

CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

NOTICE

There will be a meeting of the CQD committee on 14 November 2022 at 1730 hours via Microsoft Teams or in the Boardroom at South Lanarkshire College

AGENDA

Agenda Item		Paper	Lead
01	Apologies for Absence	No	HS
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items	No	HS
03	Minutes of Previous Meeting – 29 August 2022	Yes	HS
04	Matters Arising from the Previous Meeting	No	HS
	Matters for Discussion		
05	Student Association Report	Yes	RC
06	Curriculum, Quality and Development Update	Yes	SM
07	Quality Processes 2022-23	Yes	SM /LD
08	Regional Outcome Agreement Guidance 2022-23	Yes	AS/SM
09	HMIE Engagement in Scotland's Colleges: Overview Report Academic Year 2021-22	Yes	AS
	Matters for Information		
10	Developing the Young Workforce Update	Yes	WMc
11	Marketing and Communications Update	Yes	RH
12	National Union of Students Impact and Plan for Action Report 2022-23	Yes	SM
14	Any Other Business	No	HS
15	Summation of Actions and Date of Next Meeting	No	PS

UNCONFIRMED CQD MINUTES August 2022



CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

MINUTES	
CQD Committee on 29 th August 2022 at 1730 hours via Microsoft Teams and in the Boardroom at South Lanarkshire College	
<p>Present Heather Stenhouse (Committee Chair) D Morrison A Sherry (Acting Principal) Sarah McEwan (Student Member)</p> <p>In attendance Rahela Calin (Student President) Anne Baxter (Deputy Principal New College Lanarkshire NCL) Anne Doherty Rose Harkness SM (Depute Principal, South Lanarkshire College) David Innes Myra Sisi Peter Scott (Acting Clerk)</p>	

Agenda Item	
01	Apologies for Absence Fiona Mullen
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items The Acting Principal flagged up a potential declaration of interest in Item 9 but this would be considered at that point.
03	Minutes of Previous Meeting – 29 th August 2022 Approved
04	Matters Arising from the Previous Meeting There were no matters arising not covered under other Agenda Items
	Matters for Approval
05	Learning & Teaching Policy The Committee considered and approved the paper as presented and which is referred to for its terms. This was an entirely new, most welcome, strategy and provided a secure foundation for the strategic direction of learning and teaching. A working group would be established to address ongoing development and the Committee noted in particular that there was likely to be a need for revision in the light of the emergent SFC Review of Coherent Provision & Sustainability.

	<p>As an action point the Committee requested that an amendment be made to the effect of supporting entrepreneurial skills as part of the aim of developing meta-skills and emphasise that students should always be encouraged to take responsibility for their own learning.</p>
06	<p>Attendance & Behaviour Policy</p> <p>The Committee considered and approved the paper as presented and which is referred to for its detailed terms. The Committee suggested that one or two points might be revisited simply for clarification but the broad thrust was most welcome – given that there was an appropriate focus on younger learners and those with complex needs.</p> <p>The sympathetic purpose was clearly not to penalise poor attendance but to encourage good attendance and was part of the process of equipping students to meet employer expectations. This was very thorough document which both emphasised the importance of attendance and the need to support students with significant challenges. This was fully consistent with the College Policy on Equalities.</p>
	<p>Matters for Discussion</p>
7	<p>Student Association (SA) Report</p> <p>The new student member spoke most eloquently to the paper as presented and which is referred to for its terms.</p> <p>The Acting Principal paid tribute to the students who had contributed so well to the recent Open Day.</p> <p>The Committee commended the students on their work towards the Emily Test GBV Charter and looked forward to receiving feedback at the next Board.</p> <p>The SA was clearly committed to alleviating student poverty in the face of a cost of living crisis.</p> <p>The Operational Plan for 2022/23 was forging ahead and the SA had been invited to address the Think Positive Annual Conference.</p> <p>The Association had been most appreciative of the invite to the All-Staff Conference and looked forward to being involved in the August Community Open Day.</p> <p>Overall, a positive and encouraging Student Report.</p>
8.	<p>Curriculum, Quality and Development Update</p> <p>The Committee considered the Paper as presented and as referred to for its terms.</p> <p>The Committee was pleased to note that the College had achieved its credit target - pending the audit and student record return.</p>

	<p>The regional funding allocation was down 3.4% and the current credit target for 2022/23 is 48,812.</p> <p>Recruitment is up on the previous year, but is mixed across the curriculum and provision will be reviewed as appropriate</p> <p>Following re-engagement with the South Lanarkshire Council Community & development Team there has been a significant increase in ESOL students.</p> <p>SQA results were mixed but pandemic results were not felt to be a reliable comparator and quality assurance work was in hand and would be brought to the Committee at a later date. As an Action Point, the committee requested that not only should the protected characteristics be taken into account but also socio-economic factors.</p> <p>It was also noted that the Depute Principal was now part of the curriculum planning stage as part of the new SFC Pathfinders group</p> <p>The Alternative Funding Team had secured additional UK Prosperity Funding of £360K over 3 years to support community numeracy programmes and bids had been made to provide additional employability training – and the Committee commended the focus on employability.</p> <p>The Committee was especially pleased to note that a suite of excellent work had resulted SLC students being selected for World Skills and a new collaborative agreement with the University of Strathclyde for a BA in Education & Social Services</p>
9.	<p>Adult Learning Strategy Report</p> <p>The Acting Principal intimated a declaration of interest in that he was involved with external agencies seeking to address the central issue of adult & continuing education. The Committee however was of the view that his work in this area enhanced the work of the College in this regard and, accordingly a formal declaration was unnecessary</p> <p>The Committee considered carefully the detailed terms of the Adult Learning Strategy for 2022 – 2027 in the Report which is referred to for its detailed terms.</p> <p>The Committee was pleased to note the continuing development of partnership working with the South Lanarkshire Community Planning Partnership Learning and others.</p> <p>The Acting Principal was requested to keep the Committee updated with regard to ongoing implementation of the Strategy.</p>
	Matters for Information
10	<p>Developing the Young Workforce Update</p> <p>The Committee considered the Update as presented and which is referred to for its detailed terms.</p> <p>This was felt to a comprehensive paper which had covered the subject well. The data spoke for itself and presented a very positive picture</p> <p>The Committee was particularly pleased to note that the Depute Principal was at the early stage of arranging a Planning Lunch with Head Teachers which it was felt was an excellent example of partnership working. This built upon other initiatives which had led to two members of SLT attending an event for Depute Head Teachers.</p>

11.	<p>Marketing & Communications Update</p> <p>The Committee thanked those concerned for the production of a comprehensive Update – which is referred to for its detailed terms and which demonstrated considerable professionalism. The committee especially commended the stakeholder message which so clearly came across.</p> <p>The team took the opportunity of acknowledging the considerable support provided by Douglas Morrison.</p> <p>It was particularly noted that the ongoing work demonstrated the College commitment to equalities.</p>
12 / 13	<p>Any Other Business</p> <p>Action Points had been minuted under Agenda items</p> <p>There being no other business the meeting was declared closed.</p> <p>The next meeting was timetabled for 14th November 2022</p>



South Lanarkshire College

Students' Association

Board Report

November 2022

YOUR COLLEGE
 **YOUR WAY**

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Overview

It's been an incredibly busy start to the academic year for the Student Association with lots of exciting and fun events taking place.

We kickstarted the academic year with a fantastic Freshers' Week that involved inviting a variety of different organisations on campus, as well as organising activities and freebies for students. Further details follow below, and we were delighted to have such a successful event, especially with it being the first on campus Fresher's we've had since 2019!

The SA has been committed to increasing student engagement and as part of this we've rebranded the Student Newsletter, decorated the SA office and increased our social media presence. We look forward to continuing to build on this positive engagement as part of our three key priorities to empower the student voice, support their mental health and wellbeing and organise fun game and activities.

Our Student President has been engaging with several external organisations, including presentations for Duncanrig Secondary as part of our work around GBV prevention and the Scottish Funding Council about the student experience. We have also taken part in several events including Graduation, the Community Open Day, and the Step into STEM event.

Going forward we will continue to focus on tackling student poverty and support the students' mental health and wellbeing. We are delighted to have six new Student Officers recently join the SA as part of this ongoing work.



Freshers' Week

Monday 12 – Friday 16 September

FRESHERS' WEEK

PARTNER ORGANISATIONS:

Capital Hair & Beauty | LEAP | CAB | Fast Forward - Scottish Education Gambling Hub

Covey Befriending | MONEY MATTERS | Fertility Network Scotland

Blood Borne Virus and Sexual Health Improvement Team | Dolan Aqua Centre | University of Strathclyde

Kilbryde Hospice | SAOIRSE (Liber8) | HIPY | Health Improvement Practitioner

LAMH | St Andrews Hospice | SCVO Good Moves | SAVI | Lanarkshire Carers

MCR Pathways | University of the West of Scotland

Police Scotland | Who Cares? Scotland | Skills Development Scotland

TheGivit | TRUSSELL TRUST FOODBANK | Victim Support South Lanarkshire

Sense Scotland | Women's Aid South Lanarkshire | ARMY RESERVES

COSGROVE CARE | Samaritans | Pure Gym

Healthy n Happy (Bike Town)

Nuffield Health | University of Glasgow

Fairtrade (Stewart & Mary)

SLC SA | Terence Higgins Trust | AVON

Domino's | Fire Scotland

PURE RADIO PROVIDING THE MUSIC!

FRESHERS' 2022

Monday 12 – Friday 16 September

ACTIVITIES

13 TUESDAY 13 SEPTEMBER: CARICATURIST

14 WEDNESDAY 14 SEPTEMBER: SELFIE MIRROR

15 THURSDAY 15 SEPTEMBER: 'PRIZE' PONG

The SA will have freebies to give away all week including health & wellbeing boxes, water bottles and notebooks. Students can also buy an SLC SA Hoody from the SA stand!

FREE YOGA MAT

Sign up for mindfulness and yoga classes to receive a free yoga mat!

SA South Lanarkshire College Students' Association

Freshers' Week was a great success with a huge range of fun activities taking place throughout the week. With it being the first on campus Freshers' week in over two years then we were keen to make sure the students had a fantastic time! We had a variety of different organisations on campus including Dominos, Samaritans, Pure Gym, Capital Hair & Beauty, Women's Aid and many more.

Alongside this we had Pure Radio providing the music and the Student Association had their own stall where we gave out lots of great freebies and organised fun activities, including our own Prize Pong. Other activities included hiring a Selfie Mirror and arranging for a Caricaturist to draw portraits of the students. It was a brilliant event where we could welcome students on campus and introduce what the SA does. At the SA stall we handed out 500 free Smile Boxes, free yoga mats, water bottles and sold hundreds of hoodies! The new design of our hoodies was a huge success with students wearing them throughout the week!





Partnership working with Young Person's Guarantee

The Student President is working with Young Scot by being part of the panel on the Young Person's Guarantee Project. We believe this is a fantastic opportunity for the SA because it allows partnership working with the Scottish Government and local authorities, resulting in a deeper insight of what young people are facing and how we can support them.

The #YPGuarantee Youth Leadership Panel met to introduce the new volunteers who recently joined on the 24th September, with SLC being the only college sitting on the panel.

We discussed the @ScotGov policy areas & teams we would like to engage with, alongside working with Partners & the Local Authority activity which is important for the project.

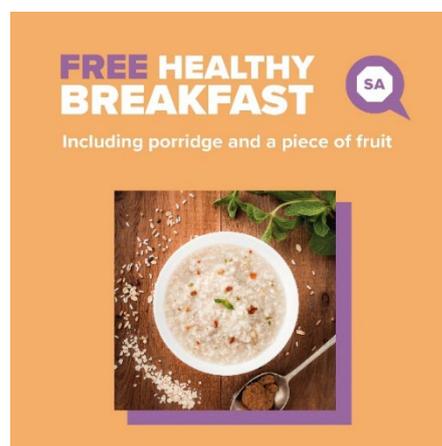
We look forward to keeping you updated on all the fantastic activity taking place with this.

Focus on Student Poverty & the Cost of Living Crisis

The SA is committed to supporting students during their time at college and are acutely aware of the impact the current cost of living crisis is having on student poverty. To tackle this, we have focused on several initiatives to help students financially. These initiatives were shared with students in a recent SA newsletter that focused on finance and tackling poverty. Initiatives include:

Free Soup & Sandwich and Free Breakfast for all students

We have re-launched our free breakfast and free soup & sandwich initiatives for all students. The SA want to ensure that students are given access to a nutritional breakfast and lunch as we believe no student should go to class hungry. These promotions are shared regularly through Student News4U and our social media channels. The days these offers are available are also rotated to ensure all students can access this throughout the year.



Free Sanitary Products

All students can access free sanitary products from areas across the College. This includes a wide range of options such as towels, tampons and menstrual cups. These are available in free vending machines in designated toilets across the campus, as well as pick up points such as reception areas and the SA office. We also provide 'holiday packs' which include a mix of towels and tampons for students to pick up from outside the SA office and other areas in the lead up to term time holidays. Our partnership with Hey Girls also provides free sanitary products being delivered direct to students' homes by completing a short survey advising of the products required.



