilities.
- 2.11 Despite the extensive additional support provided by teams there were decreases in attainment for groups of learners facing the greatest barriers to learning, these include:
- Students from SIMD10 (674 students) and SIMD20 (1,127 students) areas achieving at 64.7% and 67.2%, which is a drop of 7.5% and 5.7% respectively.
  - 152 care experienced learners had attainment rates of 61.2%, which is a slight fall of 0.5%.

2.12 There were 199 learners from ethnic minority backgrounds, an increase of 60 in comparison to 2019-20, at the College, who achieved 0.7% higher than last year with attainment rates of 74.4%.

## ANNEX A THE LANARKSHIRE REGION

The table below shows the breakdown of attainment for the Lanarkshire Region.

*Table 1: Lanarkshire Region Attainment for 2020-21*

Mode	No. Completed Successful	%	Partial Success	%	Withdrawal	%	Total	2020-21 National Rates %
FE FT	627	60.7	168	16.3	238	23	1,033	61.3
FE PT	6,322	77.2	1,159	14.2	704	8.6	8,185	76.3
HE FT	2,513	68.7	460	12.6	686	18.7	3,659	72.1
HE PT	996	81.2	149	12.1	82	6.7	1,227	81.3

SUPPRESSED

SELECT ⇨

South Lanarkshire college

50 Suppression Threshold

Total FE/HE FT/PT = 4,557

Chart 1. Outcomes for FE on recognised qualifications (full-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
15-16	Full Time	950	62	374	1,386
16-17	Full Time	1,107	91	379	1,577
17-18	Full Time	1,003	93	342	1,438
18-19	Full Time	976	67	318	1,361
19-20	Full Time	985	162	238	1,385
20-21	Full Time	627	168	238	1,033

Year		% Completed Successful	% Partial Success	% Withdrawal	Total
15-16		68.5%	4.5%	27.0%	1,386
16-17		70.2%	5.8%	24.0%	1,577
17-18		69.7%	6.5%	23.8%	1,438
18-19		71.7%	4.9%	23.4%	1,361
19-20		71.1%	11.7%	17.2%	1,385
20-21		60.7%	16.3%	23.0%	1,033

Chart 2a. Outcome Totals for FE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
18-19	Total Part-Time FE	1,475	91	175	1,741
19-20	Total Part-Time FE	1,278	201	176	1,655
20-21	Total Part-Time FE	1,581	252	172	2,005

Year		% Completed Successful	% Partial Success	% Withdrawal	Total
18-19		84.7%	5.2%	10.1%	1,741
19-20		77.2%	12.1%	10.6%	1,655
20-21		78.9%	12.6%	8.6%	2,005

South Lanarkshire College 20-21 Performance Indicators

Chart 1. Outcomes for FE on recognised qualifications (full-time)

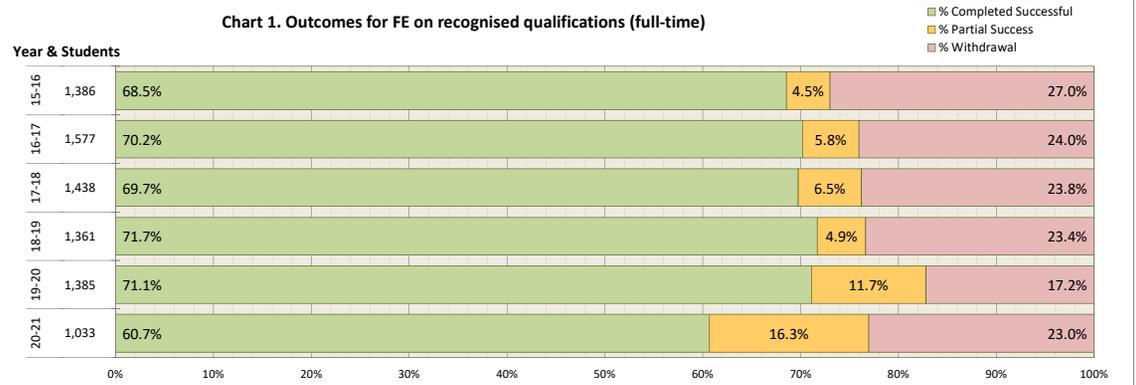
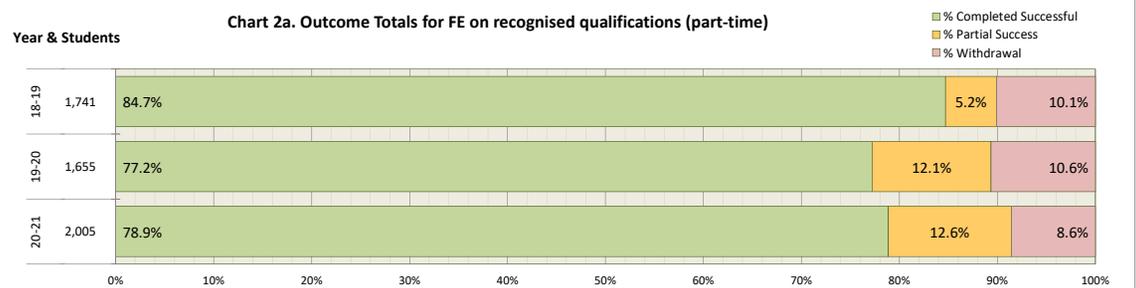


Chart 2a. Outcome Totals for FE on recognised qualifications (part-time)



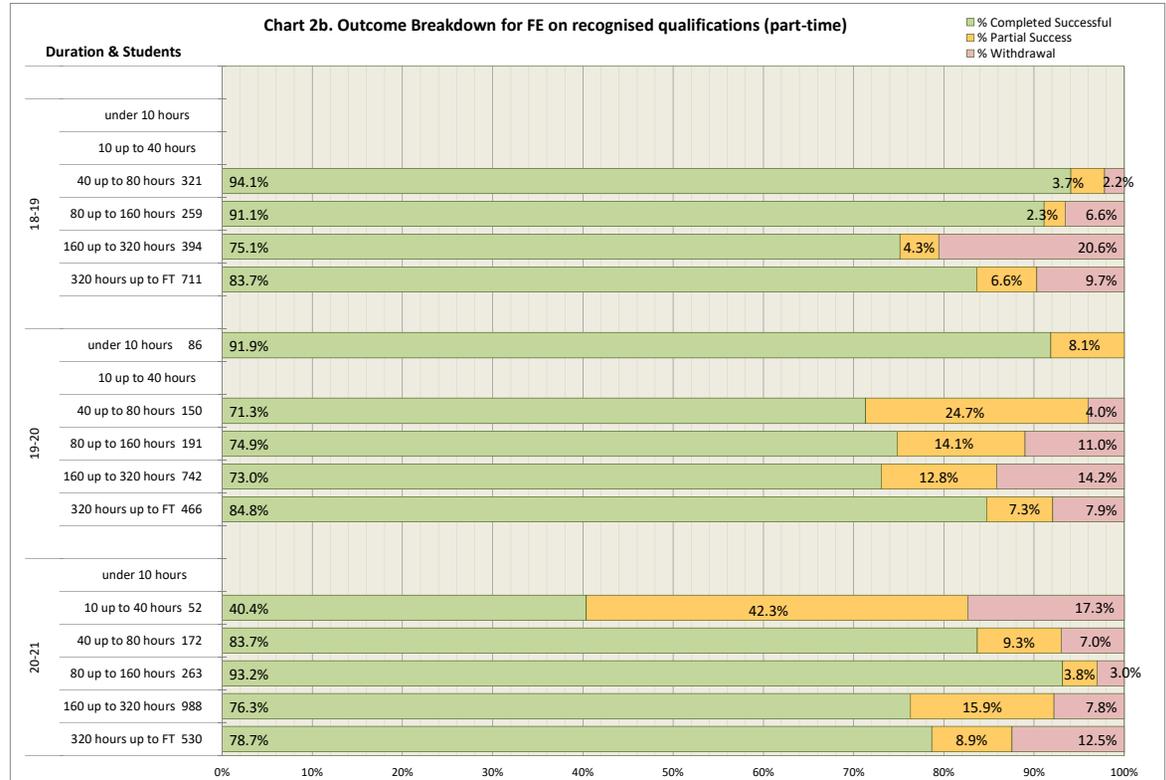
Total FE/HE FT/PT = 4,557

South Lanarkshire College 20-21 Performance Indicators

Chart 2b. Outcome Breakdown for FE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
18-19	under 10 hours				
	10 up to 40 hours				
	40 up to 80 hours	302	12	7	321
	80 up to 160 hours	236	6	17	259
	160 up to 320 hours	296	17	81	394
	320 hours up to FT	595	47	69	711
19-20	under 10 hours	79	7		86
	10 up to 40 hours				
	40 up to 80 hours	107	37	6	150
	80 up to 160 hours	143	27	21	191
	160 up to 320 hours	542	95	105	742
	320 hours up to FT	395	34	37	466
20-21	under 10 hours	21	22	9	52
	10 up to 40 hours	144	16	12	172
	40 up to 80 hours	245	10	8	263
	80 up to 160 hours	754	157	77	988
	160 up to 320 hours	417	47	66	530

