

## CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE

### NOTICE

There will be a meeting of the CQD committee on 29 August 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 – 3 May 2022	Yes	HS
04-	Matters Arising from the Previous Meeting	No	HS
	<b>Matters for Approval</b>		
05	Learning and Teaching Policy	Yes	SM
06	Attendance and Behaviour Policy	Yes	SM
	<b>Matters for Discussion</b>		
07	Student Association Report	Yes	RC
08	Curriculum, Quality and Development Update	Yes	SM
09	Adult Learning Strategy Report	Yes	AS
	<b>Matters for Information</b>		
10	Developing the Young Workforce Update	Yes	MS
11	Marketing and Communications Update	Yes	RH
12	Any Other Business	No	HS
13	Summation of Actions and Date of Next Meeting	No	PS

**UNCONFIRMED CQD MINUTES MAY 2022**

**CURRICULUM, QUALITY & DEVELOPMENT COMMITTEE**

MINUTES	
CQD Committee on 3 May 2022 at 1730 hours via Microsoft Teams or in the Boardroom at South Lanarkshire College	
Present HS (Committee Chair) D M A Sherry (Acting Principal) In attendance PH (Acting Chairing Member) R C (Student Observer) AD RH SM (Depute Principal) DI KP MS PS (Acting Clerk)	

Agenda Item	
10-22	Apologies for Absence Fiona Mullen Ann Baxter (NCL)
11-22	Declaration of any potential Conflicts of Interest in relation to any Agenda items None received at this point – any such declarations would be identified at the relevant point in the agenda.
12-22	Minutes of Previous Meeting – 15 February 2022 Approved
13-22	Matters Arising from the Previous Meeting The Deputy Principal confirmed that the Credit targets were under review and updated the Committee on the latest position In response to a question from the Committee the Clerk confirmed for the record that if Student Members were on leave a student observer would always be invited to the CQD Committee
	Matters for Approval
14-22	Complaint's Report 2020-21  The Committee noted and approved the Complaints Handling Report which is referred to for its terms . The Committee noted that all complaints had been resolved informally.

	<p>Matters for Discussion</p> <p>The Acting Principal declared his interest in the White Ribbon initiative which was referred to in the report</p>
15-22	<p>Student Association Report</p> <p>Rose Harkness spoke to the Report as submitted and which is referred to for its terms.</p> <p>The Committee was pleased to hear that with the lifting of restrictions there was now a good atmosphere on Campus .</p> <p>The Committee especially noted that the initiatives addressing student poverty were being continued and students association were to be congratulated on their efforts.</p> <p>Of particular note was the work on Gender based violence with clients of the White Ribbon charity</p> <p>The SA had received a Think Positive Grant which reflected the positive attitude of students who were now making good use of the Hub.</p> <p>The Committee also noted that the student Elections were under way which meant that the Board would be welcoming new student Board Members in due course.</p>
16-22	<p>Curriculum, Quality and Development Update</p> <p>The Committee considered the Report on Curriculum Quality &amp; Development which is referred to for it detailed terms .</p> <p>The committee noted that although there was a current gap of around 1,000 credits, the team were working hard to close this gap. The Deputy Principal was hoping to discuss this with her opposite number at NCL.</p> <p>It was however noted that, in the context of budget cuts the figures were stark and that pay increases, over which the College had no control, would bring additional challenges.</p> <p>Some of the figures were skewed by the impact of COVID and so the bald data should be viewed with caution but recruitment as proceeding well and steps were being taken to support vulnerable students.</p> <p>The acting Principal stressed that attention should be paid to the Good News stories throughout the report which were a credit to all concerned .</p> <p>The return to campus was positive as online teaching did not work for all students.</p> <p>Recruitment in the Business Faculty was broadly consistent with the pattern in previous years and there were good news stories in both cookery and photography.</p> <p>The Faculty of Care was working on early withdrawal figures but broadly the figures spoke for themselves and again there were good news stories. In particular the Faculty had consistently delivered</p>

	<p>additional income through the Flexible Workplace Development Fund .</p> <p>The Faculty of Construction had exceeded its targets and the hosting of the NHBC Conference had been highly successful. Again there were good news stories reflecting credit on all concerned.</p> <p>This had been a difficult time for vulnerable students and the healthy retention rates were a credit to the effort made by Rose Harkness and her team to support such students.</p> <p>The Committee also acknowledged the sterling efforts of the whole curriculum development team</p>
17-22	<p>Education Scotland Final Report and Action Plan</p> <p>The Committee noted that the Education Scotland Visit had been a considerable success and noted in particular the significant areas of positive progress in the Report which s referred to for its detailed terms.</p> <p>The Committee also considered the Action Plan – in respect of which the Clerk noted that as this was work in hand it should not be released into the public domain at this stage. It was noted however that progress was highly satisfactory.</p>
18-22	<p>Student Support Future Funding</p> <p>The Committee considered the report as submitted and which is referred to for its detailed terms.</p> <p>Attainment rates demonstrated that the support had delivered a positive impact on student success but there were clearly challenges ahead. In particular childcare provision would be a big ticket item and the increasing cost of living would hit students hard. Bursary provision could help but was modest in the context of low family income levels and the impact of inflation. Digital poverty was an area requiring considerable college support and the college would need to manage expectation in that regard.</p> <p>SFC funding was not a matter within the college’s control and was very much a blunt instrument which did not always target specific local needs</p>
19-22	<p>Final Performance Indicators for 2021-22 and Revised 2019-20</p> <p>The Committee considered that dataset as submitted and noted that, overall, the college was above national rates – and in some areas performance had exceeded pre-covid levels - but there were still challenges especially given the high levels of work-based learning where covid had impacted adversely.</p> <p>The Committee also noted that the gap between male and female learners had narrowed .</p>

	<p>After discussion it was felt that strategies would need to be developed to meet the challenges and that this might need a two year forward plan</p>
	<p>Matters for Information</p>
20-22	<p>Developing the Young Workforce Update</p> <p>The Committee considered the detailed Report which is referred to for its detailed terms.</p> <p>There had obviously been an impact as a result of lockdown but the lifting of measures was enabling an increased presence at school careers and information events.</p> <p>GradU8 had slightly under-recruited for example but was expected to improve considerably and senior phase options were expected to have good recruitment going forward.</p> <p>The Winter Leavers pathway has been re-introduced and a Summer Leavers programme has commenced.</p> <p>Foundation Apprenticeships continue to be highly successful.</p>
21-22	<p>Marketing and Communications Update</p> <p>The Committee considered the update which is referred to for its detailed terms .</p> <p>The committee was pleased to note progress with the brand articulation and brand project and the key dates for events and graduation.</p> <p>The shortlisting of the #Starting SLC marketing campaign at the Marketing Society STAR awards was a matter for congratulation but there continued to be negative press surrounding the ongoing investigation and the wider issue of industrial action</p>
22-22 23-22	<p>Any Other Business</p> <p>There being no other business the meeting was declared closed – the next meeting had been provisionally timetabled but would be confirmed closer to the time</p>

**CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE**

<b>DATE</b>	29 August 2022
<b>TITLE OF REPORT</b>	Learning, Teaching and Assessment Strategy
<b>REFERENCE</b>	05-22
<b>AUTHOR AND CONTACT DETAILS</b>	Stella McManus, Depute Principal <a href="mailto:Stella.McManus@slc.ac.uk">Stella.McManus@slc.ac.uk</a>
<b>PURPOSE:</b>	To ask Members to approve the Learning, Teaching and Assessment Strategy 2022-23
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are asked to: <ul style="list-style-type: none"> <li>• Approve the Learning, Teaching and Assessment Strategy;</li> <li>• Approve and support a working group to review the College's approach to learning and teaching.</li> </ul>
<b>RISK</b>	<ul style="list-style-type: none"> <li>• That the learning and teaching staff are not aligned to the aims of the strategy impacting on student success.</li> </ul>
<b>RELEVANT STRATEGIC AIM:</b>	<ul style="list-style-type: none"> <li>• Successful Students</li> <li>• The Highest Quality Education and Support</li> <li>• Sustainable Behaviours</li> </ul>
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"> <li>• The College has never had a Learning, Teaching and Assessment Strategy. This strategy aims to provide an overview of South Lanarkshire College's approach to learning, teaching and assessment for students, all staff involved in providing learning and other stakeholders.</li> <li>• This first strategy provides a foundation for the strategic direction of learning and teaching at the College which is working towards creating a culture of reflective practitioners focussed on creating the best possible outcomes for their students.</li> <li>• This paper will need to be revised due to the Scottish Funding Council's Review of Coherent Provision and Sustainability, which includes developing a single quality assurance and enhancement framework for tertiary education.</li> <li>• The management team is committed to setting up a working group to support the ongoing development of high quality learning and teaching at the College.</li> <li>• There are no new matters for people with protected characteristics which arise from consideration of this policy.</li> </ul>



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# LEARNING, TEACHING AND ASSESSMENT STRATEGY

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

Version Number: 1.0

## Document Information

<b>Procedure Published/Created:</b>	Aug 2022
<b>Reviewed Date:</b>	Aug 2023
<b>Owner:</b>	Stella McManus
<b>Approved by:</b>	SLT Aug 2022 Curriculum, Quality and Development Committee Board of Management
<b>Equality Impact Assessment:</b>	Yes
<b>Next Review Date:</b>	Aug 23

## Version History

Version Number	Date	Author	Rationale
One	August 2022	Stella McManus	To provide the College with a foundation for the strategic direction for its learning and teaching in the 21 <sup>st</sup> century.

## Quick Links

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

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



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

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



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# INTRODUCTION

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

All of the College quality assurance and enhancement efforts including work on staff training, development and career reviews, are aligned with our strategy. The Board has set clear, high, expectations for our provision under the following headings:

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

These priorities help the College to ensure that its strategy is apparent in the effective support that it provides for its students. They also ensure that the College is meeting the requirements of the *"How Good Is Our College?"* framework, and the Curriculum for Excellence, whilst embracing the key themes of the Adult Learning Strategy 2022 to 2027, Skills Development Scotland's "Skills 4.0" 2018 report – and preparing our students for the world of work. The College provides a learning environment where students are equipped with the specific skills required to progress onto their chosen destinations. As well as these students are supported to reflect on their skills and are able to build on developing, cultivating and executing other skills. Through our learning teaching and assessment approaches our students are empowered to be successful students, confident individuals, responsible citizens and effective contributors.

Our approach also reflects our values:

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

- A Listening Organisation

## OUR APPROACH

South Lanarkshire College's main aim is that all staff are involved in delivering and supporting learning for students across all provision types are able to flourish as expert practitioners and transform the lives of all students, including those with Additional Support Needs (ASN). The College believes that the learning process is an equal partnership between both students and learning professionals and that high-quality learning, teaching and assessment results in increased success and progression for students. Success is determined by the development of citizenship, vocational and technical knowledge and skills, which are directly linked to current practices within their chosen industry and their role in society.

The College upholds the Curriculum for Excellence (CfE) four fundamental capacities of successful learners, confident individuals, responsible citizens and effective contributors. Ambitious progression results from students being able to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment.

### ***South Lanarkshire College's approach to learning, teaching and assessment is to:***

- provide high quality learning opportunities for individuals to progress onto further study and/or into employment that promote equality of opportunity and lead to continuously improving attainment rates by our students;
- provide high quality academic, social and personal support to individuals to enable success and progression;
- ensure students are equipped with the skills for life in general, including meta skills, leading to success in citizenship, employment and progression to further education and training and higher education; and
- in accordance with the College's widening participation values, it recognises that many students will come from non-traditional academic pathways, and this is reflected in how we work with students which encourages differentiation and active learning within its pedagogy.

### ***South Lanarkshire College aims to:***

- encourage students to take responsibility for their learning, to become effective students and to achieve their desired outcomes;

- establish and continually develop a learning culture that has clear direction and purpose, has high expectations, that is flexible, and that seeks to meet the needs of all students;
- promote student involvement and engagement to bring about continuous improvement in learning, teaching and assessment;
- develop Core Skills including communication, numeracy and digital skills of students;
- develop students' wider employability and meta skills;
- develop the skills for active citizenship;
- develop students' understanding and commitment to sustainability and Scotland's role in reaching net zero emissions by 2045.
- develop and enhance lecturers' and other support staff's expertise in learning, teaching and assessment by providing appropriate continuous professional development;
- support staff to maintain occupational competence, currency and pedagogy;
- promote the use of assessment for learning as part of teaching and training practice; and
- demonstrate an open and caring approach to students to foster an inclusive community where all are treated as responsible and equal individuals

***South Lanarkshire College will seek to create a learning culture in which there is:***

- comprehensive planning of learning programmes to meet individual needs and aspirations;
- thorough planning of learning sessions;
- differentiation of activities to meet the individual needs of students;
- sharing of good practice;
- technology is used highly effectively to support and stimulate learning;
- promotion of independent learning producing expert students;
- respect for, and engagement with students and their views;
- high levels of success;
- celebration of success by students and staff;
- promotion of safeguarding and safe working practices;
- development of employability and of personal and social skills; and

- good levels of progression into further study, training or employment

## PROFESSIONAL STANDARDS

South Lanarkshire College recognises the “Professional Standards for Lecturers in Scotland’s Colleges” as central to its aspirations that all students develop a wide range of skills and capacities. These standards have been developed jointly by the College Development Network and the General Teaching Council Scotland and are designed to support and encourage lecturers and all staff who contribute to learning and teaching to develop a clear understanding of their role and how they contribute to wider student outcomes.

The standards, which can be found [here](#), are developed around three interdependent elements which describe:



(Professional Standards for Lecturers in Scotland’s Colleges, College Development Network, 2020)

These standards, detail expected/indicative content for teacher training/education programmes and also set out the professional standards for lecturers in relation to:

- guidance and support;
- planning and preparing the learning experience;
- teaching/facilitating learning;
- assessment;
- quality and standards; and
- professional practice and development.

The College will seek to use these standards as a basis for promoting consistently high-quality practice. It is committed to:

- give learning and teaching issues and priorities an effective voice in long term discussion, debate and planning across the organisation;
- create a team that can lead / coordinate learning, teaching and assessment through focussed initiatives to support a high quality learning and teaching;
- follow up on learning, teaching and assessment development work to investigate the impact on staff and students and share those findings to inform future planning;
- act as a link to the wider world of learning, teaching and assessment through reading, research, policy, practitioner insights and case studies and networking with other institutions to bring current theory and practices back into the College for consideration;
- develop a culture, and ethos of critically reflective practice, through allowing lecturers to collaborate and share, and gauge what impact their practice has on students;
- promoting professional dialogue about teaching and learning, and consistently taking a corporate approach to tackling issues to ensure high quality; and
- act as change agents or champions for ensuring that College culture is more focussed on learning, teaching and assessment.