Warm Spaces

The College and SA are providing 'warm spaces' for those students who are struggling with the rising energy costs by providing study spaces and access to IT resources in our Library and Learning Centre outwith class times.

Promotion of Part-Time Employment Opportunities

Within the most recent Student News4U, the SA highlighted the value of part-time employment whilst at college, both as a means to tackling student poverty but to add experience and skills to a CV. We talked about the importance of meeting new people who could help with employment opportunities in the future or provide a reference, as well as how temporary employment can sometimes lead to more permanent posts. Alongside this we directed students to the My World of Work SDS page and advised that students could make an appointment with the SDS Careers Advisor within the College for further guidance. Finally, we provided a number of links to different sector opportunities, such as Christmas temporary posts, hospitality work, delivery opportunities and retail posts, included vacancies at the local shopping centre.

Raising Awareness of Funding and Crisis Support

The SA works very closely with the Student Services team and we have been raising awareness via the Student Newsletter that the Student Services team are there to assist with financial support and guidance, this includes providing support via bursary, discretionary and crisis funds. We have also signposted students to external advice agencies such as Citizens Advice, Money Matters and Home Energy Scotland. Alongside this we have promoted recent Money Matters free online webinars for students to access directly.

The graphic is a purple rectangular banner for 'Financial Wellbeing Webinars'. At the top right, it says 'moneyadvicescotland Scotland's Money Charity'. The main title is 'Financial Wellbeing Webinars' in white, with the subtitle 'For University, College and Higher Education Students' below it. A list of topics and dates is provided: 'Borrowing: Buy-Now-Pay-Later' (10th November), 'Money Management' (18th November), and 'Cost of Living Update' (24th November). Below this, it says 'Scan the QR code or sign up via the link below' with a QR code on the right and a URL: 'www.moneyadvicescotland.org.uk/Listing/Category/financial-wellbeing-webinars-and-events'. At the bottom, there is a photograph of a man and a woman looking at a computer monitor displaying the webinar information.

Foodbank Vouchers

As part of the newsletter spotlight on support students and tackling student poverty, the SA highlighted that foodbank vouchers are available for the Trussell Trust upon request from the Guidance and Support Advisor based in the Advice Centre. Further details were made available including a link to the Trussell Trusts website.



Free Bus Travel for Under 22s

The SA has regularly promoted the availability of free bus travel for under 22s since the scheme was launched. We have signposted that students will need a new or replacement National Entitlement Card (NEC) or Young Scot National Entitlement Card (Young Scot NEC) before hopping on board. Signposting to the Young Scot website has taken place to help students access free bus travel.



College Hoodies

The SA is happy to announce that we have sold all the new hoodies! Students loved the new colours and style, with the hoodies being in exceptionally high demand that we had to stagger selling them throughout Freshers' Week, so they didn't sell out too quickly.

We are highly proud to be able to provide such high-quality garments at the low subsidised cost of £5 as part of our aim to tackle student poverty and make sure all our students have a piece of clothing to keep them warm. We also sold over 80 zipper hoodies from our previous year's stock at the new price of only £3.



GBV Prevention Presentation – Duncanrig Secondary

We were delighted to welcome pupils and teachers from Duncanrig Secondary School to campus in October as part of our partnership working in Mentoring in Violence Protection. The Student President spoke with the group about our important partnership with EmilyTest and our action against Gender Based Violence campaign. All pupils were provided with a free personal safety alarm to keep with them, and we stressed the importance of asking for help and staying safe.



SFC and Student Engagement Presentation

The Student President joined NCL SA in presenting to the Scottish Funding Council about reflections on the student experience. Taking place at New College Lanarkshire, it was a great opportunity as it has enabled us to see how far we have come since the beginning of term! The huge amount of hard work we have put into supporting our students has been really successful as we are able to identify that we have built a strong sense of belonging of our students. It also gave us the opportunity to share ideas and great initiatives of NCLSA.

Student Newsletter Rebrand

To ensure the students felt part of the SA we decided to run a rebrand competition for the Student Newsletter at the end of October. The newsletter is emailed to all students fortnightly and covers a variety of different good news stories and updates from the College. The prize for picking the winning title was a £20 Amazon Gift Card with the new name now being Students News4U! We love the new name and will be working with our Marketing Team to update our graphics and help promote it out to all students so they're kept up to date with what the SA are doing.

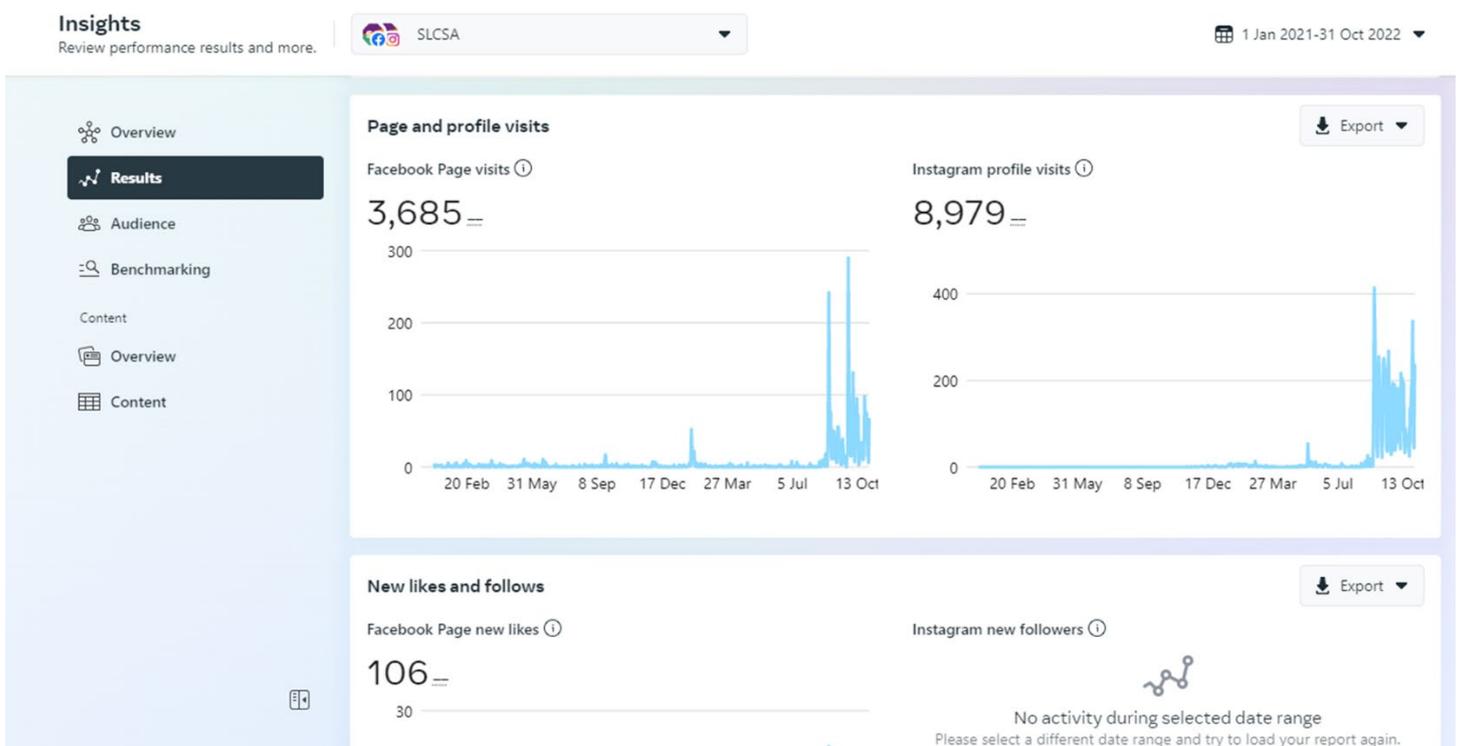
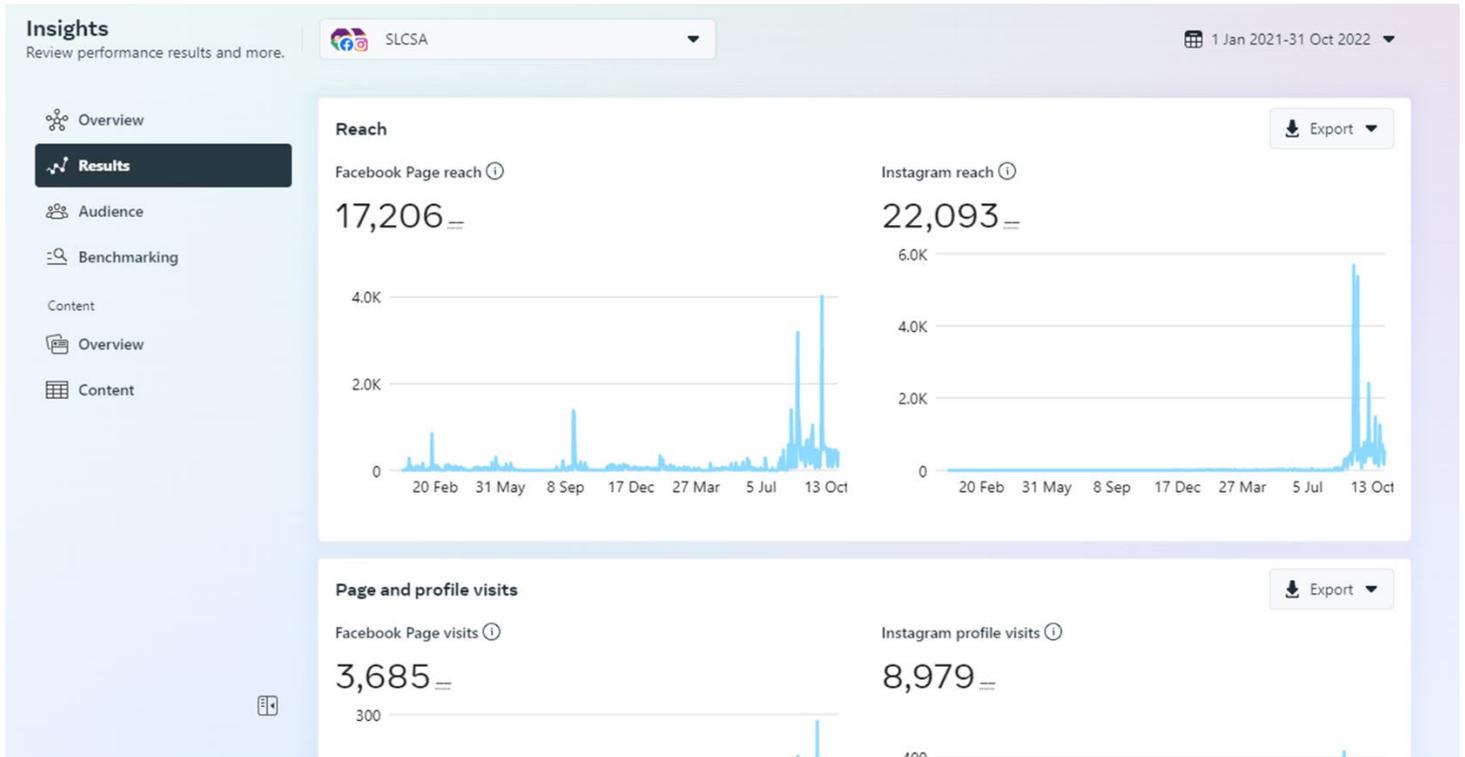
SA Office Decoration

The SA President has been working hard to make the SA office a space where students feel they are welcome and can come along to speak with us about anything on their mind, whether this is course work or general chat and support. We have created positive messaging and displayed photos of all the different student interactions we've been having. The positive response from the students has been overwhelming and they really enjoy visiting and spending time with the SA!



SA Student Engagement Increase

Since starting the new term we have seen a fantastic increase in social media interaction over Facebook and Instagram in particular, with our Instagram reach now at 22,093! The engagement we are receiving over the different social media channels has been incredibly positive and we are looking forward to continuing to grow it even more!



Graduation

Graduation took place once again in the Hamilton Town House since returning to on campus delivery and it was lovely to celebrate the successes of all the graduands. The Student President took part in the closing speech for students and congratulated them on all the hard work that had taken place over a challenging year. It was fantastic being a part of such a special event!



Student Officer Elections

We are very excited to announce that following the successful SA Student Officer Elections in October, we now have six new Student Officers supporting the SA! Our first SA Executive Committee took place at the end of October and all the Student Officers are keen to get started with helping to support the SA and help the students throughout the year.