Year		% Completed Successful	% Partial Success	% Withdrawal
18-19	under 10 hours			
	10 up to 40 hours			
	40 up to 80 hours 321	94.1%	3.7%	2.2%
	80 up to 160 hours 259	91.1%	2.3%	6.6%
	160 up to 320 hours 394	75.1%	4.3%	20.6%
	320 hours up to FT 711	83.7%	6.6%	9.7%
19-20	under 10 hours 86	91.9%	8.1%	
	10 up to 40 hours			
	40 up to 80 hours 150	71.3%	24.7%	4.0%
	80 up to 160 hours 191	74.9%	14.1%	11.0%
	160 up to 320 hours 742	73.0%	12.8%	14.2%
	320 hours up to FT 466	84.8%	7.3%	7.9%
20-21	under 10 hours			
	10 up to 40 hours 52	40.4%	42.3%	17.3%
	40 up to 80 hours 172	83.7%	9.3%	7.0%
	80 up to 160 hours 263	93.2%	3.8%	3.0%
	160 up to 320 hours 988	76.3%	15.9%	7.8%
	320 hours up to FT 530	78.7%	8.9%	12.5%



Total FE/HE FT/PT = 4,557

**Chart 3. Achievement for FE students with partial success**

Number of students who complete their course without gaining any units / credits	27	8.4%
Number of students completing their course achieving up to 25% of planned units	54	16.9%
Number of students completing their course achieving 25 to 50% of planned units	116	36.3%
Number of students completing their course achieving 50 to 75% of planned units	71	22.2%
Number of students completing their course achieving at least 75% of planned units	52	16.3%
	<b>320</b>	<b>100%</b>

**Chart 4. Outcomes for HE on recognised qualifications (full-time)**

Year		Completed Successful	Partial Success	Withdrawal	Total
15-16	Full Time	676	44	153	873
16-17	Full Time	649	51	168	868
17-18	Full Time	699	55	192	946
18-19	Full Time	733	56	188	977
19-20	Full Time	809	95	137	1,041
20-21	Full Time	800	68	163	1,031

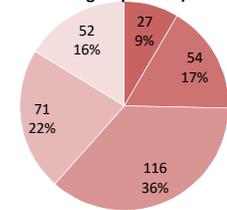
  

Year		% Completed Successful	% Partial Success	% Withdrawal	Total
15-16		77.4%	5.0%	17.5%	873
16-17		74.8%	5.9%	19.4%	868
17-18		73.9%	5.8%	20.3%	946
18-19		75.0%	5.7%	19.2%	977
19-20		77.7%	9.1%	13.2%	1,041
20-21		77.6%	6.6%	15.8%	1,031

**South Lanarkshire College 20-21 Performance Indicators**

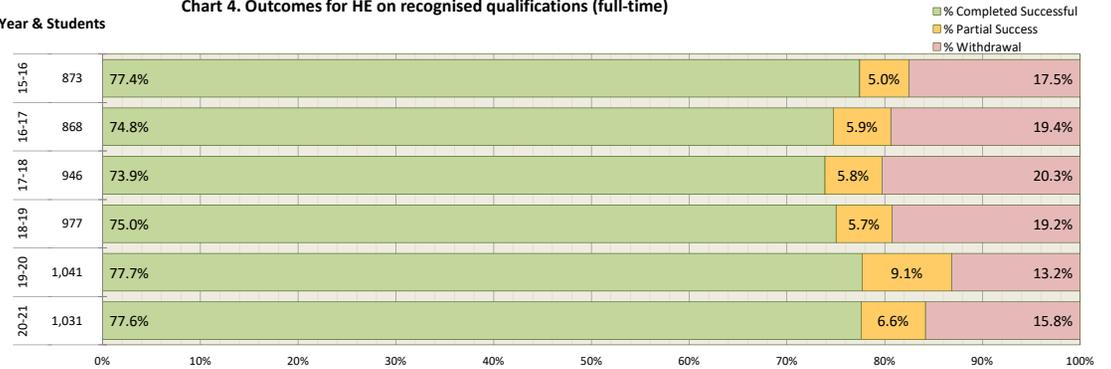
**Chart 3: Level of achievement for students funded by the SFC completing an FE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)**

- Number of students who complete their course without gaining any units / credits
- Number of students completing their course achieving up to 25% of planned units
- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
- Number of students completing their course achieving at least 75% of planned units



**Chart 4. Outcomes for HE on recognised qualifications (full-time)**

Year & Students



Total FE/HE FT/PT = 4,557

### South Lanarkshire College 20-21 Performance Indicators

Chart 5a. Outcome Totals for HE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
18-19	Total Part-Time HE	303	11	51	365
19-20	Total Part-Time HE	303	22	32	357
20-21	Total Part-Time HE	418	40	30	488

Year		% Completed Successful	% Partial Success	% Withdrawal	Total
18-19		83.0%	3.0%	14.0%	365
19-20		84.9%	6.2%	9.0%	357
20-21		85.7%	8.2%	6.1%	488

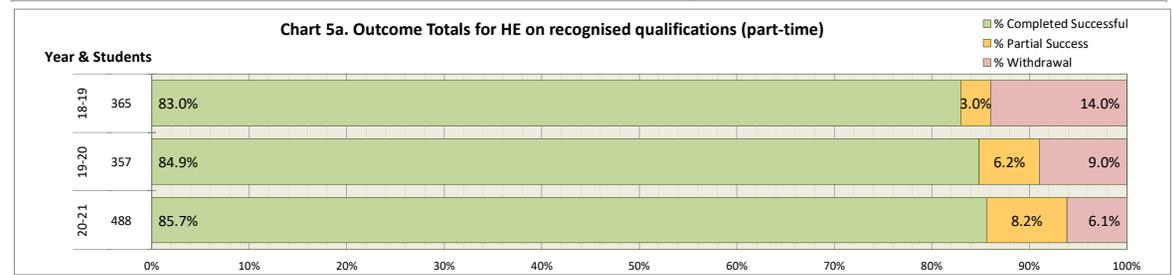
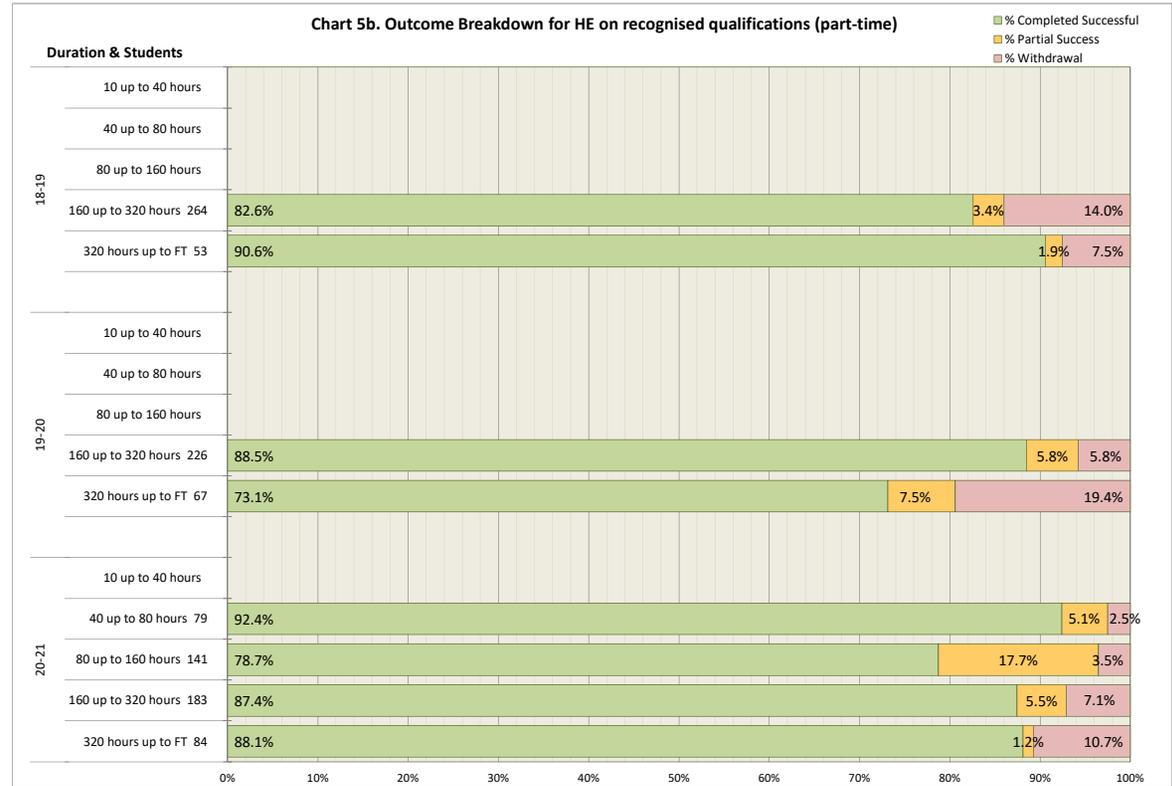