## SUPPORTING THE APPROACH

The College explicitly supports its Learning, Teaching and Assessment Strategy in a number of ways:

- The Quality Forum
- The Quality Audit Group
- The Quality Enhancement Group
- Professional Discussion of Learning and Teaching
- Professional learning arrangements which have a strong focus on learning and teaching, and supporting staff to obtain teaching qualifications which reflect the professional standards for lecturers;
- Quality enhancement processes involving staff teams reflecting on how programmes have been delivered and, on the changes, to learning and teaching which can improve retention, attainment and enhance the development of skills.
- The Course Tutor / Guidance Lecturer roles ensure that each student is supported to plan their learning and assessment, and review their progress helping to develop their learning skills ensuring they receive regular and meaningful feedback;

- Dedicated information, advice and guidance support services are available to respond to specific individual needs of students;
- Professional Development and Review processes enable staff to work with line managers to plan activities to enhance their learning, teaching and assessment practice.



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**CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE**

<b>DATE</b>	29 August 2022
<b>TITLE OF REPORT</b>	Attendance and Behaviour Policy 2022-23
<b>REFERENCE</b>	06-22
<b>AUTHOR AND CONTACT DETAILS</b>	Stella McManus, Depute Principal <a href="mailto:Stella.McManus@slc.ac.uk">Stella.McManus@slc.ac.uk</a>
<b>PURPOSE:</b>	To ask Members to approve the Attendance and Behaviour Policy for 2022-23
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are asked to: <ul style="list-style-type: none"> <li>• Approve the Attendance and Behaviour Policy 2022-23</li> </ul>
<b>RISK</b>	<ul style="list-style-type: none"> <li>• That the staff do not follow the policy resulting in inconsistency of approach across the College.</li> </ul>
<b>RELEVANT STRATEGIC AIM:</b>	<ul style="list-style-type: none"> <li>• Successful Students</li> <li>• The Highest Quality Education and Support</li> </ul>
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"> <li>• The College has updated its Attendance and Behaviour Policy for 2022-23 in order to ensure consistency of approach across the College.</li> <li>• It is not vastly different from what staff are used to previously and contains templates to be used at different stages of the process. The change is a more overt focus on attendance to emphasise College expectations of 100% attendance to all students and staff.</li> <li>• This approach also has consideration for students with significant challenges and these students would not be impacted negatively by a focus on attendance. As such, there are no new matters for people with protected characteristics which arise from consideration of the report</li> </ul>



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# STUDENT BEHAVIOUR, ATTENDANCE AND PUNCTUALITY PROCEDURE 2022-23

Version Number: 1.0

## Document Information

<b>Procedure Published/Created:</b>	Aug 2022
<b>Reviewed Date:</b>	Aug 2023
<b>Owner:</b>	Stella McManus
<b>Approved by:</b>	SLT Date Curriculum, Quality and Development Committee
<b>Equality Impact Assessment:</b>	Yes
<b>Next Review Date:</b>	Aug 23

## Version History

Version Number	Date	Author	Rationale
1.0	19/08/22	R Harkness (APs update)	Update

## Quick Links

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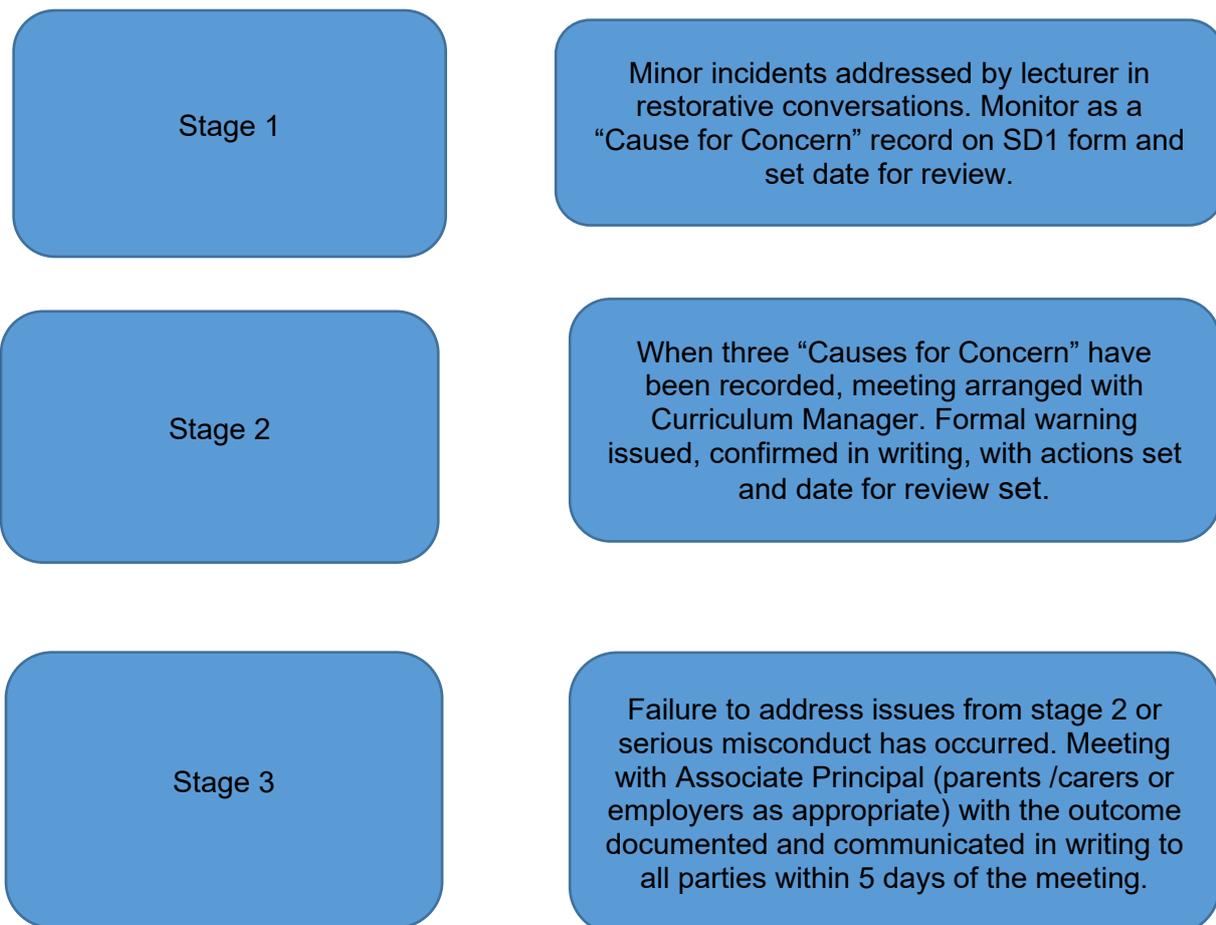
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The persons/committee responsible for this document reserve the right to amend this document at any time should the need arise. All appropriate staff will be informed should this occur.

## 1. PURPOSE

- 1.1 South Lanarkshire College aims to provide an inclusive learning environment for all students and prepare them for their future destinations. This policy provides clarity of expected levels of behaviour of all college students when undertaking all elements of college activities.
- 1.2 This policy will be invoked if there are any breaches of the Student Code of Conduct or the Student Charter.

## 2. SUMMARY



### 3. BEHAVIOUR

- 3.1 The College prepares learners for work and there is a high level of expectation with regards to the professional conduct of every individual. Students should take responsibility for their behaviours and commit to working towards achieving expected behaviours. Staff will support learners to restore behaviour through a constructive and individualised process.
- 3.2 This procedure is designed to ensure that all students receive every possible assistance and support in order to continue and achieve their programme of study. Parents / carers of learners under 18 or under 21, if they have learning difficulties or disabilities, and sponsoring employers, should be informed if the

#### 7.1 Stage 1

7.2 This is for minor incidents which constitute a "Cause for Concern" (for examples, see below). The lecturer will address the behaviour and engage the student in a restorative conversation, giving them the chance to do the right thing, discuss the consequences of the behaviour, minimise the time spent discussing behaviour and focus on returning them to learning.