National Society of Apprentices

The SA are working with a new partner, the National Society of Apprentices. As part of this partnership we have delivered five workshops to our apprentice joiners and plumbers. Each workshop involved fun activities and games that gave our students a chance to reflect on their college experience. The students enjoyed



Mental Health and Wellbeing Support

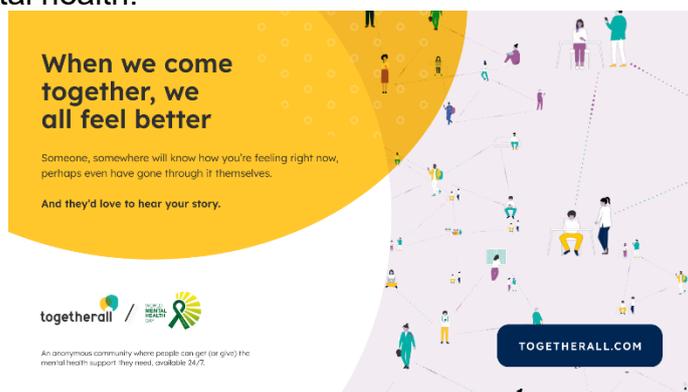
International Mental Health Day – Student Presentations

We are very proud of our NC Health and Social Care students Tye East, Thomas Harris and Daniela Valente who presented to their class about International Mental Health Day, which had a theme of Global Awareness. This had a huge impact on their fellow students resulting in more students helping the SA raise awareness around mental health as 26 students worked together to create seven beautiful posters about mental health for the SA office.



November & Togetherall

The SA are keen to promote the partnership of Togetherall and Movember as a way to highlight the mental health and wellbeing support available to students. As part of this we promoted the service via the latest edition of Student News4U highlighting the important work Togetherall is involved in and that students can access it for free. Alongside this, we wanted to highlight the annual Movember campaign, and we will continue to use social media channels and the newsletter to raise awareness of men's physical and mental health.



Events

Step into STEM

South Lanarkshire College hosted the fantastic Step into STEM event on Wednesday 12 October, in partnership with DYW. This event saw over 150 secondary school pupils visit the campus to learn more about the STEM subjects that are taught at the College. As part of the event, we volunteered as STEM Ambassadors alongside 26 fellow students to welcome the pupils to the campus. The event involved escorting small groups of pupils to different workshops and the Marketplace, as well as promoting the College as a place where they might want to study when they finish school. A great time was had by all and the feedback from schools, exhibitors and employers was overwhelmingly positive! A thank you ceremony for all the Student Ambassadors took place on Tuesday 1 November to highlight all the fantastic work they did!



Trick or Treat

The SA had a fantastic time with our Trick or Treat event which took place on 31 October. With the help of our new Student Officers, students had a brilliant time taking part in our Prize pong and fancy dress event!



Community Open Day

Saturday 20 August

The SA had a fantastic time taking part in the College's Community Open Day in August. It was a great opportunity for us to showcase the support the Student Association provides for anyone thinking of coming to college, as well as the wider community. Our student volunteers helped throughout the event with guiding tours and providing information to guests and visitors.



Forthcoming Events

Christmas Jumper Week

Week Beginning 5 December

It has become a South Lanarkshire College tradition to start Christmas festivities with a Christmas Jumper Week beginning 5 December. The SA will be promoting and getting involved in “Christmas Jumper” week when students can wear something festive for one day or five days.

UCAS Event

10 November

The College and SA will be inviting various HE institutions on campus to promote opportunities for further study at university for students who may be interested in this.

16 Days of Action National Campaign

25 November to 10 December

As in previous years the College and the SA will be highlighting the national campaign of 16 Days of Action against GBV and domestic violence. We will be inviting different organisations on campus and providing free products such as anti-spiking items and personal alarms.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	14 November 2022
TITLE OF REPORT:	Progress Update
REFERENCE	6
AUTHOR AND CONTACT DETAILS	Stella McManus Stella.mcmanus@slc.ac.uk
PURPOSE:	To update members on curriculum and quality activity to date.
KEY RECOMMENDATIONS/ DECISIONS:	<p>Members are recommended to:</p> <ul style="list-style-type: none"> • Note that the College has completed its FES return and credit audit for the academic year 2021-22. • Consider and note progress to the 2022-23 credit target and recruitment update. • Note the work being undertaken by curriculum areas. • Note the learning, teaching and quality update especially the External Quality Assurance overview for 2021-22. • Consider and note the alternative funding update.
RISK	<ul style="list-style-type: none"> • That the College does not meet its overall credit target due to recruitment challenges. • That the quality of learning, teaching and assessment declines impacting on the student experience.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The College has completed its FES return and credit audit 2021-22 academic year. It has met its core and ESF targets but was slightly short on Foundation Apprenticeships and deferred student targets. • As anticipated, recruitment is mixed across HN provision, and work is in train to support January 2023 recruitment. • The Construction team have secured £216k of Scottish Government grant funding to instal additional solar panels as part of the Board's commitment to net zero. • Curriculum areas have been working to re-engage with external partners, with the College hosting, in partnership with the Energy Skills Partnership, a Scotland Excel event to provide an overview to contractors and councils on the £800m energy efficiency framework. • Retention, as expected for this time of year remains high at 97% for 2021-22. • External Quality Assurance (EQA) activity for the previous academic year has been completed with the College receiving 22 visits out of an expected 37. 15 visits were cancelled due to low risk status or because of the impact of the EIS-FELA strike action last year and the

	impact of COVID-19. Much good practice was noted by this EQA activity.
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1. INTRODUCTION

1.1 This paper provides an update on the credit target for academic year 2021/22, credit and recruitment activity for 2022-23, and an overview of learning, teaching and quality to date including the external quality assurance activity for session 2021-22.

2 CREDIT ACTIVITY 2021-22

2.1 The College can report that it has completed its FES return and credit audit and has received the College Audit Certificate for activity delivered in academic year 2021-22. This has confirmed that it met its core credit target of 46,029 and delivered 3,166 ESF credits against a target of 3,140.

2.2 The College had previously reported it would not meet its Foundation Apprenticeship target of 400 credits and was only short of this target by 75 credits. In addition, the College did not meet its deferred student target of 866 (achieved 461 credits) which was composed of students who had their programmes of learning extended due to the COVID-19 pandemic restrictions. A number of these students did not return to College or withdrew from their courses. There is no impact on the 2021/22 College budget from the failure to meet this element of the credit target.

3 CREDIT AND RECRUITMENT ACTIVITY 2022-23

3.1 For the 2022-23 academic year the College has a core credit allocation of 48,592 and 221 credits for Foundation Apprenticeships totalling 48,812 credits.

3.2 The Scottish Funding Council has also provided colleges with a 2% positive or negative threshold tolerance against its target, however, should colleges consistently be 2% under their credit targets then clawback of funding should be assumed. A letter from the new Director of Finance at the Scottish Funding Council (SFC) has applied this tolerance to the academic year 2021-22. This retrospective change in SFC guidance had not been anticipated by the College.

3.3 As of 3 November 2022, there were 3,764 enrolled students, which is circa 153 students higher than at the same time last year.

3.4 As reported previously the main areas of low recruitment include Hairdressing, Make-up Artistry and Beauty Therapy. Additionally in line with the rest of the sector the decline of HN recruitment continues to be an issue and the College has not recruited to target for planned HN courses in Early Education and Childcare, Police Studies, Legal studies, Legal and Police.

3.5 Recruitment and retention in apprenticeship training continues to be strong especially plumbing which has increased its 1st year intake to 74 new starts from 60. However, this strong recruitment has impacted slightly on the National Progression Awards in Construction, due to more students taking up apprenticeships in this area.

3.6 The College is monitoring closely its credit target using the new Power BI automated reports which are issued to all staff on a weekly basis. As of 3 November 2022 actual credits were 40,562, which is 2,679 credits higher than at this time last year. The

College has activity planned from January 2023, with additional ESOL courses due to start before the Christmas holiday period as well as skills tests taking place throughout the year.

3.7 Curriculum areas are also planning for additional activity outwith January 2023 starts, in line with additional courses that were run last year. For example, in May 2022 two new introductory subject specific short courses were delivered to students who were planning to enrol onto full time courses in August. These were the Preparation to Study courses and will be run for areas such as the HNC in Childhood Practice and SCQF Level 4 Beauty Therapy. As a result of the success of these courses last year (95% achievement) an additional introductory course is planned for May 2023.

3.8 Taking account of this planned activity the College anticipates that it will meet its credit target for the academic year.

4 CURRICULUM UPDATE

4.1 Through the work within the curriculum team and as part of the College drive towards Net Zero, the College has secured £216k of Scottish Government Funding to install 150Kwp “Solar Photovoltaic Panels” (approximately 400 Panels). The installation should be completed by March 2023. In addition, the briquette making machine is now operational. This is further evidence of how the College is seeking to reduce, reuse and recycle materials. A reduction in skip and landfill costs will also be achieved because of this initiative.

4.2 As part of continual employer engagement, the Chartered Institution of Building (CIOB) provided a DeWalt tool demonstration with new battery technology to Construction student groups.

4.3 In partnership with the Energy Skills Partnership (ESP), the College is hosting a Scotland Excel event. This event is scheduled for 22 November 2022 which will see Scotland Excel provide an overview to contractors and councils on the £800m energy efficiency framework. ESP will provide an overview of the skills landscape for the College sector and how this tri-partnership can be developed.

4.4 Various external and site visits have been instigated or planned post COVID. This brings the curriculum to life and as such has seen students gain employment through these events, for example four Construction students have recently been hired by PROCAS, a construction contractor.

4.5 Curriculum Development will see a new qualification in roofing being delivered for the first time. This relates to new roofing only and will commence in December 2022. In addition, the College seeks to offer new Foundation Apprenticeship (FA) qualifications in Financial Services, Software Development and Civil Engineering. This will support our work with South Lanarkshire Schools.

4.6 Hospitality staff and students provided lunch to South Lanarkshire Head Teachers and the Head of Education from South Lanarkshire Council in September 2022, as part of the College approach to re-engage and inform the school sector about its work and how collaborative working can enhance the curriculum offer to school pupils. This was the

first event for a number of students this year which was met with enthusiastic feedback from the local authority.

- 4.7 Hospitality students also hosted a Macmillan coffee morning which raised £421.88, which was a great effort by the National 5 school group.
- 4.8 In partnership with South Lanarkshire Council tenders were awarded to the College in August 2022 to deliver the Professional Development Award (PDA) in Dementia and the PDA in Childhood Practice to South Lanarkshire residents working within Health and Social Care and Childcare. This project supports local employers to upskill their staff.
- 4.9 As part of its commitment to have industry standard facilities at the College, a simulation suite for Health and Social Care students is now available within the College. Students will have the opportunity to practice additional clinical skills prior and during placements.
- 4.10 SCQF Level 6 and HND Make-up Artistry students visited Pioneer Studios in Glasgow for a realistic insight into the workings of a film studio. Students were given access to directors, producers and behind the scenes crews who answered students' questions and discussed the career opportunities within the film and TV industry.
- 4.11 The College hosted a "Step into STEM" event on 12 October 2022. The event was delivered in partnership with Developing the Young Workforce (DYE) East Dumbartonshire and was attended by 100 S1 and S2 pupils from across South Lanarkshire. A range of 8 STEM activities were planned and aimed at inspiring pupils to think creatively as well as to collaborate and problem solve. These were delivered on the day by Curriculum Teams.
- 4.12 Eighteen Local employers supported the event and provided an Employment Hub where pupils were given the opportunity to speak to a wide range of local employers directly about career options and progression pathways.
- 4.13 Student Ambassadors from across the College were recruited to assist with the event. The Ambassadors supported the schoolteachers as the pupils moved around the College to interact with the activities and employers.

5 LEARNING, TEACHING AND QUALITY

5.1 *Retention 2022-23*

- 5.2 The table below shows the retention and withdrawal figures as at 3 November 2022. Intervention and support actions are taking place by Curriculum Areas to support students to remain on their courses. Note that early withdrawals are lower than they were at this point last year it is the view of the College that is a result of students being back on campus.

5.3 Table 1: Enrolments, Retention, Early and Further Withdrawals November 2022

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
FT FE	1,203	49	4.6	0	0	95.4
FT HE	841	17	2.3	0	0	97.8
PT FE	1,597	8	0.5	1	0.06	99
PT HE	271	13	5.6	1	0.4	94.2
Overall	3,912	86	2.3	2	0.05	97.5

(A full breakdown by curriculum area can be seen in Annex 1)

5.4 External Quality Assurance Overview 2021-22

5.5 The College was anticipating a total of 37 external quality assurance visits across 5 awarding bodies for last academic year. However, the College received 22 visits, with 15 visits not taking place due to their low-risk status the remainder were cancelled as a consequence of EIS-FELA national industrial action and COVID-19 contingencies.