Chart 5b. Outcome Breakdown for HE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
18-19	10 up to 40 hours				
	40 up to 80 hours				
	80 up to 160 hours	218	9	37	264
	160 up to 320 hours	48	1	4	53
19-20	10 up to 40 hours				
	40 up to 80 hours				
	80 up to 160 hours	200	13	13	226
	160 up to 320 hours	49	5	13	67
20-21	10 up to 40 hours				
	40 up to 80 hours	73	4	2	79
	80 up to 160 hours	111	25	5	141
	160 up to 320 hours	160	10	13	183
	320 hours up to FT	74	1	9	84

Year		% Completed Successful	% Partial Success	% Withdrawal
18-19	10 up to 40 hours			
	40 up to 80 hours			
	80 up to 160 hours	82.6%	3.4%	14.0%
	160 up to 320 hours 264	90.6%	1.9%	7.5%
19-20	10 up to 40 hours			
	40 up to 80 hours			
	80 up to 160 hours	88.5%	5.8%	5.8%
	160 up to 320 hours 226	73.1%	7.5%	19.4%
20-21	10 up to 40 hours			
	40 up to 80 hours 79	92.4%	5.1%	2.5%
	80 up to 160 hours 141	78.7%	17.7%	3.5%
	160 up to 320 hours 183	87.4%	5.5%	7.1%
	320 hours up to FT 84	88.1%	1.2%	10.7%



Total FE/HE FT/PT = 4,557

**Chart 6. Achievement for HE students with partial success**

Number of students who complete their course without gaining any units / credits	4	5.3%
Number of students completing their course achieving up to 25% of planned units	22	28.9%
Number of students completing their course achieving 25 to 50% of planned units	27	35.5%
Number of students completing their course achieving 50 to 75% of planned units	17	22.4%
Number of students completing their course achieving at least 75% of planned units	6	7.9%
	<b>76</b>	<b>100%</b>

**Chart 7. Outcomes by age group on courses lasting 160 hours or more**

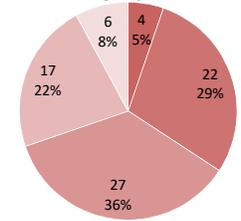
	Completed Successful	Partial Success	Withdrawal	Total
under 18	680	196	155	1,031
18-20 year olds	791	132	163	1,086
21-24 year olds	369	44	78	491
25-40 year olds	750	56	138	944
41 and Over	242	23	32	297

	% Completed Successful	% Partial Success	% Withdrawal
under 18 1,031	66.0%	19.0%	15.0%
18-20 year olds 1,086	72.8%	12.2%	15.0%
21-24 year olds 491	75.2%	9.0%	15.9%
25-40 year olds 944	79.4%	5.9%	14.6%
41 and Over 297	81.5%	7.7%	10.8%

**South Lanarkshire College 20-21 Performance Indicators**

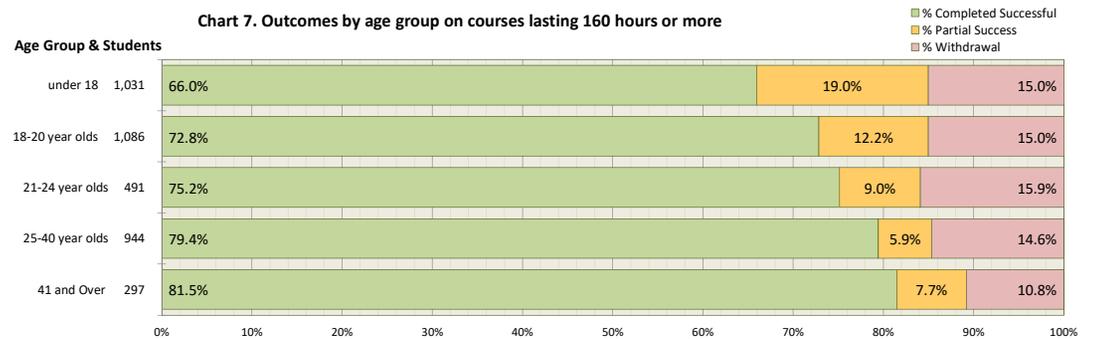
**Chart 6: Level of achievement for students funded by the SFC completing an HE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)**

- Number of students who complete their course without gaining any units / credits
- Number of students completing their course achieving up to 25% of planned units
- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
- Number of students completing their course achieving at least 75% of planned units



**Chart 7. Outcomes by age group on courses lasting 160 hours or more**

Age Group & Students



Total FE/HE FT/PT =

4,557

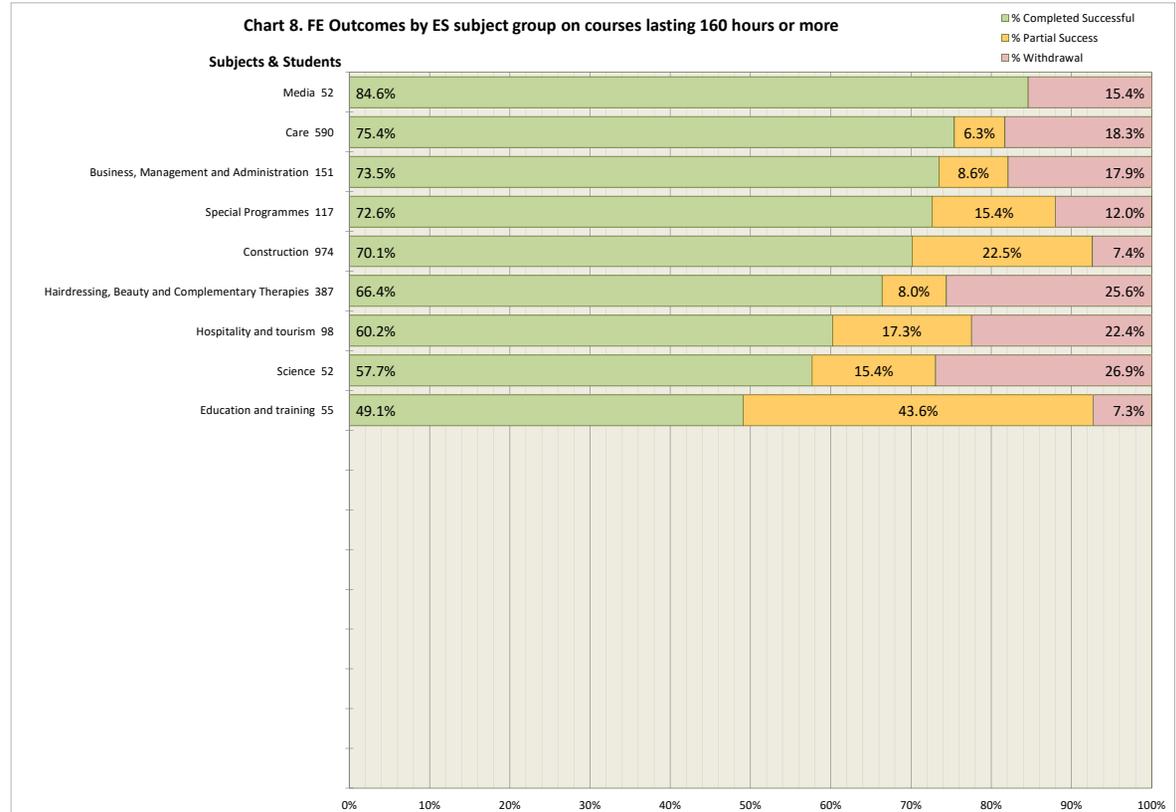
**Chart 8. FE Outcomes by ES subject group on courses lasting 160 hours or more**

	% Completed Successful	Completed Successful	Partial Success	Withdrawal	Total
Sport and Leisure					
Special Programmes	72.6%	85	18	14	117
Social subjects					
Science	57.7%	30	8	14	52
Performing arts					
Nautical studies					
Media	84.6%	44		8	52
Languages and ESOL					
Land-based industries					
Hospitality and tourism	60.2%	59	17	22	98
Hairdressing, Beauty and Complementary Therapies	66.4%	257	31	99	387
Engineering					
Education and training	49.1%	27	24	4	55
Construction	70.1%	683	219	72	974
Computing and ICT					
Care	75.4%	445	37	108	590
Business, Management and Administration	73.5%	111	13	27	151
Art and design					

	% Completed Successful	% Partial Success	% Withdrawal
Media 52	84.6%		15.4%
Care 590	75.4%	6.3%	18.3%
Business, Management and Administration 151	73.5%	8.6%	17.9%
Special Programmes 117	72.6%	15.4%	12.0%
Construction 974	70.1%	22.5%	7.4%
Hairdressing, Beauty and Complementary Therapies 387	66.4%	8.0%	25.6%
Hospitality and tourism 98	60.2%	17.3%	22.4%
Science 52	57.7%	15.4%	26.9%
Education and training 55	49.1%	43.6%	7.3%