7.3 This should be noted by the lecturer on the SD1 form, as a Cause for Concern and a date to be reviewed set. A brief summary of the discussion should be recorded in order to identify and record all relevant information. For example: "During the lesson today, '.....' displayed the following behaviour: using offensive language. This behaviour does not meet our college expectations and '.....' and I discussed this. We recognised that using such language can cause offence and... '...' later came to me to apologise for this behaviour."

#### 7.4 Stage 2

7.5 When 3 separate Causes for Concern for minor incidents have been recorded this will be referred to the Curriculum Manager and a meeting held. The outcome of this meeting will be fully documented on Pro Monitor and include immediate actions for improving behaviour. A date for this to be reviewed must be set, e.g. within 4 College weeks. During this review meeting questions might take the form of: "*During the last four weeks, have you been able to follow the actions outlined in our plan? What was the result of this?*"

#### 7.6 Stage 3

7.7 Failure to address concerns raised in stage 2 or an incident of serious misconduct will be referred to the Curriculum Manager, who will organise a meeting with the relevant Associate Principal to address. Note that students may be suspended while an investigation takes place. There are 4 possible outcomes of this meeting:

- 3.3.1 No case to answer and the learner can continue on the course with no conditions.
- 3.3.2 Student to transfer to an alternative course with or without a trial period.

- 3.3.3 Student to continue on the course provided the student agrees to certain conditions / actions to improve behaviour to be reviewed in a defined period.
- 3.3.4 The student's place on their programme to be withdrawn with clear reasons for this decision outlined. Parents / carers / sponsoring employers as appropriate should be invited to the meeting. The outcome of this meeting will be fully documented and communicated to all parties in writing within 5 days of the meeting. Only an Associate Principal can sanction a learner being withdrawn.

#### 7.8 Examples of Minor Incidents

- 3.3.5 Disruptive or unruly behaviour
- 3.3.6 Failure to comply with a reasonable instructions Refusal to produce College ID or identify oneself when asked to by a member of staff
- 3.3.7 Offensive language
- 3.3.8 Failure to adhere to homework/assignment/coursework schedules Contravening the 'ready to learn' standards.
- 3.3.9 Failure to follow the COVID protocols and guidelines

#### 7.9 Examples of Serious Misconduct

- 3.3.10 Offensive language directed towards others (learners, staff or visitors)
- 3.3.11 Smoking/vaping on or within College premises/vehicles
- 3.3.12 Offensive behaviour
- 3.3.13 Acting in an unsafe manner
- 3.3.14 Failure to comply with the College's Health & Safety Policy / procedures re COVID-19
- 3.3.15 Disruption to the work or recreation of others within the local community
- 3.3.16 Malicious activation of the fire alarm system
- 3.3.17 Fraudulent claim for bursary funding
- 3.3.18 Behaviour that causes significant disruption to the learning of others
- 3.3.19 Behaviour that compromises or harms the reputation of the learner body and/or the College Group including behaviour on all platforms of social media.

#### 7.10 Examples of Gross Misconduct

- 3.3.20 Theft of personal, college property (including employer property if related to their college programme)
- 3.3.21 Arson or violence or threat of violence
- 3.3.22 Plagiarism
- 3.3.23 Suspected malpractice
- 3.3.24 Incapability through alcohol, drugs or other substances (or suspicion of)
- 3.3.25 Deliberate damage to college, public or employer property
- 3.3.26 Accessing, downloading or sending pornographic/offensive materials via internet or mobile technology
- 3.3.27 Possession of alcohol
- 3.3.28 Possession of a knife or weapon, which is not justified in its use as part of the students' work

- 3.3.29 Possession of non-prescribed drugs, association with dealing or handling non-prescribed drugs in college or associated work experience and industry placements, field trips, residentials, events etc.
- 3.3.30 Harassment or bullying allegations substantiated under ***the College's Security, Discrimination, Bullying and Harassment Policy and Procedure for learners (including cyber bullying)***. Actions/behaviour on social media or online activity which impacts negatively on other learners, staff, visitors, partner employers, College reputation or wider community
- 3.3.31 Gender-based violence allegations substantiated under the **Gender Based Violence Prevention and Support Policy**. Gender-based violence describes a range of actions/behaviours that includes: intimidation, harassment, online abuse, intimate image sharing, domestic abuse, physical and emotional abuse, stalking, sexual assault and murder. The term also includes commercial sexual exploitation and so-called 'honour-based' violence, including, female genital mutilation and forced marriages.
- 3.3.32 Criminal activities affecting the college, it's learners, staff or visitors
- 3.3.33 Interference with hardware, software or data belonging.
- 3.3.34 Re-occurrence of a serious breach previously dealt.

## 4. STUDENTS WITH ADDITIONAL SUPPORT NEEDS AND (ASN) AND CO-ORDINATED SUPPORT PLAN (CSP)

- 4.1 If a student is going through the disciplinary/attendance process and has ASN and/or a CSP, Curriculum Manager for Learning Development must be informed at all stages so this can be communicated back to the local authority, parents, carers or other relevant agencies.

## 5. ATTENDANCE PROCEDURE

- 5.1 Good attendance is essential to ensure that effective teaching is taking place and staff are not continuously refocusing students that have been absent without explanation. You are expected to attend 100% of your course.
- 5.2 If a learner is expecting to be absent then they must phone, email or send a Teams message to the course tutor on the day of absence. They must phone or email BEFORE 9.00am on the day of absence. Messages must not be passed to other learners. Learners should be informed that they are required to provide the following information when calling:
  - 5.3 “
    - 5.3.1 Your name and the course
    - 7.11 The date and time of your call
    - 7.12 The names of lecturers who should be informed
    - 7.13 The reason for your absence
    - 5.3.5 *When you expect to return*

### 5.3 ***Attendance Monitoring Stage 1***

5.4 Learners that have an unauthorised absence (i.e. they have not contacted the College on the day of their absence) will receive a reminder from the lecturer about the College approach to attendance.

### 5.5 ***Attendance Monitoring Stage 2***

5.6 Learners that have a further unauthorised absence without contacting the College will be referred to the relevant Curriculum Manager. This meeting will be documented in the learner's folder.

### 5.7 ***Attendance Monitoring Stage 3***

5.9 Students that continue to be absent without contacting the College will be referred directly to the Curriculum Manager who will make an appointment for the learner to see the relevant Associate Principal. A student may be withdrawn from their course at this stage. Parents / carers / sponsoring employers should be invited to the meeting as appropriate. The outcome of this meeting will be fully documented and communicated to all parties in writing within 5 College days of the meeting. Only an Associate Principal can sanction a learner being withdrawn.

**NOTE:** Continued absence or patterns of frequent non-attendance will also be referred to the Curriculum Manager or Deputy Head even if the learner has contacted the College on each day of their absence.

## **6. PUNCTUALITY PROCEDURE**

6.1 Good punctuality is reflective of a learner's commitment to their course and indicates a professional approach. The college policy on punctuality is:

### 6.2 ***Punctuality Monitoring Stage 1***

6.3 Lateness will be marked in the register. Lecturers will check and monitor the registers to identify punctuality problems and address the issue during tutorials.

### 6.4 ***Punctuality Monitoring Stage 2***

6.5 Repeated lateness (more than three instances) will be referred to the Curriculum Manager. The outcome of this meeting will be fully documented and include immediate actions for improving punctuality.

### 6.6 ***Punctuality Monitoring Stage 3***

- 6.7 If lateness continues, then the student will be referred back to the Curriculum Manager who will make an appointment for the learner to see the relevant Associate Principal. Parents / carers / sponsoring employers as appropriate should be informed by letter.
- 6.8 A learner could be withdrawn from their course at this stage. The outcome of this meeting will be fully documented and communicated to all parties in writing within 5 days of the meeting. Only an Associate Principal can sanction a learner being withdrawn.