5.6 Table 2: Summary of Planned Activity

Awarding Body	No. of Visits	Outcome Compliant or High Confidence	Outcome Non-compliant or Reasonable Confidence	Outcome Remediation Actions Completed	Success at 1 st Visit Rate
Association of Accounting Technicians (AAT)	1	1	0	0	1
British Computer Society (BCS)	1	1	0	0	1
British Plumbing Employers Council (BPEC)	1	1	0	0	1
City & Guilds (C&G)	1	1	0	0	1
Scottish Qualifications Authority (SQA)	18	16	2	4	12
Overall	22	20	2	4	16

5.7 Identified Good Practice

5.8 SQA External Quality Assurance (EQA) activity noted twenty-one examples of good practice. The main themes included: internal verification systems and planning, learner-centred assessment methodologies, self-directed industry relevant continuous professional development (CPD), laptop and dongle loan scheme to overcome digital poverty barriers, the breadth and depth of the curriculum, and very enthusiastic students and staff.

5.9 AAT, BCS, BPEC and C&G activities review compliance. There is no formal mechanism for reporting good practices.

5.10 ***EQA Recommendations***

5.11 SQA EQA activity noted 10 recommendations, these included, recording meetings to share with colleagues, EQA access to internal systems for example Teams, and aligning pre- and post-delivery Internal Quality Assurance (IQA) activity across all modes of delivery.

5.12 AAT, BCS, BPEC and C&G activities review compliance. There is no formal mechanism for quality enhancement recommendations.

5.13 ***EQA Actions***

5.14 EQA actions were noted across three SQA regulated qualifications. This activity included sampling activities for both the 2017-18 and 2018-19 Modern Apprenticeship (MA) cohorts, which were subject to a series of "Construction Skills Consolidated Assessment Strategies" in response to the pandemic. The themes included assessor competency mapping to the "SQA Assessment Strategy", capturing industry specific CPD for third-party assessors and regular training for MAs on the use of the e-portfolio system. Two out of three programmes have now concluded all actions.

5.15 Remediation actions are in progress for one out of 3 programmes and are scheduled for completion in November 2022.

5.16 The remainder of the SQA programmes and all AAT, BCS, BPEC and C&G programmes were successful at the initial visit, with no actions noted.

5.17 Lecturers/Curriculum Managers (CMs) have supported the SQA in a range of activities, including conducting external verification and National Qualification checking and marking.

6 ALTERNATIVE FUNDING ACTIVITY

6.1 The Skills Development Agency recently (October 2022) conducted an Employability Fund and Modern Apprenticeship compliance review at the College. There were no issues found nor were there any recommendations given.

6.2 Good progress to date has been made on the College's Modern Apprenticeship contract, the value of which is £350k. As well as the high levels of recruitment in Construction trades and Plumbing, there have also been an increase in new starts in Care Services and Leadership and Management this year

6.3 The Scottish Funding Council (SFC) has yet to confirm allocations for the 2022-23 Flexible Workforce Development Fund. The Scottish Government Emergency budget has announced a drop of £3M on last year. The majority of employers the Colleges work with have indicated that they are still planning on working with the College.

6.4 The College works with 41 SMEs who have signed up for up to £125,000 worth of training (up to £5,000 each). All training must be delivered by the end of December 2022. The College is waiting to hear whether the SFC will allow for delivery to take place beyond 31 December 2022 to allow companies to make full use of their funding.

- 6.5 Seven levy-paying companies (defined as having a salary bill of over £3m per annum) have signed up for up to £85,000 worth of training to be delivered by the end of December 2022, with an allocation of up to £15,000 per company. The College is again waiting for confirmation on whether the SFC will allow delivery to take place beyond 31 December 2022.
- 6.6 The Alternative Funding Team are currently mapping full cost and Flexible Workforce Development Fund delivery with Curriculum teams to refresh the offer to reflect employers' needs and specific developments in key sectors. This is part of the overall curriculum refresh and will also be addressed through the Value for Money Group.
- 6.7 The College's Access Choices and Employability (ACE) Rural Academy is funded from 1 April 2022- 31 March 2023 by South Lanarkshire Council, the contract value is £189k. The project is targeting 130 unemployed residents from rural areas in South Lanarkshire to support them into employment or further education. The team are currently working with 65 new participants, and to date 26 participants have progressed into employment with the support of the Rural Academy team. Current training delivery includes Professional Development Awards (PDA) in Classroom Assistants at Lanark and Strathaven respectively, as well as an administration course at Lanark.
- 6.8 The College continues to work closely with Local Employability Partnership stakeholders such as the Job Centre Plus (JCP), Routes to Work South - Supporting South Lanarkshire (RTWS) and Skills Development Scotland (SDS) for referrals. The College also keeps other agencies informed of its presence in Lanark such as the Clydesdale Practitioners Group, and works closely with South Lanarkshire Council Employer Services, who send out vacancies every week to the project team and offer interview opportunities to participants. More recently, South Lanarkshire Council's new Money Matters support will be made available to participants. An update on the possibility of a funding extension has been requested from the Council.
- 6.9 South Lanarkshire Council invited bidders to submit grant applications in July 2022 to deliver employability programmes. The Council received 36 applications, and the College is one of nine to have been approved. This is an employability programme of a value of £25,623, to be delivered for 12 participants in early 2023.

7 RISK

- 7.1 That the College does not meet its overall credit target due to recruitment challenges.
- 7.2 That the quality of learning, teaching and assessment declines impacting on the student experience.

8 EQUALITIES

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

9 RECOMMENDATIONS

9.1 Members are recommended to:

- note that the College has completed its FES return and credit audit for the academic year 2021-22;
- consider and note progress to the 2022-23 credit target and recruitment update.
- note the work being undertaken by curriculum areas;
- note the learning, teaching and quality update especially the External Quality Assurance overview for 2021-22; and
- consider and note the alternative funding update.

ANNEX 1

Table 2: Overall Curriculum Area Enrolments, Retention, Early and Further Withdrawals November 2022

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
Accounting and Legal	287	10	4	0	0	96
Beauty Therapy	310	11	4	0	0	96
Building Service Engineering	332	4	1.2	0	0	98
Built Environment	311	14	5.1	0	0	95
Business Management and Media	356	6	2	0	0	98
Carpentry and Joinery	348	1	0.3	0	0	99.7
Early Education and Childcare	284	5	1.8	0	0	98.2
Hairdressing and Make Up Artistry	198	9	5.3	1	0.5	94.2
Health and Social Care	502	4	0.8	0	0	99.1
Hospitality, Events and Tourism	205	9	4.8	0	0.0	95.1
Learning Development	261	6	2.5	0	0	97.5
Life Sciences	251	6	2.7	1	0.4	96.8
Wet Trades	264	2	0.7	0	0	99.2

Early withdrawals are lower than at this time last year,

Key	
Evaluation & Enhancement	
Quality Assurance	
Learning, Teaching and Assessment Support	
SFC Mandatory Return	
SQA NQ Activity and Compliance	

SLC Quality Cycle 2022-23												
Activity	August 2022	September 2022	October 2022	November 2022	December 2022	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023	July 2023
		Block 1			Block 2			Block 3				
Class Representative						*	*	*	*			
Student Voice Surveys												
Course Team Self-Evaluation												
Curriculum Review												
College Self-evaluation												
Student Question Time												
Quality Forum												
Quality Audit Group												
Quality Enhancement Group												
Pre-delivery Quality Assurance					*	*						
External Verification and Quality Assurance												
Internal Quality Assurance Panels												
Systems Verification												
Approvals												
Professional Discussion on Learning and Teaching												
Quality Induction						*	*	*	*	*	*	*
College Leaver Destinations												
SQA National Qualification												

* Jan. Start

Class Representative	Class Representatives are trained in partnership with spags and the Student Association, to prepare for student participation in the College's self-evaluation and enhancement activity.
Student Voice Surveys	Biannual student experience surveys to inform self-evaluation and support compliance for the SFC Student Satisfaction and Engagement and Survey.
Course Team Self-evaluation	Course level self-evaluation and enhancement; including action planning and periodic review.
Curriculum Review	Curriculum level self-evaluation and enhancement; including action planning and periodic review.
College Self-evaluation	Annual review of College performance as per the SFC and Education Scotland guidance.
Student Question Time	Open forum for students to question the College's Senior Leadership Team in partnership with the Student Association.
Quality Forum	Supports compliance, enhancement and future planning of learning, teaching and assessment practice.
Quality Audit Group	Annual programme of internal audit activity; including mandatory and risk-based audit selections.
Quality Enhancement Group	Strategic quality enhancement forum.
Pre-delivery Quality Assurance	Awarding Body compliance activity; quality assurance of each unit delivered across the College.
External Verification and Quality Assurance	Awarding Body compliance activity; quality assurance of group awards.
Internal Quality Assurance Panels	Annual quality assurance activity to support compliance related to SQA holistic assessment arrangement for the HNVQ portfolio.
Systems Verification	Annual quality assurance activity to support Awarding Body Systems Verification compliance.
Approvals	Awarding Body approval to deliver units/group awards; for both devolved and non-devolved products.
Professional Discussion on Learning and Teaching	Annual programme of classroom observation and professional discussion; with reference to Education Scotland's <i>How Good is Our College</i> quality framework.
Quality Induction	Series of staff development workshops aimed at supporting the early stages of the learning, teaching and assessment CPD journey.
College Leaver Destinations	Data collection of qualifying college leaver destinations and the subsequent SFC submission.
SQA National Qualification	SQA invigilation, verification and examination activity for externally assessed National Qualifications.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	14 November 2022
TITLE OF REPORT:	Quality Cycle 2022- 23
REFERENCE	7
AUTHOR AND CONTACT DETAILS	Lisa Doonan Lisa.Doonan@slc.ac.uk
PURPOSE:	To provide members with a briefing on the College's quality cycle for 2022-23, which forms part of the overall aims of the new Learning, Teaching and Assessment Strategy.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • Consider and note the College's approach to evaluation and enhancement activity for 2022-23 and note how it includes student voice and course team evaluation. • Consider and note the approach to Quality Assurance. • Note the learning, teaching and assessment support provided.
RISK	<ul style="list-style-type: none"> • That the quality of learning, teaching and assessment declines to a lack of robust evaluation and improvement actions impacting on the student experience.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The College has fully reinstated its quality processes post the pandemic and the self-evaluation and enhancement process consists of a refreshed approach to ensuring improved working with class representatives and the Student Association. • The team self-evaluation is similar to previous years and both curriculum and business support teams are expected to participate in the process. • The College is also supported by the link His Majesty's Inspector of Education, through regular meetings at the College. • There is a range of Quality Fora that support and monitoring the evaluation and enhancement process. • The Quality team also support learning, teaching and assessment at the College through offering training to new or existing staff.

1. INTRODUCTION

- 1.1 This paper provides a briefing on the College quality cycle for 2022-23, as agreed at the Quality Enhancement Group (QEG) on 27th September 2022, which forms part of the overall aims of the new Learning, Teaching and Assessment Strategy.

2 EVALUATION AND ENHANCEMENT

2.1 ***Class Representation, “sparqs” (student partnerships in quality Scotland) and the Student Association***

- 2.1.1 The Class Representative selection, training and support activity for 2022-23 will be supported by curriculum and quality staff, as well as by the national organisation sparqs and Student Association. Class Representatives will be nominated and selected by their peers. The role is voluntary and aims to support effective student input to course evaluation and enhancement activity while encouraging engagement on the wider life of the College.

- 2.1.2 Sparqs training is planned to be delivered in both November 2022 (for August starts) and January 2023 (for January starts). The sessions are delivered by sparqs representatives, with introductory sessions from the Student Association and the Quality Team. Following completion of the training Class Representatives receive a recognised e-certificate.

- 2.1.3 The Student Association and Quality Team host a Teams page to help support effective communication, information sharing and access to information for all Class Representatives.

- 2.1.4 Class Representatives are invited to Quality lunchtime focus groups once per block, where they have ownership of the agenda. Improvement actions are assigned to the appropriate member of the College Leadership Team.

- 2.1.5 The Principalship meets the Student Association on a termly basis to ensure Student Voice informs College strategy.

2.2 ***Student Voice Surveys, Course Team Self-evaluation and Student Question Time***

- 2.2.1 Student voice underpins the self-evaluation and enhancement processes. Students are given the opportunity to shape their student experience at both college-wide and course levels. All levels of the College self-evaluation and enhancement activity are aligned to Education Scotland’s His Majesty’s Inspectorate of Education, *How Good is Our College?* quality framework.

- 2.2.2 Student Question Time offers students from across the College to ask open questions to the Senior Leadership Team (SLT) in a live forum. The questions are posed by the Student Association President and/or Vice President. All actions for enhancement are recorded and inform college-wide or departmental actions plans, as appropriate.

- 2.2.3 Bi-annual surveys provide an opportunity for individual students to inform and shape the work of the College. The first survey focusses on their pre-entry and early College experience and the second one is the national Scottish Funding Council Student Satisfaction and Engagement Survey. College, Curriculum Area and Course level reports are produced, via QDP survey Services, and used to support both quality enhancement and mandatory data returns.
- 2.2.4 Class Representatives are given the opportunity to shape course level quality enhancement at the end of each block, via a Course Evaluation form hosted on Microsoft Forms.