**South Lanarkshire College 20-21 Performance Indicators**

**Chart 8. FE Outcomes by ES subject group on courses lasting 160 hours or more**



Total FE/HE FT/PT = 4,557

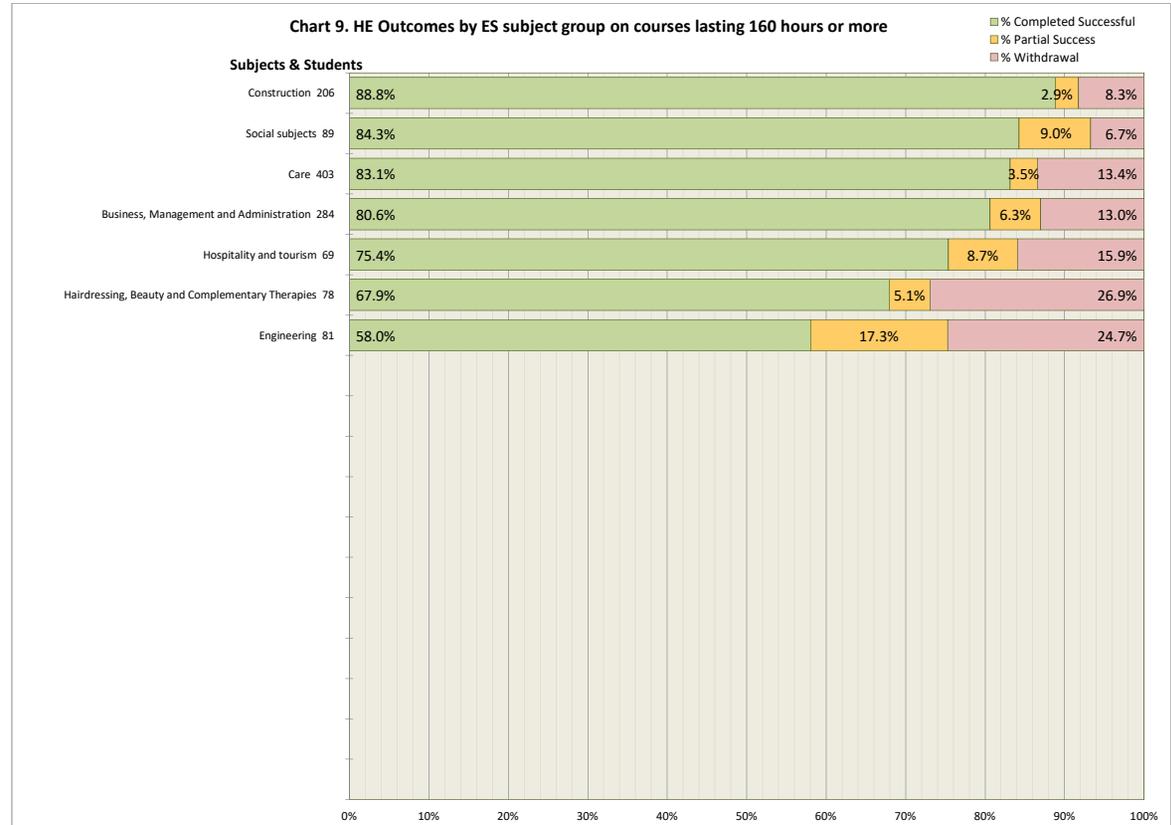
South Lanarkshire College 20-21 Performance Indicators

Chart 9. HE Outcomes by ES subject group on courses lasting 160 hours or more

	% Completed Successful	Completed Successful	Partial Success	Withdrawal	Total
Sport and Leisure					
Special Programmes					
Social subjects	84.3%	75	8	6	89
Science					
Performing arts					
Nautical studies					
Media					
Languages and ESOL					
Land-based industries					
Hospitality and tourism	75.4%	52	6	11	69
Hairdressing, Beauty and Complementary Therapies	67.9%	53	4	21	78
Engineering	58.0%	47	14	20	81
Education and training					
Construction	88.8%	183	6	17	206
Computing and ICT					
Care	83.1%	335	14	54	403
Business, Management and Administration	80.6%	229	18	37	284
Art and design					

	% Completed Successful	% Partial Success	% Withdrawal
Construction 206	88.8%	2.9%	8.3%
Social subjects 89	84.3%	9.0%	6.7%
Care 403	83.1%	3.5%	13.4%
Business, Management and Administration 284	80.6%	6.3%	13.0%
Hospitality and tourism 69	75.4%	8.7%	15.9%
Hairdressing, Beauty and Complementary Therapies 78	67.9%	5.1%	26.9%
Engineering 81	58.0%	17.3%	24.7%

Chart 9. HE Outcomes by ES subject group on courses lasting 160 hours or more



Total FE/HE FT/PT = 4,557

**Chart 10. Outcomes by level and gender on courses lasting 160 hours or more**

	Completed Successful	Partial Success	Withdrawal	Total
FE Females	871	121	241	1,233
FE Males	900	247	138	1,285
HE Females	712	51	136	899
HE Males	316	28	48	392

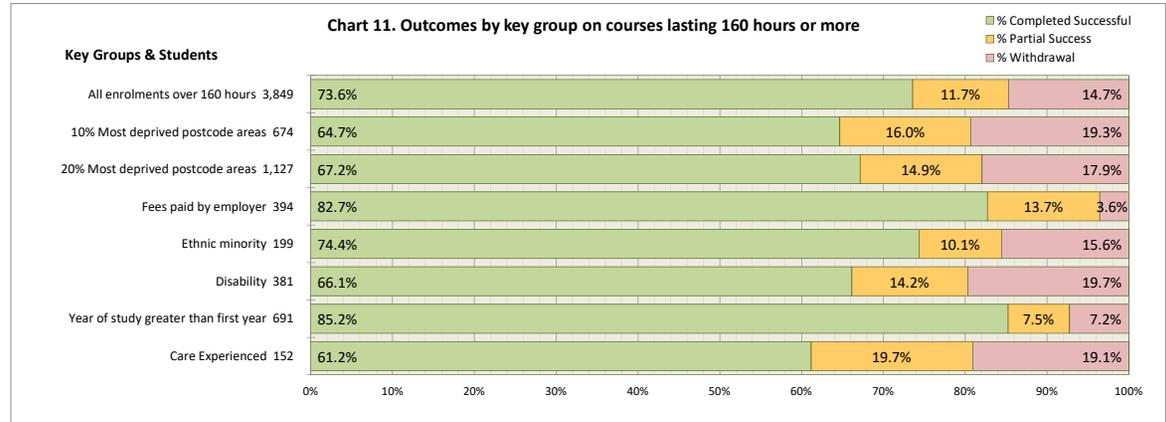
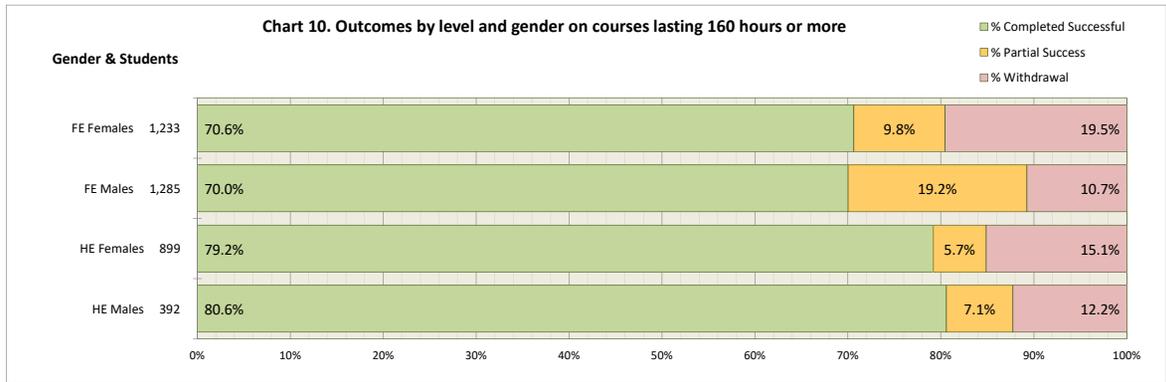
	% Completed Successful	% Partial Success	% Withdrawal
FE Females 1,233	70.6%	9.8%	19.5%
FE Males 1,285	70.0%	19.2%	10.7%
HE Females 899	79.2%	5.7%	15.1%
HE Males 392	80.6%	7.1%	12.2%

**Chart 11. Outcomes by key group on courses lasting 160 hours or more**

	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	2,832	451	566	3,849
10% Most deprived postcode areas	436	108	130	674
20% Most deprived postcode areas	757	168	202	1,127
Fees paid by employer	326	54	14	394
Ethnic minority	148	20	31	199
Disability	252	54	75	381
Year of study greater than first year	589	52	50	691
Care Experienced	93	30	29	152

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours 3,849	73.6%	11.7%	14.7%
10% Most deprived postcode areas 674	64.7%	16.0%	19.3%
20% Most deprived postcode areas 1,127	67.2%	14.9%	17.9%
Fees paid by employer 394	82.7%	13.7%	3.6%
Ethnic minority 199	74.4%	10.1%	15.6%
Disability 381	66.1%	14.2%	19.7%
Year of study greater than first year 691	85.2%	7.5%	7.2%
Care Experienced 152	61.2%	19.7%	19.1%