## 7. APPEALS PROCEDURE

7.1 All students have the right to appeal a disciplinary action at each stage of the disciplinary process. If there are extenuating circumstances or additional evidence or information that is relevant but not known by the member of staff at the time of the disciplinary action. An appeal should be made on the Student Disciplinary Appeals Form (SD4).

### 7.2 ***Appeals Process***

- 7.3 An appeal should be submitted in writing to the College within ten College days from the day the decision was received by the student.
- 7.4 An appeal hearing will be arranged as soon as possible, but not later than ten College days from the receipt of the Student Disciplinary Appeals Form (SD4). If the student fails to appear at the appeal hearing, it will be presumed that the student has withdrawn their appeal unless a medical certificate has been submitted to the College within 2 days of the appeal hearing date.
- 7.5 The outcome of the appeal will be conveyed to the student in writing within ten College days.

### 7.6 ***Appeal Stages***

- 7.7 An appeal will be heard by an Associate Principal and not the staff member involved in the disciplinary action at stages 1-2. A stage 3 appeal should be made to the Depute Principal.
- 7.8 If a student is not satisfied with the outcome of any of the above, they may then appeal to the College Principal (or the Depute Principal, if the appeal was heard by an Associate Principal). At any appeal, it is important that additional relevant evidence or information that could have a bearing on the disciplinary decision, which was not available at the original hearing, is made available along with the Student Disciplinary Appeals Form (SD4).
- 7.9 Having exhausted the College appeals system, dissatisfied students may appeal to the Scottish Public Services Ombudsman. <http://www.spsso.org.uk/>

**STUDENT DISCIPLINARY RECORD: ATTENDANCE, BEHAVIOUR AND PUNCTUALITY (SD1)**

Course Code: \_\_\_\_\_

Class Code: \_\_\_\_\_

	Cause for Concern	Stage 2	Stage 3
	Date, Initials and Actions	Date, Initials and Actions	Date, Initials and Actions
1			
2			
3			
4			
5			
6			
7			
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20			

## STUDENT DISCIPLINARY FORM (SD2)

Dear (Insert Student Name)

(Curriculum Area)

(Course)

(Class)

This is to formally confirm that you have received a (written warning) on (Date). This warning will be held on record for a period of one year from today.

The nature of the incident warranting the warning is as follows:

Details of warning and date and time of incident:

Signature of Student .....

Signature of Member of Staff .....

Signature of Line Manager .....

## SUSPENSION/EXPULSION FORM (SD3)

Dear (Student Name)

(Curriculum Area)  
(Course)  
(Class)

This is to formally confirm that you have been suspended/expelled from the course.

The nature of the incident warranting this is as follows:

Details of behaviour warranting suspension/expulsion:

Date:

Time:

Signature of Student .....

Signature of Member of Staff .....

Signature of Line Manager .....

**STUDENT DISCIPLINARY APPEALS FORM (SD4)**

Student Name..... Class .....

Curriculum Area .....

Employer/Managing Agent .....

Date of Incident ..... Time .....

Member of Staff .....

**BASIS OF APPEAL** (Must be submitted within 10 working days.)

Empty box for Basis of Appeal.

**ADDITIONAL INFORMATION TO SUPPORT APPEAL**

Empty box for Additional Information to Support Appeal.

**Signature** ..... **Date** .....





South  
Lanarkshire  
College

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East Kilbride



**South Lanarkshire College**

**Students' Association**

**Board Report**

**August 2022**

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

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## Overview

### Student Engagement

The SA is very excited to welcome students back on campus this year and, to offer more on-campus activities. We will be working hard to raise awareness of the Student Association with students and promoting the services that are available to them. This will include hosting more activities and events on campus, visiting classes, working in partnership with Curriculum Areas and Departments, and being more involved in the Class Reps process.

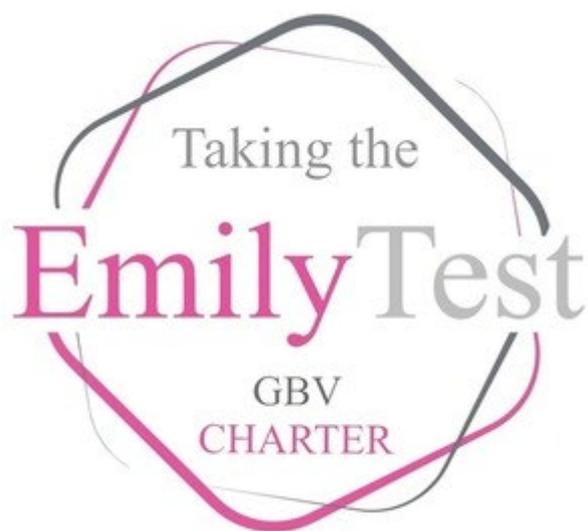
We are currently working on our Operational Plan for this year, along with our Social Media and Strategic Plan. Additionally, we will be refreshing our Student Mental Health Agreement and looking at ways of how we can make this more accessible for all students. We are committed to empowering the student voice and this will impact on the documents we are creating, as well as the activities we will have planned.

As this report will highlight, 2021-22 was a busy year for the SA and we look forward to building on this for the upcoming academic year.

### Emily Test Gender-Based Violence (GBV) Charter

The final submission for the Emily Test GBV Charter took place on Friday, 5 August, with the panel meeting on Monday, 8 August to begin the review process of all the evidence submitted.

The SA have been proud to be a part of this important work throughout the last year and are looking forward to receiving feedback in September 2022. We will continue to work closely with the College to promote preventative work and support students experiencing (or who have experienced) GBV.



## Student Poverty/Cost of Living

The SA is aware that the cost-of-living crisis will have a very direct impact on students attending SLC. We are committed to supporting our students and signposting them to Student Services and relevant agencies to ensure they are supported throughout their course. We will continue to provide free soup and sandwich and the agreement with Inspire for this has already been confirmed. As before we will also incorporate a free breakfast for all students.

Alongside this we will be looking to see if there are other partnerships that can be put in place to help ease the financial burden for students. For example, this might be working with Money Matters to provide budgeting workshops or creating content for the SA newsletter that will help signpost to discounted services/updates from NUS. We will also work closely with our colleagues in Student Services to signpost students to discretionary funding throughout the year.

## 2022-23 Operational Plan

The SA is currently working on the 2022-23 Operational Plan, Strategic Plan and Social Media Plan.

Our focus for the upcoming year is the following three priorities:

- empowering the student voice;
- supporting the wellbeing of our students;
- organising games and activities to make sure our students have fun.

We have prepared a SA Induction Powerpoint and have sent emails to all departments to book class visits. We want to be as visible as possible and have created an induction video for our social media accounts. This will help us to make sure all students know who we are and the support we offer.

We want to bring the fun back for our students, so we have planned fun activities and games for Freshers'.

## Think Positive Conference

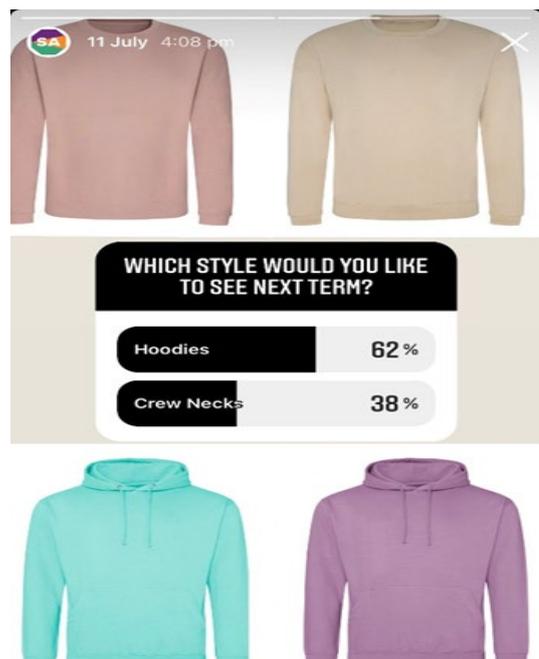
Due to our annual work on the Student Mental Health Agreement, the SA and the College has been invited to speak at the upcoming Think Positive Annual Conference on Wednesday, 31 August. We will be discussing the work that was involved in creating the 2020-22 Student Mental Health Agreement, including discussion on our recent Positivity event in May of this year. We are looking forward to networking and engaging with other organisations as part of our planning and preparation for the 2022-23 Student Mental Health Agreement.