2.3 Self-Evaluation

- 2.3.1 Course Teams are required to evaluate their courses in response to the student voice feedback, stakeholder feedback and course performance. The Course Team self-evaluation is also hosted on Microsoft Forms.
- 2.3.2 Curriculum Reviews, a key part of the self-evaluation process, are conducted by the Depute Principal and the Curriculum Manager of Quality with the Acting Principal. The Curriculum Review includes the following elements: scrutiny, evaluation, challenge and the identification of good practice. Curriculum level performance and the appropriateness of enhancement actions are considered. The outcomes inform future curriculum planning and delivery and quality enhancement actions.
- 2.3.3 Business support areas complete Development and Enhancement Team Plans as part of the self-evaluation process which includes recognising areas for enhancement as well as current strengths and best practice.
- 2.3.4 College-wide self-evaluation is supported through regular Quality Enhancement Group (QEG) reviews of the Board approved Quality Enhancement Plan, which will be reported to the SLT and the Board of Management Curriculum Quality and Development (CQD) Committee. Annual reporting will be drafted by the QEG between September and November – reflecting on the previous academic session, in alignment with the Education Scotland reporting cycle.
- 2.3.5 The College Education Scotland link HM Inspector of Education is scheduled to meet regularly with the Principalship, and other colleagues to support forward quality enhancement activity.
- 2.3.6 The QEG will drive quality enhancement activity and support colleagues in preparation for the Annual Engagement Visit which has been scheduled for February 2023.

2.4 Quality Fora

- 2.4.1 The QEG will continue to develop further continuous quality enhancement strategies related to all College processes and procedures, develop and implement standards/targets related to quality and performance, support the promotion of the Quality Audit Group (QAG) and Quality Forum (QF), oversee the annual self-

evaluation programme and timetables and provide feedback from scrutiny bodies related to self-evaluation.

- 2.4.2 The QAG will conduct mandatory and risk-based internal audit activity. A Quality Audit Schedule will be published after the Internal Audit Intelligence review has concluded.
- 2.4.3 The QF supports quality assurance and enhancement activity related to learning, teaching, assessment and Awarding Body requirements. All Curriculum Managers attend, as well as lecturing or business support colleagues and other stakeholders as required. A lecturer working group focusing on enhancing practice in learning, teaching and assessment is active, and will inform the work of the QF.

3 QUALITY ASSURANCE

- 3.1 Quality assurance is supported through a range of key activities including pre-delivery checks, internal/external qualification and system verifications, and Internal Quality Assurance Panel submissions. In addition, the College operates as an *SQA Devolved Authority Centre* managing and / or determining approval applications and supporting curriculum development.
- 3.2 Approvals to other Awarding Bodies, including City and Guilds, are conducted to meet the requirements of the relevant Awarding Body.

4 LEARNING, TEACHING AND ASSESSMENT SUPPORT

- 4.1 The Quality Team support new lecturing staff via a series of workshops.
- 4.2 The Professional Discussion on Learning and Teaching (PDLT) is the College model for observation and identifying areas for enhancement and good practice. A series of observations are conducted with one-to-one feedback and review. The output of the discussions is reviewed by Quality and the findings are used to inform staff development activities.
- 4.3 Note: A review of progression pathways for lecturing staff who are currently pre-TQFE is underway. The outcome of the review will be reported in due course.

5 MANDATORY SFC RETURNS

- 5.1 Mandatory SFC returns such as the student induction survey at the start of the year and the satisfaction survey are supported by staff from across the College.

6 NATIONAL QUALIFICATION (NQ) ACTIVITY AND COMPLIANCE

- 6.1 SQA NQ examination diet and the associated quality assurance, invigilation and co-ordination is managed via the Quality Team. The College works closely with their SQA Chief Invigilator to ensure compliance.

7 QUALITY REPORTING TO SLT

- 7.1 The Curriculum Manager: Quality reports key quality assurance and enhancement activity to the SLT on a 4-weekly basis.

8 RISKS

- 8.1 That the quality of learning, teaching and assessment declines to a lack of robust evaluation and improvement actions impacting on the student experience.

9 EQUALITIES

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

10 RECOMMENDATIONS

- 10.1 Members are recommended to:
- consider and note the College approach to evaluation and enhancement activity for 2022-23;
 - note how it includes student voice and course team evaluation;
 - consider and note the approach to Quality Assurance; and
 - note the learning, teaching and assessment support provided.



CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	14 November 2022
TITLE OF REPORT:	Scottish Funding Council: Outcome Agreement Guidance 2022-23
REFERENCE	8
AUTHOR AND CONTACT DETAILS	Alan Sherry, Acting Principal, Alan.Sherry@slc.ac.uk Stella McManus, Depute Principal Stella.mcmanus@slc.ac.uk
PURPOSE:	The purpose of this report is to provide members with an overview of the SFC Guidance for the 2022-23 ROA.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: i) note the contents of this report; ii) note the ROA Guidance for academic year 2022-23 issued by the Scottish Funding Council on 3 October 2022; and iii) note that the College will seek to provide a draft Lanarkshire ROA for consideration on the agenda of the Board of Management.
RISK	<ul style="list-style-type: none">• Failure to agree on Lanarkshire ROA with the Scottish Funding Council would place the College in financial jeopardy.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none">• Successful Students• Highest Quality Education and Support• Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none">• The Regional Outcome Agreement (ROA) Guidance for 2022-23 was published on 3 October 2022. The College is required to submit this as well as the self-evaluation by 5 December 2022. Both SLC and NCL have asked, and been granted, a slight extension to allow these to be considered at their respective Board meetings in December 2022.• The ROA has a series of measures that Colleges will be evaluated on, however, it is a strategic document and is expected to be no more than fifteen pages.• To support colleges during this challenging period, the SFC has reduced the number of national measures which require to be included in the ROA with the emphasis being placed on key priorities.• SLC will work collaboratively with colleagues at NCL to prepare the document for consideration at the December 2022 Board meeting alongside the self-evaluation document.

1. Introduction

- 1.1 As members will be aware the College is required, as a condition of grant on partnership with New College Lanarkshire, to develop a Regional Outcome Agreement (ROA). In previous academic years the ROA would have been considered at the June Board meeting when the budget has been set. This has not been the case during the pandemic and the Scottish Funding Council (SFC) published the ROA guidance for academic year 2022-23 on 3 October 2022.
- 1.2 Members should note that both colleges have sought an extension to the deadline for submission of the ROA in order to enable the draft document to be considered by their boards and the Lanarkshire Regional Strategic Body. The Funding Council has agreed to this request.
- 1.3 In addition, the College is required to submit its self-evaluation report for academic year 2021-22 by 5 December 2022. Again, an extension has been sought and agreed.
- 1.4 The purpose of this report is to provide members with an overview of the SFC Guidance for the 2022-23 ROA.

2 Scottish Funding Council Regional Outcome Agreement Guidance 2022-23.

2.1 Outcome and Impact Framework

- 2.1.1 As members will recall, the *SFC Review of Coherent Provision and Sustainability Report*, set out the need for an accountability and impact framework for colleges and higher education institutions. The Outcome and Impact Framework for academic year 2022-23 seeks to evaluate ROAs based on the follow:
- maintaining focus on the delivery of outcomes and impacts for students;
 - ensuring colleges and universities outline their contributions to a more focussed set of priority issues;
 - promoting and reflecting individual and collective responses to recovery with narrative on commitments, deliverables and expected impact; and
 - ensuring transparency and clear accountability for public funding.
- 2.1.2 The Guidance requires ROAs to be high level documents of no more than fifteen pages which capture deliverables, impact and outcomes.

2.2 College ROA Guidance

- 2.2.1 To support colleges during this challenging period, the SFC has reduced the number of national measures which require to be included in the ROA with the emphasis being placed on key priorities. These national measures are:
- activity-credits delivered;
 - widening access – volume and preparation of credits delivered to learners from the most deprived communities (SIMD 10)
 - volume and proportion of credits delivered to core experienced learners;
 - the number of Senior Phase pupils undertaking vocational qualifications;
 - proportion of full and part-time students achieving successfully a recognised qualification;
 - number and proportion of successful learners who have achieved HNC/D qualifications articulating to degree level programmes with advanced standing;

- number and preparation of full-time students in positive destinations 3-6 months after qualifying; and
- percentage of students satisfied with the college experience.

2.2.2 Colleges are required to set realistic but ambitious targets for academic year 2022-23 only.

2.2.3 The ROA should also make reference to the college contribution to the National Strategy for Economic Transformation with particular reference to the Skilled Workforce theme. This element will require to include reference to both Foundation and Graduate Apprenticeship Programmes and how these will be delivered.

2.2.4 Furthermore approaches in response to the Climate Emergency and Fair Work for employees require to be evidenced.

2.2.5 A copy of the ROA Guidance is available at www.sfc.ac.uk/publications.

3 Next Steps

3.1 In collaboration with colleagues from New College Lanarkshire the College will work to develop the Lanarkshire ROA for academic year 2022-23. It is anticipated that the draft ROA will be considered at the Board of Management scheduled for 6 December 2022.

4 Equalities

4.1 It is anticipated that the ROA for 2022-23 will contain actions which will support the Equalities Agenda of the Board.

5 Risk

5.1 Failure to agree on Lanarkshire ROA with the Scottish Funding Council would place the College in financial jeopardy.

6 Recommendations

6.1 Members are recommended to:

- iv) note the contents of this report;
- v) note the ROA Guidance for academic year 2022-23 issued by the Scottish Funding Council on 3 October 2022; and
- vi) note that the College will seek to provide a draft Lanarkshire ROA for consideration on the agenda of the Board of Management.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	14 November 2022
TITLE OF REPORT:	HMIE Engagement in Scotland's Colleges: Overview Report Academic Year 2021-22
REFERENCE	9
AUTHOR AND CONTACT DETAILS	Alan Sherry, Acting Principal Alan.Sherry@slc.ac.uk
PURPOSE:	To update Members on the key findings of His Majesty's Inspectorate of Education sector overview report of progress of Scotland's Colleges.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • note the contents of this report; • note the contents of the HMIE Engagement in Scotland's Colleges: Overview Report 2021-22; • require the Depute Principal to take account of the findings contained within the HMIE Report when developing the College Quality Enhancement Plan for academic year 2022-23.
RISK	<ul style="list-style-type: none"> • There is a risk to the quality of the learning experience if the College fails to take cognisance of the findings of the HMIE report.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The report outlines the key findings from HMIE progress visits which took place over the 2021-22 academic year. • Colleges demonstrated resilience and areas of good practice included the effective delivery of online learning with curriculum delivery adapted to support students' needs. Despite the pandemic learning engagement remained a priority for colleges. • The report recognised how quickly student support services adapted to support off-campus learning. • Key concerns were also raised over the removal of mental health funding the impact that this will have on the students. • Areas for improvement included the use of too many digital platforms, evaluation processes did not impact fully on planning for improvement. FE learners struggled to remain motivated and in turn did not fully complete their programmes of study. This is consistent with a ten-year decline in attainment on full time FE programmes. • Next steps include considering the impact of digital poverty on the learning experience, the quality of learning

	and teaching across the sector and the impact of poverty and deprivation on attainment.
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1. Introduction

1.1 As members will be aware His Majesty's Inspectors of Education (HMIE) undertake routine evaluation exercises of Scotland's Colleges. In addition to producing reports for each college, HMIE provide a sector overview report which is intended to highlight key findings from this inspection activity.

The purpose of this report is to provide members with an overview of this report and the College response to the key findings. A copy of the report is available at www.education.gov.scot.

2 Key Findings from Progress Visits

2.1 During academic year 2021-22, HMIE concluded that twenty-two colleges (including South Lanarkshire College) had made progress towards achieving their improvement targets with five more colleges failing to make sufficient progress in improving aspects of the learner experience. These five colleges will be subject to further, more intensive engagement in 2022-23 to assess if appropriate progress is being made.

2.1.1 Curriculum, Learning and Assessment

2.1.2 During the Covid pandemic HMIE have concluded that all colleges demonstrated innovation, resilience and resourcefulness in adapting working practices. In addition, the Report highlights a number of areas of positive practice including:

- the effective delivery of on-line learning however recognising the need to prioritise a return to on-campus learning for practical subjects;
- most colleges adjusted the curriculum offer to ensure that overall, the needs of the learners were met;
- some curriculum teams incorporated additional activities to develop a sense of community and to support mental health and well-being;
- all colleges adapted their curriculum to provide more remote and blended learning;
- most teaching staff engage actively in professional learning;
- in most colleges learners value the support of teaching staff; and
- colleges worked well with awarding bodies to implement alternate assessment approaches.

2.1.3 In addition, a number of aspects for improvement were identified. These included:

- a few colleges do not have sufficient arrangements in place to assess levels of digital skills of learners prior to enrolment;
- the variety of digital platforms used in a few colleges presented challenges for learners;
- learners on FE level, practical courses experienced challenges in maintaining motivation;
- some colleges identified challenges in supporting Senior Phase provision; and
- some colleges did not take sufficient action to monitor learner progress on hybrid courses.