**South Lanarkshire College 20-21 Performance Indicators**



Total FE/HE FT/PT = 4,557

**Chart 12. Credit targets and achieved (core plus ESF where applicable)**

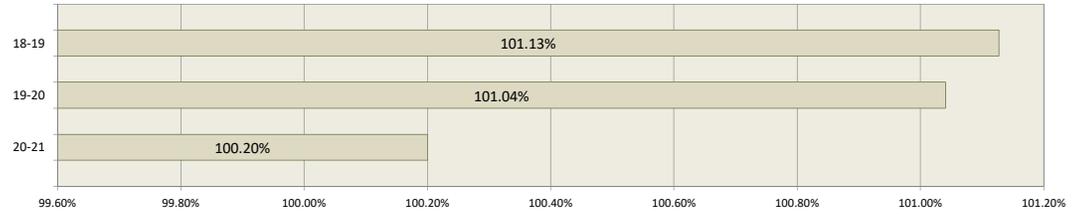
	Credits/WSUMs	Year	Percentage
WSUMs achieved	50,313		
18-19 WSUM target	49,752	18-19	101.13%
Credits achieved	50,477		
19-20 Credits target	49,957	19-20	101.04%
Credits achieved	49,492		
20-21 Credits target	49,393	20-21	100.20%

**Chart 13. Percentage of Full-time permanent teaching staff with a teaching qualification**

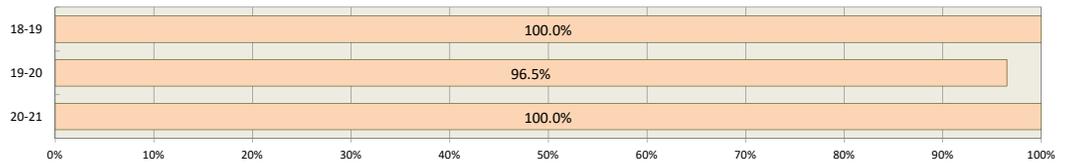
	Permanent full-time teaching staff	Number with a Teaching Qualification	Year	Percentage
18-19	77	77	18-19	100.0%
19-20	86	83	19-20	96.5%
20-21	81	81	20-21	100.0%

**South Lanarkshire College 20-21 Performance Indicators**

**Chart 12. Credit targets and achieved (core plus ESF where applicable)**



**Chart 13. Percentage of Full-time permanent teaching staff with a teaching qualification**



## CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

<b>DATE:</b>	3 May 2022
<b>TITLE OF REPORT:</b>	Progress Update
<b>REFERENCE NO.</b>	20-22
<b>AUTHOR AND CONTACT DETAILS</b>	Myra Sisi <a href="mailto:Myra.Sisi@slc.ac.uk">Myra.Sisi@slc.ac.uk</a>
<b>PURPOSE:</b>	To provide the Committee with an update on Developing the Young Workforce activities to date.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	The Committee is asked to note the senior phase activity to date including: <ul style="list-style-type: none"> <li>• the current recruitment, retention and projected attainment rates for 2021-22 school's pathway programmes.</li> <li>• Planned school events.</li> </ul>
<b>RISK</b>	<ul style="list-style-type: none"> <li>• That engagement for our GradU8 programme decreases leading to low attainment in that provision for the next academic year.</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>	<ul style="list-style-type: none"> <li>• Whilst our GradU8 provision slightly under recruited, attainment is projected to be considerably higher than in academic year 2020/21.</li> <li>• Senior phase independent options are open to both South Lanarkshire and East Renfrewshire pupils, with infill students also being offered in HNCs Police and Business Studies. Programmes offered at St Ninians' School hub have good recruitment and attainment, as does the Creative Nails programme at Carluke High School. The latter of which is offered over a shorter time period.</li> <li>• The Winter leavers pathway has been reintroduced for this academic year. In addition, at the request of South Lanarkshire Council a "Summer Leavers" programme has commenced. . The "Winter Leavers" programmes were impacted adversely by Covid restrictions, however good attainment is predicted for the Summer programme.</li> <li>• The Foundation Apprenticeships (FAs) partnership with South Lanarkshire Council continues to be a highly successful with attainment, despite being impacted slightly by Covid in some cases, is still strong.</li> <li>• Academic year 2022/23 regional funding allocation is 814 credits for FAs, which based on current agreed splits would mean about 220 for SLC.</li> </ul>

	<ul style="list-style-type: none"><li>• Due to the removal of Covid legislative restrictions demand from schools to be present at careers and information events has increased.</li></ul>
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## 1. INTRODUCTION

1.1 As members will be aware the College works in partnership with South Lanarkshire and East Renfrewshire Councils to develop and progress Senior Phase options for young people. There are four pathway options available to young people from across each Council area, delivered either in College or in a School Hub.

- Pathway 1 Senior Phase Core Programme Gradu8
- Pathway 2 Senior Phase Independent Options
- Pathway 3 Senior Phase Winter Leavers
- Pathway 4 Senior Phase Foundation Apprenticeships

## 2. PATHWAY 1: SENIOR PHASE GRADU8 PROGRAMME

2.1 The GradU8 programmes are open to South Lanarkshire pupils and are offered across a wide range of subject areas. In this academic session there were 337 pupils enrolled on GradU8 programmes against an allocation of 365. Allocated targets were not met overall with some groups realising low numbers. Enrolment numbers increased slightly on session 2020/21 figures by 48 enrolments

### 2.2 Table 1 2021/22 Gradu8 Pupil Enrolment and Projected Attainment

Gradu8 Framework 21/22	2020/2021			2021/2022		
	Enrolled	Retention	Actual Achievement	Enrolled	Retention	Projected Achievement
Beauty Therapy	29	76%	52%	29	59%	59%
Business & Marketing	10	20%	20%	16	100%	100%
Construction	98	96%	62%	93	90%	90%
Creative & Digital Media	12	25%	25%	19	84%	84%
Early Years & Childcare	58	93%	47%	52	92%	92%
Hair & Barbering	35	77%	63%	32	72%	72%
Health & Social Care	16	94%	56%	29	93%	93%
Hospitality	Did not run			27	93%	93%
Make-up Artistry	31	0 – 0%	68%	25	72%	72%
Sport and Fitness	Did not run			15	73%	73%
<b>GradU8 Total</b>	<b>289</b>	<b>86%</b>	<b>55%</b>	<b>337</b>	<b>85%</b>	<b>85%</b>

### 2.3 Retention and Attainment

2.4 Once again, the College prioritised face-to-face delivery for all GradU8 programmes on a Monday and Friday due to the practical nature of these vocational programmes and because of the negative impact online learning had on student engagement during the second lockdown period in January 2021.

2.5 The average retention rate for GradU8 is 85%. This is down by 1% from the previous academic year, however the overall attainment rate is projected to be 85%. This will be a 30% improvement on session 2020/21.

2.6 The highest retention and projected attainment figure is 100%. This is for Business and Marketing based on 16 enrolments. The lowest retention and projected attainment figure is 59%. This is for Beauty Therapy based on 29 enrolments.

### 3 PATHWAY 2: SENIOR PHASE INDEPENDENT OPTIONS

3.1 Senior phase independent options are open to both South Lanarkshire and East Renfrewshire pupils. This session the following bespoke programmes have been delivered either in school or in College in the following subject areas: Creative Nails, Childcare, HIV and First Aid and Construction. In addition, the College offers infill options which are shown in the table below.

#### 3.2 **Table 2: East Renfrewshire College Delivery**

East Renfrewshire Senior Phase Infill In College	2020/2021			2021/2022		
	Enrolled	Retention	Actual Achievement	Enrolled	Retention	Projected Achievement
HNC Police Studies	1	0%	0%	3	67%	67%
HNC Business	Did not run			1	100%	100%
HNC Human Resource Management (infill)	Did not run			Did not run		
HNC Quantity Surveying	Did not run			Did not run		
<b>Total</b>	<b>1</b>	<b>0%</b>	<b>0%</b>	<b>4</b>	<b>75%</b>	<b>75%</b>

#### 3.3 **Retention and Attainment**

3.4 The average retention and anticipated attainment rate is 75%. This is based on a total of four out of a target of 12 pupils enrolled on two HNC programmes, HNC Police Studies and HNC Business.

3.5 There was no demand this session for HNC Quantity Surveying or HNC Human Resource Management. East Renfrewshire Council have just completed their first recruitment drive at the end of March 2022. They will provide an update on recruitment numbers at the next Partnership meeting scheduled for 18 May 2022.

#### 3.6 **East Renfrewshire School Hub**

3.7 A range of bespoke programmes delivered in St Ninians High School have proven to be very successful over the last four years with pupil retention and achievement rates remaining consistently high. Five programmes have been delivered this session.