## College Hoodies

SLCSA is continuing to work with our local supplier to provide hoodies for students this year. We believe it is important to provide these fantastic products to our students and to maintain the low price of only £5 per hoodie. This initiative is important as part of our commitment to tackling student poverty and providing a high-quality garment at a subsidised cost to students.

For this academic year, we decided to include new hoodies, based on student opinion. We posted a question on our social media channels about what students would prefer and they decided to change colours. As a result, we chose peppermint, beige, rose and black. We also asked if they would prefer a hoodie or crew necks, students voted for zipless hoodies, and this is what we ordered.



We are empowering the student voice by making sure they are included in the changes the SA staff suggest. We posted on our media a 'poll and post' where students could vote and have their voice heard, thereby helping build their confidence, trust, and a relationship within they can freely express themselves. We are very proud and excited of the feedback we received on this and building on the relationship going forward.

## NUS Lead & Change

During the summer period we attended the Lead & Change event, which was productive and enjoyable. We learned more about adopting a balanced lifestyle focusing on mental, physical, and sociological wellbeing. This is key to our roles because if we take good care of ourselves, it will enable us to take greater care of our students. This will also help us maintain our passion by always reflecting and remembering our values and what we stand for.



We have also learned about barriers, the importance of saying 'NO' without feeling guilty for it because its self-love/care. We discussed and learned about our values, i.e. what we stand for, goals in life, aspirations, etc.

We had the opportunity to meet SA representatives from across all of Scotland and it was great to see what other institutions are doing. We were able to share ideas and we found out that SLC is doing great at supporting the SA! This has resulted in us having much more appreciation for the support we have from the College!

Overall, we learned a great deal and enjoyed our time. We made friends and gained a wider perspective on what it means to be a great, caring, successful leader.



## Upcoming Partnerships and Opportunities

The SA are delighted to have the opportunities the Lead and Change event offered as it has enabled us to explore different areas and provide a sense of direction on what we are building for our futures. For example, the SA President recorded a podcast with NUS about their experience working with them. We hope it will encourage young people to step up and have their voice heard.

The President also has the honour to be working with Young Scot by being part of the panel on the Young Persons Guarantee Project. We believe this is a fantastic opportunity for the SA because it will allow 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.

## Events

### Staff Conference

#### **Tuesday 9 August**

The SA had a fantastic time at the recent All Staff Conference. We really appreciated the positive message by Acting Principal, Alan Sherry. It was a great opportunity the team to meet new staff from across the College and work with them as a team within workshops, such as the t-shirt competition (which our team won!). We look forward to taking part in more of these events and building our partnerships with colleagues throughout the College.

## Forthcoming Events

### Freshers'

#### **Monday 12 – Friday 16 September**

Freshers' Week is a fantastic opportunity for us to engage directly with students and talk to them about what support the SA can offer. We are delighted to be hosting Freshers' on campus this year and can't wait to meet students in person.

The College Atrium will be full of different stalls being hosted by external organisations including Covey Befriending, LAMH, Money Matters, Police Scotland, MCR Pathways, Who Cares? Scotland, Capital Hair & Beauty and many more. We will be hosting fun activities, including having a caricaturist on campus for one of the days. We are also hoping to provide freebies on the day from companies such as Walkers, Dominos and Tunnocks, etc.

To create a vibrant atmosphere a local radio station DJ will be playing music in the College atrium. We are very much looking forward to getting a chance to speak with students and highlight awareness of the SA.

## Community Open Day

**Saturday 20 August**

The SA is delighted to be taking part in the College's Community Open Day in August. This will be a chance for us to showcase the support the Student Association provides for anyone thinking of coming to college, as well as the wider community. We are also involved in helping to organise student volunteers for the day to ensure the event runs as smoothly as possible.



The banner features a purple-to-blue gradient background on the left and a photograph of the college building on the right. The building has a large glass facade and a sign with the SLC logo. A teal starburst graphic in the top right corner contains the text 'SIGN UP TODAY!'. The SLC logo is also visible on the building's facade.

**SLC** South Lanarkshire College  
East Kilbride

# COMMUNITY OPEN DAY

20 AUGUST, 10AM - 2PM

→ VISIT [WWW.SLC.AC.UK](http://WWW.SLC.AC.UK)

#SLCek

**CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE**

<b>DATE:</b>	29 August 2022
<b>TITLE OF REPORT:</b>	Progress Update
<b>REFERENCE</b>	08-22
<b>AUTHOR AND CONTACT DETAILS</b>	Stella McManus <a href="mailto:Stella.mcmanus@slc.ac.uk">Stella.mcmanus@slc.ac.uk</a>
<b>PURPOSE:</b>	To update members on curriculum and quality activity to date.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	<p>Members are recommended to:</p> <ul style="list-style-type: none"> <li>• Note that the College has met its credit target pending the audit and final data return, the latter of which takes place at the beginning of October 2022.</li> <li>• Note the credit target for 2022-23</li> <li>• Consider and note the recruitment update.</li> <li>• Note the learning, teaching and quality update.</li> <li>• Consider and note the alternative funding update.</li> <li>• Consider the Pathfinder Group update.</li> </ul>
<b>RISK</b>	<ul style="list-style-type: none"> <li>• That the College does not meet its overall credit target due to recruitment challenges.</li> </ul>
<b>RELEVANT STRATEGIC AIM:</b>	<ul style="list-style-type: none"> <li>• Successful Students</li> <li>• Highest Quality Education and Support</li> <li>• Sustainable Behaviours</li> </ul>
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"> <li>• The College has achieved its credit target, pending the audit and final student record return of the 2021-22 academic year.</li> <li>• The regional funding allocation for AY 2022-23 is 3.4% lower than the previous year. The College credit target for academic year 2022/23 is 48,812 including Foundation Apprenticeships.</li> <li>• Recruitment is on a par with last year at this time, and the College has received more applications than in previous years in the week following the SQA national exam results. As anticipated recruitment is mixed across HN provision, and curriculum areas will review provision in areas with consistently low recruitment this year.</li> <li>• Re-engagement with the South Lanarkshire Council Community Learning and Development team has resulted in a significant increase in ESOL students, as well as that an ESOL strategy group will lead to an ESOL plan for South Lanarkshire.</li> <li>• Retention remains slightly higher than year end 2020-21 at 86.4% for 2021-22. Further withdrawals had continued to increase slightly.</li> <li>• SQA national qualification results were published and results were mixed, however, colleges have been</li> </ul>

	<p>discouraged from comparing them to previous years due to the pandemic.</p> <ul style="list-style-type: none"><li>• Much quality assurance work continues to take place with a full report being given to the Committee once it has been completed.</li><li>• The Alternative Funding team have secured UK Shared Prosperity Funding of £360k over 3 years to deliver numeracy programmes in community settings. The team are also working to deliver on the Flexible Workforce Development Fund targets and have secured additional SMEs and levy payers in conjunction with curriculum teams.</li><li>• Bids have been submitted to the South Lanarkshire Council Training and Employability Framework to provide employability training.</li><li>• The Depute Principal is now part of the curriculum planning work stage as part of the new Pathfinders group initiated by the Scottish Funding Council (SFC) as part of their Review of Coherent Provision and Sustainability.</li><li>• A suite of excellent work has taken place across the curriculum areas with students being selected for World Skills and a new collaborative agreement with the University of Strathclyde for 2023 for a BA in Education and Social Services.</li></ul>
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## **1. INTRODUCTION**

1.1 This paper provides an update on the credit target for academic year 2021/22 a recruitment to date, preparation for the start of the new academic year and an overview of learning, teaching and quality to date.