2.2 Services to Support Learning

2.2.1 The Report recognises that student support services required to adapt quickly to the impact of the pandemic and the shift to remote and blended learning. A number of positive practice areas were identified including:

- curriculum and support staff working collegiately to provide learners with resources to support off-campus learning;
- almost all colleges adapted arrangements for learners who required additional support to access services more quickly;
- most colleges deployed a range of approaches to support mental health and well-being; and
- arrangements were streamlined in almost all colleges to provide learners with access to financial support.

2.2.2 Only two areas for improvement were identified:

- in a few colleges the uncertainty with regard to additional funding for mental health is leading to concern with regard to continuity of provision; and
- in a few colleges recruitment and induction arrangements do not provide learners with sufficient information on support services.

2.3 Learner Engagement

2.3.1 Despite the pandemic the Report highlights that Learner Engagement remained a priority for colleges. A number of areas of positive practice were identified including:

- productive collaboration between college staff and Student Associations (SA) at operational and strategic levels is resulting in actions which improve and enhance the Learner Experience;
- almost all colleges have effective class representative systems; and
- most learners are confident that their views are valued and influenced positive change.

2.3.2 There are three areas for improvement which are:

- some colleges do not have appropriate arrangements to ensure each class has a representative;
- in a few colleges there is insufficient SA representation on college planning groups; and
- in some colleges learner involvement in curriculum team review processes does not support evaluation and planning for improvement.

2.4 Learner Progress and Outcomes

2.5 The Report highlights that despite the pandemic overall positive learner outcomes remain high however long-stand and persistent low outcomes in some curriculum areas remain. The positive aspects include:

- 2.5.1 in most colleges the majority of learners achieve a successful outcome;
- 2.5.2 in academic year 2020-21 the majority of colleges achieved better than average successful completion rates for FE programmes; and
- 2.5.3 in some colleges predictive software is used to identify and support at risk learners.

2.6 The aspects for improvement relate to full-time FE programmes where attainment rates have been in decline for a number of years. In addition, withdrawal from full-time FE programmes has increased.

3 Analysis of Learner Outcome Data Academic Year 2020-21

3.1 Included in the Report is a detailed section based on an analysis of the Performance Indicator (PI) data produced by the Scottish Funding Council. This section seeks to drill down into the detail of the data and provides a commentary on this analysis. The analysis in many confirms that student success is impacted upon by a number of factors including those outwith the control of colleges such as deprivation.

3.2 There is a high level of concern regarding the ten-year decline in attainment on full-time FE programmes. It is also acknowledged that the current PI data set only provides a partial view of the success of learners especially as it fails to take account of partial success.

3.3 A number of Next Steps are identified as requiring further work, including:

- the impact of digital poverty on the learning experience;
- the quality of learning and teaching across the sector; and
- the impact of poverty and deprivation on attainment.

4 College Response

4.1 The College will consider the contents of the Report when undertaking its annual self-evaluation exercise to ensure that it takes appropriate account of the findings when developing its Quality Enhancement Plan.

5 Equalities

5.1 The College will require to take account of the findings of this report as people with protected characteristics are over-represented in full-time FE programmes.

6 Risk

6.1 There is a risk to the quality of the learning experience if the College fails to take cognisance of the findings of the HMIE report.

7 Recommendations

Members are recommended to:

- i) note the contents of this report;
- ii) note the contents of the HMIE Engagement in Scotland's Colleges: Overview Report 2021-22;
- iii) require the Depute Principal to take account of the findings contained within the HMIE Report when developing the College Quality Enhancement Plan for academic year 2022-23.

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE	14 November 2022
TITLE OF REPORT	Developing the Young Workforce
REFERENCE	10
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide the Committee members with an update on senior phase and school activity.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • note the contents of this report which include updates on all senior phase activity being offered at the College.
RISK	<ul style="list-style-type: none"> • Planned enrolments did not take place which will result in a reduction of funding. • Decrease in GradU8 recruitment will affect January courses in Construction, Hairdressing and Beauty Therapy. • Decrease in GradU8 programmes may affect August 2023 recruitment.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students • The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The College funding allocation for new Foundation Apprenticeship provision has decreased by half to 221 credits for the academic year 2022-23, however, the current funding level will allow the Creative and Digital Media framework to continue • Senior Phase Independent Options are still offered to St Ninian's High school • The College continues to infill small number of pupils from East Renfrewshire • The College continues to engage with schools to showcase SLC as a viable next step in their education and attends a range of school events where possible. • The College has re-engaged with our DYW regions stakeholders.

1. INTRODUCTION

1.1. The College continues to work closely with South Lanarkshire and East Renfrewshire Councils to ensure our Senior Phase offer takes account of labour market trends and that courses provide clear progression pathways for our young people. The College offer is divided into four pathway options to Senior Phase pupils from across each Council area, delivered either on campus or in a school hub. This paper outlines the activity taking place in these four pathway options.

2 PATHWAY ONE: SENIOR PHASE GRADU8 PROGRAMME 2022-23

2.1 Table 1: GradU8 Programmes

2020/21		2021/22		2022/23	
GradU8	Actual	GradU8	Actual	GradU8	Actual Enrolments
Beauty	29	Beauty	29	Beauty	22
Beauty & Make-Up Artistry merged					24
Early Years & Childcare	58	Early Years & Childcare	52	Early Years & Childcare	33
Hair & Barbering	35	Hair & Barbering	32	Hair & Barbering	31
Health & Social Care	16	Health & Social Care	29	Health & Social Care	24
Make-Up	31	Make-Up	24		
Sport	did not run	Sport	15	Uniformed & Emergency Services	42
Business & Marketing	10	Business & Marketing	15		
Digital Media	12	Digital Media	19		
Hospitality	did not run	Hospitality	27	Hospitality	13
Construction	98	Construction	93	Construction	22
Total	289	Total	335	Total	211

2.2 GradU8 numbers increased by 16% in 2021-22, however, they have reduced by 37% for 2022-23. Actual student enrolments for 2022-23 are 81% of planned enrolments. Due to a drop in demand in the areas of Business and Marketing Digital Media and Sport, these programmes have been removed and one new subject area, Uniformed and Emergency Services has been introduced providing three class groups. There is only one standalone Beauty class, the other group has been merged with Make Up Artistry. This enables the breadth of curriculum offer to be maintained. Early Education and Childcare has also decreased in demand. Only two classes will run this session compared to four from the previous year.

2.3 Current retention for all GradU8 programmes is 99% and average student attendance is 86%

3 PATHWAY TWO: SENIOR PHASE INDEPENDENT OPTIONS 2022-23

3.1 Our senior phase independent options are open to both South Lanarkshire and East Renfrewshire pupils however, these bespoke programmes will only be delivered to East Renfrewshire pupils this academic session and will be delivered either in school or in college in the following subject areas detailed below.

3.2 **Table 2 East Renfrewshire Schools College Infill Enrolments**

2020/21		2021/22		2022/23	
East Renfrewshire Infill in-college	Actual	East Renfrewshire Infill in-college	Actual	East Renfrewshire Infill in-college	Actual Enrolments
HNC Business Studies	3	HNC Business Studies	1	HNC Business Studies	2
HNC Police Studies	5	HNC Police Studies	3	HNC Police Studies	3
HNC Quantity Surveying	0	HNC Quantity Surveying	0	HNC Quantity Surveying	0
HNC Human Resources	0	HNC Human Resources	0	HNC Human Resources	0
Total	8	Total	4	Total	5

3.3 East Renfrewshire Council numbers (in-college delivery) halved in 2021/22. In 2022-23 the Council requested 10 infill places; HNC Business Studies 2; HNC Police Studies 4 and HNC Human Resources 4, This would have been an increase of 6 places from the previous year. However, only 50% of planned enrolments recruited. The College will continue to work in partnership with the Council to monitor demand and deliver programmes across a range of curriculum areas. Pupils on these programmes infill into mainstream provision.

3.4 Current retention is 100% and attendance is also 100%

3.5 **Table 3: St Ninian's High School in School Delivery Enrolments**

2020/21		2021/22		2022/23	
Area	Actual	East Renfrewshire provision in-school	Actual	East Renfrewshire provision in-school	Actual Enrolments
Construction	15	Construction	14	Construction	n/a
Creative Nails	18	Creative Nails	19	Creative Nails	18
Playworker	43	Playworker	34	Playworker	34
HIV/First Aid	did not run	HIV/First Aid	14	HIV/First Aid	9
Total	76	Total	81	Total	61

3.6 St Ninians provision (in school delivery) increased slightly in 2021/22, but due to the removal of the Construction programme in 2022/23, actual enrolments have reduced by 25% for this academic session.

3.7 Current retention is 100% and average attendance is 95%

4 PATHWAY THREE: SENIOR PHASE WINTER LEAVERS PROGRAMME

4.1 Table 4: Winter Leavers Programme Enrolments

Course	2020/21	2021/2022 Pupils Enrolled	2022/2023 Planned Enrolments
Creative	n/a	16	0
Construction	n/a	27	12
Total		43	12

4.2 Winter leavers programmes were postponed in 2020-21 and reintroduced last session. They are open to pupils across South Lanarkshire who are intending to leave school in December 2022. Subjects offered are in Construction, Hairdressing and Beauty. Courses are delivered on a three full days delivery mode. These programmes provide a progression pathway onto January start programmes and all pupils will receive a guaranteed interview if progressing to a college course in January 2023.

4.3 Overall enrolment has reduced by 70% from previous year with one class being delivered in Construction and no classes being delivered within Hairdressing and Beauty. This reflects a national trend of young people choosing to remain in school for S5/6 rather than move into post-compulsory education.

4.4 Current retention is 100% and average attendance is 75%

5 PATHWAY FOUR SENIOR PHASE FOUNDATION APPRENTICESHIPS (FA)

5.1 Foundation Apprenticeships are delivered in conjunction with South Lanarkshire Council and Skills Development Scotland, and resulting in income of approximately £216k. These programmes are open to pupils across the South Lanarkshire region. The College has strong links in place and includes partnership agreements with South Lanarkshire Council and local employers to provide work experience for students.

5.2 For the 2022-23 academic session, the College successfully recruited for; Business Skills (1 year option); Social Services and Healthcare (one year and two-year options); Social Services Children and Young People (one year and two-year options).

5.3 In addition, the College will continue to deliver the Creative and Digital Media FA using its core funding allocation of 216 credits received from the Scottish Funding Council (SFC) using the credit funding model. Two programmes will run this session, a new two-year programme as well as the Year 2 returners group.

5.4 Table 5: Foundation Apprenticeship Programme

2020/21		2021/22		2022/23	
Foundation Apprenticeships	Actual	Foundation Apprenticeships	Actual	Foundation Apprenticeships	Actual Enrolments
Accounting					
Accounting Returners	11	Accounting Returners	4	Accounting Returners	n/a
Business Skills					
Business Skills 1 year programme	7	Business Skills 1 year programme	2	Business Skills 1 year programme	13
Business Skills 2-year programme	n/a	Business Skills 2-year programme	5	Business Skills 2-year programme	0
Business Skills Returners	n/a	Business Skills Returners	9	Business Skills Returners	3
Creative and Digital Media					
Creative & Digital Media 2-year programme		Creative & Digital Media 2-year programme	14	Creative & Digital Media 2-year programme	17
				Creative & Digital Media returners	10
Children and Young People					
Children & Young People 1 year programme in college	27	Children & Young People 1 year programme in college	22	Children & Young People 1 year programme in college	13
Children & Young People 2-year programme in hubs	40	Children & Young People 2-year programme in hubs	40	Children & Young People 2-year programme in hubs	26
Children & Young People Returners	30	Children & Young People Returners	29	Children & Young People Returners	26
Healthcare					
HealthCare 1 year programme in college	15	HealthCare 1 year programme in college	14	HealthCare 1 year programme in college	11
HealthCare 2-year programme in hubs	20	HealthCare 2-year programme in hubs	20	HealthCare 2-year programme in hubs	12
HealthCare Returners	11	HealthCare Returners	11	HealthCare Returners	10
Total	161	Total	170	Total	141

5.4.1 Across the Frameworks recruitment has decreased by 17% from the previous year. Foundation Apprenticeships programmes continue to deliver courses which incorporate theory and placement and promote progression into Higher Education or employment. Following a HMIE report and consultation with stakeholders a review of FA programmes by the Scottish Government is taking place. The review will focus on programme planning and delivery. The first phase is due to be complete by December 2022,

5.4.2 Current retention is 99% and average attendance is 78%

5.4.3 Students will attend placement with a range of local employers including NHS Lanarkshire and South Lanarkshire Council

6 SCHOOL EVENTS 2022-23

6.1 The College will continue to work closely with all schools on the above programmes to ensure our strong performance and to showcase SLC as a viable next step in their education and will continue to liaise with schools regarding any further requests for information events

6.2 Table 6: School Event Schedule 2022-23

Date	Time	Type of Event	Location	Audience	Expected numbers
22 September	6:30pm – 8:30pm	Pathways Evening	Calderglen High School	S3-S6	TBC
28 September	4pm – 6pm	Careers Fair	Braidhurst High School	S3 – S6 (ages 13-18)	100
27 October	6:30pm – 8:30pm	Careers Fair	Williamwood High School	S2-S6	1000
2 November	6:30pm – 8:30pm	Careers Pathway	Eastwood High School	S1-S6	TBC
15 November	1.15-4.30pm	Workshops, Information sessions	Barrhead High School	TBC	TBC

6.3 The College hosted a very successful “Step into STEM” event on 12 October 2022. The event was delivered in partnership DYW East Dumbartonshire and was attended by 100 S1 and S2 pupils from across South Lanarkshire. A range of 8 STEM activities aimed at inspiring pupils to think creatively, collaborate and problem were delivered on the day by Curriculum Teams.