### 3.8 Table 3 St Ninian's High School

East Renfrewshire School Hub	2020/2021			2021/2022		
St. Ninians	Enrolled	Retention	Actual Achievement	Enrolled	Retention	Projected Achievement
Construction	15	100%	87%	14	100%	100%
Creative Nails	18	94%	94%	19	95%	95%
HIV & First Aid	Did not run			14	100%	100%
Playworker Year 1	21	71%	67%	22	82%	82%
Playworker Year 2	22	95%	95%	12	100%	100%
<b>Total</b>	<b>76</b>	<b>89%</b>	<b>86%</b>	<b>81</b>	<b>94%</b>	<b>94%</b>

### 3.9 Retention and Attainment

3.10 The average retention rate is currently 94%. This is an improvement of 5% on the previous academic year with the anticipated achievement rate projected to 94%. This is 8% higher than the previous year.

#### 3.11 South Lanarkshire Council School Hub

3.12 A bespoke programme has been delivered in Carluke High School for the last four years. This session a much reduced 8 week programme was delivered to suit a smaller cohort of pupils running from October to December 2021.

#### 3.13 Table 4: Carluke High School

South Lanarkshire School Hub	2020/21			2021/22		
Carluke	Enrolled	Retention	Achievement	Enrolled	Withdrawals	Achievement
Creative Nails	10	90%	90%	6	100%	100%
<b>Total</b>	<b>10</b>	<b>90%</b>	<b>90%</b>	<b>6</b>	<b>100%</b>	<b>100%</b>

### 3.14 Retention and Attainment

3.15 The overall retention and achievement rate is 100%. This is a 10% improvement from the previous academic year however it must be noted that this is a much shorter delivery model of 8 weeks compared to 24 weeks in the previous session.

## 4 PATHWAY 3: SENIOR PHASE WINTER LEAVERS' AND SUMMER LEAVERS' PROGRAMMES

4.1 The Winter leavers programme which is open to South Lanarkshire pupils who were intending to leave school in December 2021 was reintroduced this session. Subjects offered are in Construction, Hairdressing and Beauty. Courses are offered on a three full day delivery mode. These programmes provide articulation and progression pathways on to appropriate programmes with all pupils receiving a guaranteed interview if progressing on to a college course in January 2022.

4.2 In addition, a new Summer Leavers programme requested by South Lanarkshire Council commenced in March 2022. This programme is aimed at pupils who plan to leave school in June 2022. The course is delivered on the same basis as the winter leaver programme and provides a progression pathway on to August courses

4.3 Table 5: 2021/22 Winter and Summer Leavers' Enrolments

Winter Leavers	2020/2021			2021/2022		
	Enrolled	Retention	Actual Achievement	Enrolled	Retention	Actual Achievement
Construction	Did not run			28	64%	61%
Hair and Beauty	Did not run			16	44%	31%
<b>Total</b>				<b>41</b>	<b>54%</b>	<b>52%</b>
Summer Leavers	2020/2021			2021/2022		
	Enrolled	Withdrawals	Actual Achievement	Enrolled	Retention	Projected Achievement
Hair and Beauty	Did not run			19	95%	95%
<b>Total</b>				<b>19</b>	<b>95%</b>	<b>95%</b>

#### 4.4 Retention and Attainment

4.5 Construction Winter Leavers had the highest retention at 64% with 61% of pupils completing successfully. Hair and Beauty retention is 44% with 31% of pupils completing successfully with an overall attainment rate of 52%.

4.6 Poor attendance rates due to Covid related illness have impacted negatively on the winter leaver pathway success rates. However, eight construction pupils have progressed to the Access to Bench Joinery course with three pupils from Hair and Beauty progressing on to the Personal Development for Employment programme in January 2022.

4.7 Summer Leaver retention is currently 95%. The average attendance rate prior to the Easter break was 68%. Pupil progress will continue to be monitored closely to ensure pupils are supported to achieve their qualification.

## 5 PATHWAY 4: SENIOR PHASE FOUNDATION APPRENTICESHIP (FA) PROGRAMMES

5.1 Foundation Apprenticeships delivered in conjunction with South Lanarkshire Council and Skills Development Scotland and are open to pupils across the South Lanarkshire region. The College has in place strong links and partnership agreements with South Lanarkshire Council and local employers to provide work experience for our students.

5.2 For the 2021/22 academic session, the College has continued to offer the four Foundation Apprenticeship options in Accountancy (one-year and two-year options); Business Skills (one-year and two-year options); Social Services and Healthcare (one year and two-year options); Social Services Children and Young People (one year and two-year options).

5.3 . The College received its regional indicative core funding allocation for 2022/23 of 814 credits to support FA programmes . This allowed for an additional programme in Creative and Digital Media to be delivered this academic session.

5.4 Table 6: Foundation Apprenticeship Enrolments

Foundation Apprenticeship Framework	2020/2021			2021/2022		
	Enroll ed	Retenti on	Actual Achievem ent	Enroll ed	Retenti on	Projected Achievem ent
Business Skills						
1 year programme in college	7	43%	43%	2	100%	100%
Year 1 of 2 year programme in college	Did not run			5	80%	80%
<b>Business Skills Total</b>	<b>7</b>	<b>43%</b>	<b>43%</b>	<b>7</b>	<b>86%</b>	<b>86%</b>
Creative & Digital Media						
1 year of 2 year programme in college	Did not run			14	93%	93%
<b>Creative &amp; Digital Media Total</b>				<b>14</b>	<b>93%</b>	<b>93%</b>
Social Services - Children and Young People						
1 year college	27	89%	81%	22	95%	95%
1 year of 2 year programme in school Hubs	40	87%	85%	40	85%	85%
<b>Social Services CYP Total</b>	<b>67</b>	<b>88%</b>	<b>84%</b>	<b>62</b>	<b>89%</b>	<b>89%</b>
Social Services - Healthcare						
1 year programme in college	15	80%	80%	14	93%	93%
1 year of 2 year programme in School Hub	16	88%	88%	20	85%	85%
<b>Social Service – Healthcare Total</b>	<b>31</b>	<b>84%</b>	<b>84%</b>	<b>34</b>	<b>88%</b>	<b>88%</b>
<b>Total</b>	<b>105</b>	<b>84%</b>	<b>81%</b>	<b>117</b>	<b>89%</b>	<b>89%</b>

5.5 Table 7: 2021/22 Foundation Apprenticeship Year 2 Returners

Foundation Apprenticeship Framework	2020/2021			2021/2022		
	Enroll ed	Retenti on	Actual Achievem ent	Enroll ed	Retenti on	Projected Achievem ent
Accountancy						
Year 2 of 2-year programme in College	11	27%	18%	4	75%	75%
Business Skills						
Year 2 of 2-year programme in College	Did not run			9	100%	100%
Social Services – Children & Young People						
Year 2 of 2-year programme in College	30	87%	87%	29	83%	83%
Social Services - Healthcare						
Year 2 of 2-year programme in College	21	100%	100%	11	82%	82%
<b>Total</b>	<b>62</b>	<b>81%</b>	<b>79%</b>	<b>53</b>	<b>85%</b>	<b>85%</b>

## **5.6 Retention and Attainment**

### **5.7 1 Year Programme**

Business Skills retention and attainment is 100%. This is a 57% improvement from the previous year (2 students). Retention and attainment for Social Services Children and Young People is 95% which is a 6% improvement from previous year. Social Services Healthcare current retention and attainment is 93% this is a 13% improvement from previous year.

### **5.8 Year 1 of a 2 Year Programme**

Business Skills' current retention and attainment is 80%, it did not run in 2020/2021. Current retention and attainment for Creative and Digital Media is 93%, this also did not run in 2020/2021. Social Services Children and Young People is currently at 85%, which is 2% lower than in the previous academic year. Social Services Healthcare retention is 85%, which is 3% lower than the previous academic year.

### **5.9 Year 2 of a 2 Year Programme**

Accountancy retention and attainment is 75%, which is a 48% improvement in comparison to 2020-21. Business Skills retention and attainment is 100%. Social Services Children and Young People retention and attainment is 83%. This is 4% lower than in the previous academic year. Social Services Healthcare retention and attainment is 82% which is 18% lower than previous year.

## **6 SCHOOL EVENTS**

6.1 As COVID restrictions are easing demand from our school partners for career events has increased. The School Coordinator continues to work closely with schools, Foundation Apprenticeship team leaders, Curriculum Managers and the Marketing team to promote our Senior Phase Pathways to pupils and parents across both South Lanarkshire and East Renfrewshire Local Authority areas.

6.2 For example, as part of Scottish Apprenticeship week held in March 2022, the College, together with South Lanarkshire Council hosted a promotional event aimed at promoting Foundation Apprenticeships (FA) and showcasing their work. A total of 72 visitors attended across the week, this included parents, pupils, and teachers. The FA pupils acted as excellent ambassadors sharing their experiences and next steps in their learner journey.