## **2 CREDIT ACTIVITY 2021-22**

2.1 The College is pleased to report that that it is has now met its credit target of 50,035 which includes the core credit allocation, deferred student places and ESF, pending the funding audit and the final student record return in early October 2022. Significant work has been undertaken by curriculum teams to close the gap, which was first reported in February 2022 to the Committee, their efforts should be commended.

## **3 CREDIT ACTIVITY 2022-23**

3.1 As reported at the May 2022 Committee the regional funding allocation for session 2022-23 has been reduced by 3.4%, equivalent to 62,567 credits, with a teaching grant reduction of approximately £1.5m. 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. The College is already monitoring its credit target, and to date there are 21,432 credits.

## **4 RECRUITMENT UPDATE 2022-23**

4.1 The College is monitoring carefully its application and enrolment activity and it is the first year that the bulk of this activity has been done online. Overall applications to date stand at 4,306, and the total number of applications received for all August start courses in 2021 was 5,839. The Committee should bear in mind that the College continues to receive applications and enrol students until October, and in the previous three years the College has received approximately a further 1,200 applications throughout September and October.

4.2 As of 31 July 2022, there were 2,741 enrolled students, which is approximately 400 students higher than at the same time last year. At the date of writing this report there are 3,125 students enrolled, by 31 August 2021 there was a total of 4,033 students enrolled. Applications on a week-to-week basis are on a par with last year, and the College has had more applications this year in comparison to previous years following the national SQA exam results.

4.3 There has been sustained high demand cross the following areas Childcare, Construction (especially in apprenticeship areas) Health and Social Care and the Life Science curriculum. As has been reported previously, there has been a drop in demand over the last four years in Hairdressing, Make-up Artistry and Beauty Therapy subjects. This trend looks set to continue in Make-up Artistry and Beauty Therapy and is reflected in the current recruitment figures, However, Hairdressing numbers are showing a slight

improvement on last year. Recruitment across Higher Education (HE) programmes is mixed with HNs such as Police Studies recruiting well, HNs in Business, Horticulture and Travel have low numbers to date and others such as Professional Cookery with Management not recruiting at all. Curriculum teams are monitoring all courses very carefully and will merge groups as appropriate once teaching commences..

- 4.4 In addition, the College will continue to review its curriculum offer, and the Business Management and Media team, who have particularly low recruitment, are planning a full review of the current offering aimed at developing a revised curriculum portfolio, including a clearer focus on digital skills. This will take place after recruitment has completed and staff and students are settled into the new academic year.
- 4.5 Following re engagement with South Lanarkshire Council Community Learning Development (CLD), Youth Families and Community Team demand for ESOL programmes has increased this year with two full time courses at SCQF Level 2 and 4 at capacity and are aimed at supporting those with low levels of English language. Over the summer period an additional 50 applications have been received, therefore further groups will also start.
- 4.6 Following recent discussion with CLD a Lanarkshire wide ESOL Strategy Group has been created to address the growing demand, with the aim being to create an ESOL Strategy for the area. There has been an increase in ESOL needs within the community due to the influx of Ukrainian, Somalia, Syrian and Afghan refugees. In addition, the Learning Development team have planned a joint delivery schedule of assessment days with CLD to identify levels of study and/or community support requirements as appropriate to individual needs Students wishing to undertake courses will then be allocated places as a matter of priority.
- 4.7 The new academic year for students begins on 29 August 2022 and the College continues to work to ensure that applications convert to enrolments and new events such as the College's Community Open Day also help to promote the College.

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

### **5.1 *Retention 2021-22***

5.2 The table below shows the retention and withdrawal figures for 2021-22. Retention has dropped by 7.3% for both FE and HE FT programmes, with overall retention now at 86.4% a decrease of 4% from the last update in May 2022. However, this is a slight improvement on 2020-21 by 0.2%. Further withdrawals have increased since the previous Committee meeting by 176.

### 5.3 Table 1: Early and Further Withdrawals and Retention August 2022

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
FT FE	1,245	110	8.8	146	11.7	79.5
FE PT	2,652	87	3.3	134	5.0	91.7
HE FT	911	56	6.2	139	15.2	78.6
HE PT	281	9	3.2	9	3.2	93.6
<b>Overall</b>	<b>5089</b>	<b>262</b>	<b>5.2</b>	<b>428</b>	<b>8.4</b>	<b>86.4</b>

### 5.4 SQA National Qualifications 2022

5.5 The SQA National Qualifications examinations diet for 2022 was successfully concluded on 26<sup>th</sup> May 2022. The results were published on 9<sup>th</sup> August 2022.

### 5.6 Table 2: Summary of NQ 2022 Grades

	Higher English	Higher ESOL	Nat 5 App. of Maths	Nat 5 ESOL	Nat 5 Maths
Grade As	3 (6%)	2 (29%)	13 (39%)	1 (14%)	2 (17%)
Grade Bs	9 (19%)	0 (0%)	9 (27%)	0 (0%)	1 (8%)
Grade Cs	18 (38%)	2 (29%)	5 (15%)	2 (29%)	2 (17%)
Grade A-C	30 (63%)	4 (58%)	27 (81%)	3 (43%)	5 (42%)
Grade Ds	5 (10%)	1 (14%)	5 (15%)	3 (43%)	2 (17%)
No Award	12 (25%)	2 (29%)	0 (0%)	1 (14%)	4 (33%)
Blank	1 (2%)	0 (0%)	1 (3%)	0 (0%)	1 (8%)
Total	48 (100%)	7 (100%)	33 (100%)	7 (100%)	12 100%

5.7 SQA report that A to C attainment in 2022 at National 5 is 80.8%. At Higher it is 78.9%. SQA note that “*alternative awarding arrangements in place in 2020 and 2021, and the significantly different circumstances in which exams took place in 2019 and the years before, mean that comparisons of attainment between years should be treated with significant caution and do not allow for any conclusions to be drawn on changes in education performance.*”

5.8 To date, 4 appeals have been submitted to SQA. One for the Application of Maths and 3 for Higher English, including one Priority Appeal.

### 5.9 External Verification / Quality Assurance

5.10 In 2021-22, 16/42 planned External Verification/Quality Assurance (EV/EQA) concluded successfully. 14/42 Awarding Body requests were withdrawn after a revised risk assessment, in light of the EIS-FELA industrial action. 9/42 were deferred to Aug/Sept 2022, and the remainder were posted until the 2022-23 session. To date the EV/EQA activity has returned 14 notes of Good Practice and 2 Recommendations. Full details will be published once the activity has concluded.

5.11 There were 14 Business Continuity and Assessment and Resulting Methodologies (BCARM) submissions for Higher National Graded Units. 13/14 have concluded successfully, with 1/14 deferred until Aug/Sept 2022. 6/6 submissions for Group Award BCARM concluded successfully.

5.12 The Quality Unit delivered an “Understanding Standards and Assessments” workshop at the August 2022 staff development day. The workshop was revised to support staff CPD for lecturers with 2 years’ experience or less. More advanced workshops to be offered throughout 2022-23.