6.4 Local employers supported the event and provided an Employment Hub where pupils were given the opportunity to speak to a wide range of local employers directly about career options and progression pathways.

6.5 Student Ambassadors from across the college were recruited to assist with the event. The Ambassadors supported the schoolteachers as the pupils moved around the campus to interact with the activities and employers.

7 SOUTH LANARKSHIRE COUNCIL

7.1 Associate Principal David Innes attended a planning session that the local authority was holding for the Deputy Headteachers of South Lanarkshire schools. The purpose was to provide an opportunity to hear some updates on South Lanarkshire Council programmes as well as time to discuss improvement actions with the wider team and key partners.

7.2 This follows on from the Headteachers' lunch event held at the College in September 2022 and which included the Head of Education at South Lanarkshire Council which outlined the role of the college sector and highlighted ways in which the College and local schools could work together to deliver more curricular choice in the Senior Phase.

8 EQUALITIES

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

9 RECOMMENDATIONS

Members are recommended to:

- note the contents of this report which include updates on all senior phase activity being offered at the College.



South
Lanarkshire
College

East Kilbride

CURRICULUM, QUALITY AND DEVELOPMENT (CQD) COMMITTEE

DATE:	14 November 2022
TITLE OF REPORT:	Marketing and Communications update
REFERENCE	11
AUTHOR AND CONTACT DETAILS	Scott Coutts, Marketing and Communications Manager Scott.coutts@slc.ac.uk Rose Harkness, Head of Student Services Rose.Harkness@slc.ac.uk
PURPOSE:	To provide the Board with a summary of marketing, communications, events and student recruitment activities taken place over the past 3 months.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none">• Note the success of the Community Open Day and graduation;• Consider and note social media and website analytics performance to raise brand awareness of the College; and• Note the updated brand launch and progress on the new website.
RISKS	<ul style="list-style-type: none">• Technical issues arising with new website as part of launch (mitigations in place to minimise)• Applications for courses not meeting target for January start• Negative press due to the ongoing investigations.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none">• Successful Students• The Highest Quality Education and Support• Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none">• The refreshed brand was launched on 24 October 2022 and includes a new colour palate and fresh designs. The next step will be the launch of the new website pending final edits and approval.• The graduation event took place at the Hamilton Townhouse which was a return to pre Covid practice. Over 650 people attending to celebrate the success of the 170 graduates.• A very successful College Community Open Day was held in August 2022 with over 400 people attending.• Campaigns are planned to support recruitment for both January 2023 and new academic year 2023-24 courses.• The College continues to gain more users and hits on social media as demonstrated by Edurank.

1. INTRODUCTION

1.1 The past three months have been a focus on some major projects and events across the College including brand launch, new website, community open day, graduation, video content and on-going operational activity such as social media and brand awareness activities.

2. REPORT HIGHLIGHTS

2.1 Community Open Day success with over 400 visitors.

2.2 The first full College graduation at Hamilton Town House in 3 years to celebrate the success of the 2022 Graduands.

2.3 Launch of a brand refresh and much progress made on the new website.

2.4 Gathering of video content to include over 150 new college videos for promotional use.

2.5 STEM event held for the first time since 2019 to showcase STEM activities to local high schools with over 150 pupils on campus.

2.6 Social media performance including engagement on Instagram up by 137% over the past 90 days.

2.7 Brand awareness and conversion to our website with an increase in users to the website by 26%

3 PROJECTS

3.1 ***Brand Launch – One College, for all you want to achieve.***

3.2 The refreshed brand was launched internally and externally on Monday 24 October 2022. The updated brand, which was research driven with stakeholders, includes an updated brand statement, colour usage and design elements. The refresh ensures the brand aligns to our strategic direction as a College and effectively showcases South Lanarkshire College with stakeholders.

3.3 The launch plan included:

- an all-staff email to reflect changes;
- circulation of full brand guidelines which can be found [here](#) ;
- digital and printed brand booklet (top line highlights) circulated to all staff and can be seen [here](#) ;
- brand video for external promotion <https://youtu.be/8asgoXfocPI> ;
- update of graphics across platforms; and
- updated toolkit for staff use (including updated PowerPoint slides, headed paper, business cards, design assets etc)

3.4 The next steps (including the new website launch) are now in place to update, and the roll out of, the refreshed brand design across areas such as campus signage, pop up banners and offline assets

4 NEW WEBSITE LAUNCH

- 4.1 At the time of writing (4 November 2022) the new website was in the final stages of completion with the build and all content completed. Final bug, cosmetic and content checks are now taking place prior to launch.
- 4.2 The website was presented to the Senior Team on Tuesday 1 November 2022, with positive feedback received. Pending final feedback from the Senior Team, the launch date will be within the next 2 weeks. The new website is based on the refreshed brand and research undertaken, with all new content, user experience and layout.
- 4.3 The team would like to thank Chris Sumner, Head of Information Systems and Sam Katoosi, Developer, for all their support in the technical aspect of this project including the build of a full application programme interface (API) system to support connection between the website and internal systems to streamline processes and consistency in content.
- 4.4 The team would also like to thank the Vice Chair of the Board of Management, Douglas Morrison, for all his support and guidance on both of these projects.

5 EVENTS

5.1 *Graduation*

- 5.2 The 2022 Graduation took place at Hamilton Town House on Wednesday 2 November where the College welcomed over 650 people to celebrate the success of the 170 graduates in attendance. The event was the first full graduation that had taken place since 2019 and was a celebration of success, hard work and commitment of all 2022 graduates.
- 5.3 Many thanks to Boards of Management members and external stakeholders who attended on the day including Douglas Morrison, Heather Stenhouse, Heather Anderson, Peter Scott, Anne Doherty and Tarryn Robertson. Thank you also to the guest speaker David Martindale. Prof Christopher Moore, Principal New College Lanarkshire, and John Brown, Deputy Lord Lieutenant of Lanarkshire also joined the College to celebrate the success of our learners.
- 5.4 As with any event of this scale there are always improvements that can be made for future years. These have been noted and will be actioned for next year to ensure the event continues to the best possible celebration of success for graduates.

5.5 *Community Open Day*

- 5.6 The College Community Open Day took place on Saturday 20 August 2022 with over 400 people visiting the campus. The event was the first of its kind that had been held at the College and feedback was extremely positive. Visitors on the day included potential applicants, students, staff members and their families, community members, local businesses and industry partners.
- 5.7 A range of family activities, campus tours (led by students), subject activities to promote courses, local business showcases, information sessions and talks from staff and partners took place on the day. It was also great to see over 30 businesses participate as part of the College stakeholder engagement plans

6 EVENTS CALENDAR

6.1 A proposal for 2023 events is currently being considered with open events being provisionally planned for:

- the last week in January 2023 to coincide with the 2023-24 August course launch;
- the week beginning 27 March 2023 in line with: '*Scotland's Colleges: Big College Open Week*';
- the week beginning 12 June 2023; and
- the week beginning 7 August 2023 to coincide with clearing/ exam results.

7 RECRUITMENT

7.1 January start courses are due to go live for application imminently and an update is included elsewhere on this agenda. Campaign plans will thereafter be put in place to support recruitment of the noted courses.

7.2 Academic year 2023-24 (August) courses are due to go live for application from the end of January 2023, with a 9-month campaign plan sitting alongside this to support recruitment. This will include a range of online and offline promotion and assets such as a course guide booklet.

8 STAKEHOLDER ENGAGEMENT

8.1 The next stakeholder newsletter (sent via email) is scheduled to go out w/b 21 November 2022. This will highlight good news stories, events and success stories across the College over the past 3 months. This is the 2nd stakeholder newsletter and it is planned to be a quarterly communication.

8.2 The Marketing Team are also supporting a sustainability event which is due to take place on 9 December 2022. The event will launch the new cargo trike and local elected members will be invited to this event.

9 STAFF COMMUNICATION

9.1 A fortnightly staff communication continues to be sent by the Marketing and Communications Team to update staff on good news stories, events and goings on across the College.

10 IN THE PRESS

10.1 Examples of some positive news articles in the press over the past three months include:

- [Students can count on South Lanarkshire College during the cost of living crisis](#) (Herald)
- [Why an education at South Lanarkshire College ensures diverse opportunities in early learning and childcare](#) (Herald)
- [Lanarkshire college inspires next generation with STEM event](#) (Daily Record)

- [Lanarkshire college board member named 'Reservist of the Year' at top awards \(Daily Record\)](#)
- [South Lanarkshire College opens its doors to community offering a taste of campus life to new students \(Daily Record\)](#)
- [Student & Staff Wellbeing top priority at South Lanarkshire College \(Herald\)](#)

10.2 The names of Graduates were also published in the East Kilbride News and Scotsman as per the photo below.



10.3 Negative press enquiries regarding the ongoing suspensions, dismissals and investigations continues to be a risk to the College brand image and continual monitoring of press is undertaken by the team. There has only been one instance of negative press over the past 3-month period:

- [South Lanarkshire College: Lecturer charged amid fraud probe](#)

11 PROMOTION AND DIGITAL MEDIA

11.1 Over 150 videos were gathered over a 4-day period in September 2022. The videos included:

- promotional shots of students talking about their experience studying at the College, the services available and their ambitions. These videos are now being used in line with our themed social media plan (as reported at the August 2022 Committee) to promote the College. This will support social content between now and January 2023. Examples of some of the videos can be found: https://youtu.be/JhGDP_F3CJI ; and
- Congratulatory graduation videos from lecturers were shown on social media and at the graduation ceremony. See https://youtu.be/Evdwf98oN_0

11.2 **Social Media**

11.3 The award nominated #StartingSLC campaign ran over August 2022 and September 2022 to welcome students back to South Lanarkshire College, with a particular focus on the return to campus (tied in with above noted video content).

11.4 As reported on Edurank (college social media performance tool <https://edurank.net/rank/uk/college/>) South Lanarkshire College ranked:

- Number 1 in Scotland for August (26 in UK)
- Number 5 in Scotland for September (33 in UK)
- Number 4 in Scotland for October (31 in UK)

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

- Facebook reach is up 8% and engagement is up 30% compared to the previous 3-month period, with an increase of 78% in visitors to the College page. It is also worth noting that video engagements are up by 105% and views up 61% during this period highlighting the impact of the video content noted in section 12;
- Instagram reach is up 30%, with engagement up 137% and profile visits up 73%. New followers for this platform have also increased by 200% over the past 3 months compared to the previous period by almost 300 followers;
- YouTube views are up 124% on the previous 90 days with watch time up 264%; and
- Twitter impressions were down 8% on previous 90-day period although it is noted with market research that this platform is the least used by students. Continual work is being undertaken to ensure we utilise Twitter to its maximum potential to support stakeholder engagement.

11.6 The team are currently exploring the use of organic (producing content ourselves) on TikTok (we currently use paid ads for this platform) and a proposal is being worked on to utilise this platform.

12 **WEBSITE ANALYTICS**

12.1 Key figures for the website from the previous 90-day period include:

- increase in users to the website by 26%;
- new users increased by 25%;
- sessions increased by 27%; and
- page views increased by 11%

12.2 The increase in figures to the website can be linked to our social media and brand awareness activities noted during this period. It is imperative that with a new website launching imminently we convert the increase in users to our website to applications and thereafter enrolments. This will continually be monitored.

13 **ADDITIONAL MARKETING WORK**

13.1 The Marketing and Communications Team have recruited Digital and Creative Media Foundation Apprenticeship students who are in year 2 of their course. These College

students will undertake work experience as part of The team while completing a video project as part of their course.

- 13.2 A market research survey was circulated to all students in September 2022 to identify further information on the key drivers and improvements for the application process. The results are currently being analysed and will be used to help support the recruitment development process.
- 15.1 The Team continue to work closely with sector colleagues to share best practice and drive forward the #ChooseCollege brand and sector awareness. The Marketing and Communications Manager presented the success of #ChooseCollege to the Vice Principals Group in October 2022.
- 15.2 The Marketing and Communications Team continue to support cross college activities and initiatives including the health and wellbeing group, which is led by the Marketing and Communications Manager.
- 15.3 The College is now able to attend school events such as open days, parents' evenings and careers days. A number of school events have been attended as part of this strand of the College marketing approach. It is anticipated that the College will have a presence in all local catchment schools during the current Academic Year.
- 15.4 The Marketing and Communications Team have been nominated for the College Development Awards for the #StartingSLC campaign. The Awards Ceremony is scheduled to take place on Friday 25 November 2022.
- 15.5 The Team are aware of the change over from current Google Analytics to Google Analytics 4 in June 2023 and are putting plans in place to switch over to the new version.