### 6.3 Table 8: Planned School Events

27 April 2022	Routes to Work South visit to college.	Tour of College and information session for S4-S6
4 May 2022	Holycross High School visit to college.	Short taster sessions in Care and Construction.
23 May 2022	Carlisle High School visit to college.	Care and Construction workshops to Senior Phase students.
26 May 2022	Williamwood High School Masterclass School event.	Interactive workshops from each Faculty to S2 & S3 pupils.
6 & 10 June 2022	GradU8 Open Days. College tour 264 pupils.	GradU8 2022 cohort visit college to meet staff and tour building.
26 April 2022	Foundation Apprenticeship Celebration College event.	Celebration ceremony for Foundation Apprentices.
13 June 2022	East Renfrewshire Council Partnership meeting.	Schools and college to meet to discuss the strategies in place for students with additional support needs to promote a smooth transition to their senior phase options.
June date tbc	East Renfrewshire Schools Parent's Evenings	Parents to meet with college staff to discuss options for courses commencing session 2022/2023

**CURRICULUM, QUALITY AND DEVELOPMENT (CQD) COMMITTEE**

<b>DATE:</b>	3 May 2022
<b>TITLE OF REPORT:</b>	Marketing, Communications and recruitment update
<b>REFERENCE</b>	21-22
<b>AUTHOR AND CONTACT DETAILS</b>	<p>Scott Coutts, Marketing and Communications Manager <a href="mailto:Scott.coutts@slc.ac.uk">Scott.coutts@slc.ac.uk</a></p> <p>Rose Harkness, Head of Student Services <a href="mailto:Rose.Harkness@slc.ac.uk">Rose.Harkness@slc.ac.uk</a></p>
<b>PURPOSE:</b>	To provide the Board with a summary of marketing, communications and student recruitment activities taken place over the past 3 months
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	<p>The Board is asked to:</p> <ul style="list-style-type: none"> <li>• Note the progress and next steps of the brand articulation and brand project</li> <li>• Note the shortlisting of the #StartingSLC marketing campaign at the Marketing Society STAR Awards</li> <li>• Note the events taking place and key dates for community open day and graduation</li> <li>• Note the key improvement plans to aid with increasing applications</li> <li>• Note the application numbers and risk of not achieving target</li> <li>• Note the negative PR from the ongoing investigations</li> </ul>
<b>RISKS</b>	<ul style="list-style-type: none"> <li>• A continued decrease in applications to courses year-on-year</li> <li>• Further negative press and public focus on the ongoing Governance investigations and strike action</li> <li>• Not launching the website within planned timescales</li> <li>• Not achieving objectives set out within Marketing Enhancement plan</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>• Brand Articulation and website update</li> <li>• Applications summary and campaign plans</li> <li>• Positive and Negative press coverage</li> <li>• Awards shortlists</li> <li>• Digital and social media performance</li> <li>• Events overview</li> <li>• Marketing and Communications Strategy update</li> </ul>

## 1. INTRODUCTION

This report gives an overview of Marketing, Communications and Recruitment activity from February- May 2022 aligned to strategic priorities. During this three-month period the recruitment and campaigns remained the key priority, alongside the progress of the brand articulation and website project, ensuring regular positive press and events planning.

## 2. REPORT HIGHLIGHTS)

- 2.1. Launched part-time courses with all new course content
- 2.2. Shortlisted for Marketing Society STAR Awards for #StartingSLC campaign
- 2.3. Ran an on campus open evening with over 200 attendees
- 2.4. Produced a course mapping booklet to showcase routes to employment/ higher study/ Apprenticeships
- 2.5. Campaign plans remain strong with increased digital traffic across most platforms
- 2.6. Drafted key Marketing and Communications documents for operational and strategic success, including Marketing and Communications Enhancement Plan and 5-year strategy document
- 2.7. More information on these highlights are included within the report.

## 3. RECRUITMENT

- 3.1. Part-Time courses launched for applications on 25 February 2022 with Full-Time applications launching on 20 January 2002
- 3.2. As of writing this report 2,600 applications have been received for courses starting in August 2022, which is down 17% year on year. (3,150 v 2,600)
- 3.3. This is split as follows:
  - 2342 FT (down 17%)
  - 229 PT (down 30%)
- 3.4. It is worth noting that a yearly comparison from 20 January 2022 for course applications shows a slight increase in applications of 1%, the gap in applications comes from the earlier opening of courses for applications in previous years
- 3.5. Additional work is required on looking at individual course applications and micro/macro factors impacting on applications to address any key issues for 2022-23.
- 3.6. Significant improvements have been undertaken in recent months on course content, keep warm messages, promotional activities/ campaigns and direct communications. The focus now is on the brand articulation and new website project which is aimed to be launched by course launch 2023/24
- 3.7. This, along with further customer service improvements, systems enhancements and curriculum intent, how well the curriculum offer address the knowledge and skills required by students, are all factors which are actively being looked at in order to the college meets the needs of its stakeholders and meets targets going forward
- 3.8. The College Development Network has been undertaking research into college recruitment patterns, which can be found [here](#). It highlights the increase in pass rates and the increased number of young people progressing directly to Higher Education Institutions (HEIs). In addition, changes to entry criteria by HEIs has led to fewer students staying at colleges to complete HNs. There has been a resulting 8% drop in enrolments to Scottish Colleges. Many colleges are also highlighting a similar drop in applications for 2022-23 courses. This has been discussed at cross college groups such as Vice Principals Group and Marketing and Communications Steering Group

3.9. Recruitment remains a top priority within the marketing team to minimise the risk of not achieving recruitment targets in 2022-23. Significant improvements have been made to key areas including website content, campaigns and customer journey over the past 12 months, with further improvements in train as part of the college and marketing enhancement plans.

3.10. The following promotional activities remain in play to continue to drive applications and thereafter enrolments:

- Sponsorship of the Capital Radio Breakfast show (6 weeks from 15 April)
- Ivan, the van advertising the College, around East Kilbride and Hamilton (20 April 2022)
- Billboard advertising in East Kilbride and Hamilton (continuous)
- 3-month paid digital media campaign (until 27 May 2022)
- Glasgow Live advertorial (early March and 11 April 2022)
- Direct comms to Schools, SDS Careers Advisors and JCP (continuous)
- Clear focus on homepage of website
- Lanarkshire Live features/ads
- Open Evening (21 April 2022)

3.11. Closer connections to schools and attendance at school events is still limited, however this is beginning to change following the end of COVID restrictions and the team will support attendance at local schools. In the meantime direct communications continue via regular emails to schools and circulation of flyers/ posters to schools

3.12. The Marketing and Communications Manager is presenting to local SDS Careers Advisors to help promote the College to influencers and ensure closer connections with guidance providers. It is anticipated this event will take place in May 2022.

#### **4. SOCIAL AND DIGITAL MEDIA**

4.1. Social and digital media performance continues to remain strong against competitors and within the sector, with key performance indicators continually monitored. Some information on this includes:

- SLC continues to be one of Scotland's top performing colleges on social media – achieving 1<sup>st</sup> in Scotland for the past 12 months on engagement and performance. For the month of March, we were 4<sup>th</sup> in Scotland and February we were 3<sup>rd</sup> (Edurank is a social monitoring tool that compares impressions, engagement and performance for all UK colleges each month). <https://edurank.net/rank/uk/college/>
- Facebook reach has increased year-on-year by 150% from February 1 to 20 April 2022. This signifies the 13<sup>th</sup> month in a row with increased reach year-on-year and the biggest increase since reporting began
- Twitter has decreased in impressions over the past 3 months by 22%. As this is not primarily a tool for applicant engagement and enhancing applications (which has been primary focus) it is not a major concern but one to focus on for improvement going forward by encouraging more staff to share content
- Instagram remains a strong performing platform, with a 342% increase over recent months. Although this has dipped by 14% for the past 3 months and is an area of focus for improvement to drive engagement
- Youtube impressions are up significantly, by 2371%, year-on-year from 1 January to 20 April 2022
- Some investigation is currently on going with the Google Analytics data, so this is not reported on for this report although will be included in the next Board report. This is to ensure that there is 100% accuracy in the data and figures reported.

#### **5. PRESS**

5.1. Examples of positive press activity over the past 3 months include the following articles, note that these are hyperlinks which can be clicked on to review the content of each article.

- [Lanarkshire college will implement new charter to end gender-based violence](#) (Daily Record)
- [Lanarkshire college supports asylum seekers in their bid to learn English](#) (Daily Record)
- [Lanarkshire student cooks up a storm in top London competition](#) (Daily Record)
- [Sign Language courses aim to enhance inclusivity at Lanarkshire College](#) (Herald)
- [South Lanarkshire College opens doors to visitors](#) (Glasgow Live)
- [South Lanarkshire College part-time courses now open](#) (Daily Record)
- [We're helping to give asylum seekers the chance of a brighter future - Mark Sheridan](#) (Scotsman)
- [Strong links to local businesses are key to South Lanarkshire College's apprenticeships success](#) (Herald)
- [How South Lanarkshire College's qualifications and programmes are helping fill Scotland's skills gap](#) (Herald)
- [Lanarkshire college students transform Addams Family cast in spooktacular horror make-up masterclass](#) (Daily Record)
- [College campaign shortlisted for National Marketing Awards](#) (FE News)
- [SLC STUDENT JORDAN MALEY IS AWARDED THE MASON-ELLIOTT AWARD FOR ROOF SLATING AND TILING](#)
- [Looking Back at Scottish Apprenticeship Week](#)

5.2. Similarly, to the last two Board reports, there have been a number of press enquiries and online/offline articles relating to the ongoing investigations at the college. These can be accessed below:

- [Misconduct row college accused of failing to act on complaints](#) (Herald)
- [Troubled South Lanarkshire College comes under scrutiny in Scottish Parliament](#) (Daily Record)
- [College in fresh transparency row over 'stalled' report after misconduct claims](#) (Herald)
- [Scottish colleges: 'Governance questions still to be answered'](#) (Herald)
- [College chief Aileen McKechnie's suspension 'lacks transparency'](#) (The Times)

5.3. It is anticipated that the Audit Scotland Section 22 on corporate governance will also generate further press enquiries and negative publicity. A release and information on this has now published and can be found [here](#).