16 RISK

- 16.1 Technical issues arising with new website as part of launch (mitigations in place to minimise)
- 16.2 Applications for courses not meeting target for January start
- 16.3 Negative press due to the ongoing investigations.

17 EQUALITIES

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

18 RECOMMENDATIONS

Members are recommended to:

- note the success of the Community Open Day and Graduation;
- consider and note social media and website analytics performance to raise brand awareness of the College; and
- note the refreshed brand launch and progress on the new website.



South
Lanarkshire
College

East Kilbride

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	14 November 2022
TITLE OF REPORT:	National Union of Students (NUS) Impact Report and Plan for Action 2022-23
REFERENCE	12
AUTHOR AND CONTACT DETAILS	Stella McManus Stella.mcmanus@slc.ac.uk
PURPOSE:	To provide members with a summary of the NUS action plan for 2022-23
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none">• Note the work of the NUS to date;• Note the key priorities for 2022-23
RISK	<ul style="list-style-type: none">• That students do not complete their courses due to the cost-of-living crisis as well as the reduction in funding.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none">• Successful Students• Highest Quality Education and Support• Sustainable Behaviours
SUMMARY OF REPORT:	<ul style="list-style-type: none">• The aim of the NUS is to make education and the world better through the collective power of students.• The report highlights the success of the NUS' work in the 2020-22 period where they secured more than £80m to support students through the pandemic.• Produced the "Broke Report" informed by 3,500 students which exposed the deep-rooted inequalities that students are facing.• NUS campaigns will target, an increase in grants and bursaries, a student rent freeze, half-price peak time bus and train fares. Fundamentally the main goal is to win support for students to survive the cost-of-living crisis. This is a coordinated approach across all four nations.

Impact Report and Plan for Action 2022-23

Published September 2022

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Welcome

Winning Together

Over the past two years students demonstrated the power of collectivism and solidarity in the face of a global pandemic. We pulled together to demand financial support, better rights and living conditions and our voice was heard loud and clear.

As we emerge from the significant disruption of the pandemic we're now grappling with a new cost of living crisis that is hitting students hard. But our history shows that when we face these challenges together we are stronger and more likely to win.

Our movement is making a difference not only to the students we represent but to society as a whole. Our calls for a rent freeze, for instance, will benefit the most vulnerable the length and breadth of Scotland. Students have always been at the forefront of societal progress, be it social justice or liberation from oppression.

In the year ahead we'll continue to fight injustice wherever we see it and ensure that students are not forgotten as governments respond to the cost of living crisis. We'll be front and centre in

demanding a better society – because we simply can't rely on the establishment to fight for students' rights.

We're saying enough to low student income and food poverty. We're saying enough to unaffordable rent and public transport. And we're saying enough to inadequate mental health support.

If we stand together we can help transform the lives of our fellow students today and build a fairer Scotland for tomorrow.

Officer Leadership

NUS is led by 7 elected full-time officers, the officer team have set the following leadership intentions for their term in office:

Community

Building relationships/connections so people feel part of something and work together.

Voice

We will ensure relevance by listening to and amplifying the voice of students.

Support

To ensure our student movement is sustainable by having student unions & officers who are sufficiently supported.

“
I really look forward to working with you over the next two years.”

Ellie Gomersall,
NUS Scotland President
2022 - 2024



Impact 2020-22

As we returned to campuses and in real life events, we continued to fight for students.

- £800 million into students' pockets from rent wins & new student support.
- U-turn on SQA, A Level and BTEC exam grades.
- No Detriment policies across universities.
- Post-study work visas extended.
- Student Mental Health in strategies in Wales and NI.
- Laptop and IT support across education.
- Taith scheme in Wales, access to Erasmus+ in Northern Ireland.
- Annual Accommodation cost survey with Unipol, which highlighted that rent now takes up 72% of the average student loan.
- Over £4.5m funding for students and SU/SAs in Scotland and Wales.
- Over £4.5m funding for students and SUs in Wales and Scotland.
- 50 SUs support Student Strike, mobilising 2000 students in London and 6 regional events.
- End use of NDAs pledge signed by 54 institutions.
- 800 supporters with 40 students' unions signing our open letter calling on institutions to divest to decolonise.

£800 million into students' pockets

from rent wins & new student support.

NUS - What do we do?

We exist to make education and our world better through the collective power of students.

Our movement exists to make education and our world better through the collective power of students.

Our first 100 years were spent building collective democracy, resources, and power in an analogue world. Our next 100 will be spent building collective democracy, resources and power in a digital world.

Today's challenges won't be solved without students, students' unions, and our national union.

In the last 100 years students faced society's most existential challenges: war, fascism, apartheid, oppression, poverty, and universal public services. Today's challenges need our attention just as much: climate chaos, mental health crisis, inequality, and depleted public services.

History shows that it is students who find the solutions to society's challenges. The NHS was still a pipe dream in the 1930s when students were fighting for students to get access to universal healthcare.

Many viewed Apartheid, LGBT+ and women's rights as marginal causes when students were campaigning in the 1960s and 70s. Climate change was widely mocked when we pushed our first environmental campaigns in the 1970s. And #MeToo was still over a decade away when we gathered our first evidence of

sexual violence and harassment on our campuses.

Campaigning in the student movement delivers a triple benefit to students, education and to society.

We've always seen the connection between our education and our world. The unique thing about education is that it's a gateway to society: to the future workforce, and to the leaders and communities of tomorrow. With so many of the population now engaging as a student or an apprentice, post-16 education has never been more important. Education, training, and research fuels our society. And education is the single most impactful place to create lasting societal change.

So when students campaign together we deliver a triple benefit:

- Benefit students' lives here and now through immediate change.
- Benefit education by driving constant improvements in quality, access and outcomes.
- Immeasurable benefit to society by nurturing tomorrow's leaders, workers and citizens.

Why we do what we do?

We want to live in a society where everyone can live freely as themselves without structural discrimination or oppression.

Where people have high levels of physical and emotional wellbeing with a strong sense of identity and belonging.



NUS Scotland Impact Report 2020-22

Students Deserve Better

NUS Scotland delivered significant wins for students over the pandemic – we secured more than £80 million to support students through the darkest of times, including:

- £70 million of discretionary hardship funding
- £9.7 million to help students facing digital poverty
- £4 million to support the mental health of college students
- £750,000 to support the valuable work of students' associations

We secured the legal right for students in student accommodation to give notice – and kept it in place throughout the pandemic.

We won a government commitment to introduce a new payment to ensure students who are eligible for benefits don't lose out because they are in receipt of, or entitled to, student support.

Won the right to access discretionary funding for international, EU, and nursing and midwifery students.

Secured life assurance for over 2,000 HNC and HND students in colleges, enabling them to complete their NHS placements,

working on the frontline during the pandemic.

Your voices heard

We won a Scottish Government review of Purpose-Built Student Accommodation.

We won the argument that student support should be year-round, with the Scottish Government taking forward a review of summer support.

And we won a commitment on a Scottish education exchange programme to support the international mobility of students and staff.

Held the 'Student Housing Rally' outside the Scottish Parliament attended by around 200 students, where the Minister for Tenants Rights and representatives of all opposition parties spoke and had the opportunity to hear students lived experience of poverty.

Gave evidence to the Scottish Parliament's Audit Committee on Scotland's colleges and supported college officers and staff to appear at the Education Committee.

Ellie Gomersall gave evidence to the Scottish Parliament's Equalities and Human Rights Committee on the Gender Recognition Act Reform Bill.

Wrote to the Scottish Government with student officers from across Scotland to demand funding for digital poverty and won over £3 million of additional funding for digital poverty for college students.

Wrote to the Scottish Government (co-signed by college officers from all bar two of our college SAs) across Scotland to set out the 'perfect storm' facing college students: strikes, cuts and cost-of-living. Officers and staff also gave evidence to the Scottish Parliament on colleges.

These wins have only been possible thanks to student activists who mobilised across Scotland. You marched and rallied outside the Scottish Parliament in your hundreds. You took to social media to lobby politicians. And you organised locally on campus to make your voice heard.

Broke Report

Our Broke report, which was informed by the voices of 3,500 students across Scotland, exposed the deep-rooted inequalities that students are facing.

Students forced to choose between heating and eating or whether to prioritise their studies or take on additional work just to keep a roof over their heads.

In response to those findings which you helped to inform, the Scottish Government announced a £350 increase in the student support package for the poorest students from this academic year. We're proud of what we've achieved together – but there's so much more to be done.



THE NUS Officer Team 2020-22

Campaigns plan 2022-23

The future

What's the situation?

Fundamentally our education system is broken. It's heavily marketised and leaves students without the money we need to survive.

Even before the current crisis, student support didn't meet the cost-of-living – far too many students were already living in poverty, homeless or at risk of dropping out.

Now the cost of living crisis has taken us past the tipping point.

But we have more than 500,000 students on the ground who are angry about the failures of our current system.

We're also fighting across the UK with our colleagues in England, Wales and NI for action from the UK Government too.

Some doubt we can achieve this change because we have a complacent government at Holyrood and a Westminster government only focused on protecting the interests of the few.

But with debates around our post-Covid future and another independence referendum, now is the time to build an alternative future.

If we win, we'll have an education system that is designed by students, not imposed on students. We'll be able to thrive, not just survive, focus on our education, engage fully in the student experience and look with hope and optimism to our future.

Our Targets

Alongside students' associations, students and our allies, we're #FightingForStudents in this cost-of-living crisis. In Scotland, we're demanding:

An increase in grants and bursaries.

A student rent freeze.

Half-price peak time bus and train fares.



Campaign Strategy

This is a crisis and we need urgent action. Students are not included in many of the benefits being rolled out and called for so we need to build a community of support to cut through the noise.

In the first year

We will build a collective for change and mobilise students (in-person and online) to demand the Scottish Government deliver its promises to students to address the cost-of-living crisis by increasing student support, implementing rent controls, tackling the cost of transport and the mental health crisis. We will also support students' associations to run their own local campaigns on the cost-of-living crisis and achieve change for their students.

In the second year

We will bring students together to imagine and build a better education system. We'll use research to look at examples of best practice from other countries and we'll use media and public affairs work to demonstrate to the public how broken our system is and how it can be better.

Tactics

Grassroots and bottom-up - The campaign will be co-designed with student leaders from the outset to secure local buy-in.

New Research - We will publish new research, building on Broke to make the case for change.

Online Action - We will have an online action targeted at organisations and students, calling for Scottish Government action.

Clear Policy Asks - Our policy asks will be clear, concise, relatable and tangible.

Mobilise students - We will mobilise students to attend our own rallies and those being held by our allies (such as trade unions).

Support - We will support students' associations to run local cost-of-living campaigns.

Campaigns plan 2022-23

Cost of Living: Across the UK

What's the situation?

Our students are spread across Wales, England, Scotland and Northern Ireland. They've come to our unis and colleges from all across the world – and just around the corner. What unites us right now is that we are all in a cost of living crisis.

As prices soar, students are being pushed to the brink. Our research has shown 96% of students are cutting back on spending, a third left with just £50 a month after paying rent and bills.

The crisis is having a devastating impact on wellbeing, with 90% of students reporting an impact on their mental health.

Students need money in their pockets, better protections around housing, lower cost of transport and to be able to unionise in the places they work. Across the UK, our shared goal is a student support package.

SMART Goal

By July 2023, we will win support for students to survive the cost of living crisis, built a cross-party consensus on NUS' priority issues and laid the foundations for an education where students can thrive.

Our Targets

Across our shared work streams, we will engage:

190 students' unions, across unis and colleges.

45,000 supporters, to build our base of those who back our ideas.

850 activists, who will pro-actively engage in our campaign work and get their campuses involved.

This campaign will run in



Campaign Strategy

All of our students share a common problem, but the path to addressing it and the tactics we take are different depending on our national governments and devolved administrations.

In each part of NUS UK, we have different asks to best work with our members. Across the UK, we will share a narrative and our power in the media, and we will team up to strengthen our positions.

We will share lobbying efforts across Wales, NUS-USI and England to target the Westminster government, as we all need them to release funding for our students, and we will work together to lay the foundations for the General Election and win manifesto commitments to the Apprentice Living Wage.

We have a shared commitment to mobilising to organise, building power, and supporting grassroots activism. We'll work with our members to amplify our influence, and build a bold and powerful movement.

Tactics

We will use our media platforms to keep the spotlight on the student cost of living crisis, continuing to train and support students to tell their own stories, supported by the evidence base we build.

We will focus on a shared lobbying effort for student support through an Emergency Budget, and bring unions into a regrouping effort immediately after this to plan our next steps.

NUS Scotland

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national union of **students**