5.4. A question was raised at First Minister's Questions on 21 April 2022 following the publication of the Section 22 Auditor General report. A videoclip of the question and response can be viewed [here](#)

5.5. The investigation continues to cause a significant risk to the reputational damage of the college and it is anticipated that there will be further press enquiries, FOIs and social media traction on this as it continues.

5.6. The marketing and communications team will continue to undertake horizon scanning on any negative PR and report this through the appropriate channels.

5.7. There is also a risk of national negative press on the back of the EIS/FELA Industrial Action scheduled to take place in April and May 2022. There is no local coverage on this at the time of writing with limited national traction

5.8. Normal College business and highlighting positive news stories, case studies and other good news continues to be a focus to ensure that stakeholders know it is business as usual across the college during this period.

## **6. APPRENTICESHIP WEEK**

- 6.1. The Marketing and Communications Team, particularly the Marketing and Communications Lead, led on the Scottish Apprenticeship Week Activities which took place from 7 to 11 March 2022
- 6.2. As part of the activities there were: Taster sessions with students and staff, employers Modern Apprenticeship Day, Foundation Apprenticeship Open Evening, case studies with students, staff and businesses, key messages about Apprenticeships on digital channels and engagement with National messages
- 6.3. More about the event and activities can be found: <https://www.south-lanarkshire-college.ac.uk/news/scotappweek22/>

## **7. DESIGN**

- 7.1. A course mapping booklet has now been produced [www.slc.ac.uk/courses/find-a-course/](http://www.slc.ac.uk/courses/find-a-course/) to highlight and promote the pathways from courses to careers and further/ higher study. This booklet is now used on and offline for events and promotion of the journey to pathways.
- 7.2. A campaign plan and suite of graphics have been produced to ensure applicants and key stakeholders are aware that we are planning on returning to 'on campus' delivery from August 2022 for most students

## **8. EVENTS**

- 8.1. Since the last update the following Marketing and Communications events have been planned or taken place:
- 8.2. Open Evening 21 April 2022 – over 200 attendees
- 8.3. Apprenticeship Open Evening as part of Apprenticeship Week – 94 attendees
- 8.4. Foundation Apprenticeship Celebration event – 28 April 2022
- 8.5. Community open day – Saturday 20 August 2022

## **9. GRADUATION**

- 9.1. The 2022 Graduation has been booked for Wednesday 2<sup>nd</sup> and Thursday 3<sup>rd</sup> November 2022. This will take place at Hamilton Town House. A site visit has taken place and plans are commencing for the event
- 9.2. Please note these dates in your diary for attendance, where possible. The events will take place during the day with timings to be confirmed in due course.

## **10. MARKET RESEARCH**

- 10.1. Market research remains a priority for ensuring that our advertising, campaigns, promotion and curriculum meet the needs of stakeholders.
- 10.2. 2 notable pieces of market research have taken place in the past 3 months:
  - Focus groups and surveys with internal and external stakeholders (point 10)
  - Desk research LMI/ Competitor report to help inform the curriculum offer.
- 10.3. Continuous analysis of campaigns and data is undertaken to ensure maximum ROI and that adverts are achieving optimised results with minimum wastage

## **11. WEBSITE AND BRAND ARTICULATION PROJECT**

- 11.1. The progress of the website and brand articulation project are on schedule as per the initial noted plans. Key points from this project in the past 3 months include:
  - 6 focus groups have taken place with students x 2, Board/ Senior Team, Staff, Parents of senior phase students and High School Teachers

- A survey has been sent to potential applicants and influencers in the local area, with over 150 responses gathered
- Both the focus groups and surveys are now concluded, and the findings are being presented to SLC project group on 28 April 2022
- A presentation to Board representatives and Senior Team is due to take place in late May/ Early June 2022 on the findings from the research and proposed key messages/ positioning for the SLC brand. More information and an invite for this will be sent to the Board in coming weeks
- The research was to identify perceptions of SLC, barriers to studying at the college, perceived strengths and areas for improvement. The research gathered will help inform the brand strategy and define the SLC brand going forward
- The website side of the project has also now commenced alongside the research, with a number of meetings and progress taking place initially to start the technical scoping and build for the site, ensuring that integration with our systems at SLC are fully optimised
- The next steps for the coming 3-month period include preparing the layout of the website, the technical integration, and testing with stakeholders, then gather content.
- If you have any questions on specifics of the project please get in touch with Scott Couotts [scott.couotts@slc.ac.uk](mailto:scott.couotts@slc.ac.uk)

## 12. AWARDS

12.1. To ensure that we continually showcase the success and innovation of the college, our staff and students, external award entries remain a priority. Below is a list of awards shortlisted for in the past 3 months.

12.2. The college has been won, shortlisted for and entered the following awards since February 2022:

- Marketing Society Star Awards – PR Category, shortlisted (23 June 2022 ceremony)
- Herald HE Awards, 5 entered:
  - Health and Wellbeing – GBV
  - Health and Wellbeing – Supporting student wellbeing
  - Enhancing student learning – HND Childhood Practice
  - Marketing and PR Award - #ThanksToMyLecturer
  - Equality and Diversity – HR enhancements to support staff

12.3. The following awards are being entered in the next 3 months:

- CDN Awards (1 July 2022)
- Times Higher Education Awards (8 June 2022 deadline)
- Learning Places Awards (July)

## 13. TRAINING RESTAURANT AND SPA

- The rebrand of the Study restaurant took place in January 2022 and the team are supporting promotion of the new restaurant – bookings have been very strong with most days fully booked
- A new logo and brand for the Salon is taking place, with a focus on launching in May
- Promotion of this service will be supported by the Marketing and Communications team.

## **MARKETING AND COMMUNICATIONS STRATEGY**

- 13.2. The Marketing and Communications Strategy is now being finalised after college wide strategy discussions. This strategy aligns to the SLC Strategic Framework 2020 – 2025
- 13.3. A final copy will be circulated to the Board in the coming period

### **14. FURTHER UPDATES**

- 15.1 The team held a half day planning and strategy workshop at the end of March 2022 to look at the Marketing and Communications Strategy and team enhancement plan.
- 15.2 The yearly Marketing and Communications Enhancement plan is now completed with clear targets and direction for the team.
- 15.3 The team are undertaking an external CPD session on Monday 2 May 2022 for video filming and production, to aid with the increasing demand for video content and minimise outsourcing.
- 15.4 The Marketing and Communications Manager is part of the National Choose College Steering Group, which is made up of 5 senior marketing colleagues from across Scotland. A National campaign is in train for commencing in June to drive brand awareness for Scotland's Colleges. Adverts will be shown across Scotland on TV, Digital, Press and through PR.
- 15.5 The Marketing and Digital Lead has also signed up to support one of the College Development Network sub groups looking at college wide events and promotion.
- 15.6 All staff fortnightly emails continue to be sent which includes key updates and news from across the College from the Acting Principal.
- 15.7 The Marketing and Communications Manager continues to head up a Wellbeing group, commissioned at looking at staff wellbeing and plans for how to improve health and wellbeing for staff across the college. Activities taken place over the past period include Menopause café, Book Club, Fitness Classes and Sport Activities.
- 15.8 A student and applicant app is being explored and a potential solution sourced to enhance the applicant and student experience. This will be a 'one stop shop' for all information for these stakeholders and discussions have been taking place between Marketing, Head of Management and Information Systems, Head of Student Services and Depute Principal, to discuss next steps and expectations for the system.
- 15.9 Work is being undertaken to enhance connections and comms with external stakeholders such as businesses and politicians. As part of this an increased central database of contacts is being explored with bi-annually college e-newsletter being sent to ensure stakeholders are kept up to date.
- 15.10 A review of Keep Warm emails for applicants and those enrolled is currently being reviewed and expanded to ensure optimised engagement.
- 15.11 Regular (weekly) emails are sent to current students and are covered in the Student Services/ Student Association report.
- 15.12 A 'meet the team' project is currently being undertaken and case studies gathered by the team to gain profiles of staff across the college, their backgrounds, experiences and skillsets. These will be used internally and externally so that people get to know their colleagues more post covid and also aid with promotion of courses by showcasing the outstanding skills, experience and knowledge of our staff.