## **6 ALTERNATIVE FUNDING ACTIVITY**

### **6.1 *UK Shared Prosperity Fund***

6.2 The College continued commitment to reinvigorating relationships with South Lanarkshire Council resulted in a successful bid for the UK Shared Prosperity Fund. The College has been allocated £326k over a three-year period to deliver numeracy training (via the Multiply strand) as well as a further £32k to deliver renewables programmes (local Business strand) in the rural communities of South Lanarkshire

6.3 Good recruitment progress to date has been made on the College Modern Apprenticeship contract, the value of which is £350k, especially in the areas of roofing and plumbing. A total of 255 apprentices are anticipated at the peak of the contract. This will be the highest number ever managed by the Alternative Funding and Curriculum Teams.

### **6.4 *Flexible Workforce Development Fund (Scottish Funding Council)***

6.5 To date 41 SMEs have signed up for up to £140,000 worth of training to be delivered by the end of December 2022, with companies receiving up to £5,000 each.

6.6 Seven levy-paying companies (over £3M salary bill per annum) have signed up for up to £104,000 worth of training to be delivered by the end of December 2022, with an allocation of up to £15,000 per company.

6.7 The Scottish Government has commissioned an evaluation of the fund, which will inform future workforce development programmes. This will be published in September 2022. Further funding is expected for 2022-23, for activity to start as soon as guidance has been issued, however, funding levels are still to be confirmed by the Scottish Government.

### **6.5 *Access Choices and Employability (ACE) Rural Academy***

6.6 The College ACE Rural Academy is funded from 1<sup>st</sup> 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. Current and planned delivery includes:

6.6.1 PDA Classroom Assistants at (Lanark) – interviews start 22nd August, course starts 7th September 2022.

6.6.2 PDA Classroom Assistant at (Stonehouse or Strathaven) –premises to be confirmed. Starting in September 2022

6.7 The College continues to work closely with 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.

### **6.8 *Employability and No-one Left Behind***

6.9 The Employability Fund came to an end on 31 March 2022 and has been superseded by the South Lanarkshire Council Training and Employability Framework via a procurement process.

6.10 South Lanarkshire Council is still to publish calls for tenders. However, invited bidders had to submit grant applications in July 2022 to deliver employability programmes. Three grant applications to deliver employability training at Stage 2 and Stage 3 levels of the "Employability Pipeline" were submitted at the end of July 2022.

6.11 A request to participate in the Employability Framework across Scotland was submitted to Scotland Excel in March 2022. Approval was received for participation on this two-year procurement framework (with a possibility of extension to May 2026).

### **6.12 *SSE Sustainable Development Fund – Wall insulation Training Accelerator programme***

6.13 The project is linked to the External Wall Insulation Academy and its facility is projected to provide learning opportunities for up to 40 full time students, 30 apprentices and 50 experienced workers who require upskilling opportunities. This project is in train with the development of the new wall insulation elements to construction frameworks, upskilling and training of pre-apprentices and modern apprentices.

## **7 REGIONAL TERTIARY PATHFINDERS**

7.1 The Scottish Funding Council Review of Coherent Provision and Sustainability highlighted the key role of institutions in ensuring learners are able to meet the challenges and seize the opportunities of a changing world. To this end, the Review recommended the introduction of a revised approach to strategic provision planning and skills alignment. Two Regional Tertiary Pathfinders in the North-East and South of Scotland are a central part of this refreshed approach.

7.2 The Pathfinders will explore what further needs to be done in very practical ways to make the education and skills system responsive, integrated and support economic recovery and inclusive growth in each region.

7.3 As part of this work, institutions in the North-East and South of Scotland are leading on the development of several pilots in collaboration with local partners, which will test this thinking on a regional level. Alongside this, SFC will undertake new analysis of existing

evidence, review how curricula, delivery, and provision is currently planned, and communicate findings in real time.

7.4 The Pathfinders are being designed to achieve three overarching goals:

- Alignment of provision against societal and employer need;
- Enhanced coherence and sustainability across provision; and
- Simpler pathways and improved outcomes for learners

7.5 North-East and South of Scotland Regional Delivery Boards will take forward the collaborative projects in the regions and drive progress on a local level. These will report to a Pathfinders National Advisory Board consisting of sector and other representatives, responsible for providing expert guidance, support, and, where appropriate, strategic input and challenge.

7.6 In addition to programme-level governance, progress on the Regional Pathfinders will also be reported alongside other related initiatives to the Scottish Government Shared Outcomes Agreement Group and the National Strategy for Economic Transformation's Portfolio Board.

7.7 The Scottish Funding Council requested Vice Principals to sit on the work package for the curriculum pathway group and given the importance of this work the Depute Principal volunteered to do so alongside another three deutes from the sector. The Committee will be kept informed of progress.

## **8 GOOD NEWS STORIES**

8.1 Two students have been put forward for WorldSkills UK finals. One in Hospitality and the other in Roofing. We will hear how they get on in the coming months

8.2 A new Wet Trades Curriculum Manager, Fraser Waugh, took up post at the beginning of August 2022.

8.3 The Health and Social Care Curriculum Team have secured a new collaborative agreement with the University of Strathclyde for 2023. The Education and Social Services (BA) responds to the Scottish Government's aspiration for different services to communicate more effectively and to work in a more integrated way to meet the service-user needs of children, young people, and adults. A major aim of the degree is to develop the leadership qualities and skills required for this challenge.

8.4 The degree aims to prepare students for working in settings which combine health education and social work/social care. Students will enter college at a Diploma of Higher Education level, having first studied a relevant HNC in either Healthcare Practice, Childhood Practice or Social Services. Students will then progress on to Year 3 of the BA at the University of Strathclyde.

8.5 This will provide a new learner pathway for South Lanarkshire College students onto degree level study.

8.6 A joint Curriculum Working group will be established at the start of this session to work on the alignment of our HNC courses to the degree programme content. In addition, this will provide new personal and curriculum development opportunities for lecturing staff.

## **9 EQUALITIES**

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

## **10 RECOMMENDATIONS**

Members are recommended to:

- 10.1.1 Note that the college has met its credit target pending the audit and final data return, the latter of which takes place at the beginning of October 2022.
- 10.1.2 Note the credit target for 2022-23
- 10.1.3 Consider and note the recruitment update.
- 10.1.4 Note the learning, teaching and quality update.
- 10.1.5 Consider and note the alternative funding update.
- 10.1.6 Consider the Pathfinder Group update.
- 10.1.7 Note the good news and excellent work being undertaken across the College



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**CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE**

<b>DATE:</b>	29 August 2022
<b>TITLE OF REPORT:</b>	Adult Learning Strategy
<b>REFERENCE</b>	09-22
<b>AUTHOR AND CONTACT DETAILS</b>	Alan Sherry, Acting Principal. Members can obtain further information this report from the Acting Principal on alan.sherry@slc.ac.uk
<b>PURPOSE:</b>	The purpose of this report is to inform members of the Scottish Government Adult Learning Strategy and its impact on the work of the College.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are recommended to: <ul style="list-style-type: none"><li>• note the contents of this report and the Adult Learning Strategy;</li><li>• note that the College will take account of the Adult Learning Strategy when reviewing its curriculum offer;</li><li>• note that the College continues to develop its partnership working with South Lanarkshire Community Planning Partnership and Local Community Learning and Development Providers; and</li><li>• require the Acting Principal to bring forward an update on the implementation of the Adult Learning Strategy to an appropriate future meeting of the Committee.</li></ul>
<b>RISK</b>	<ul style="list-style-type: none"><li>• The failure to take account of this Scottish Government Strategy for post-compulsory education may have an adverse impact on partnership working and learner outcomes.</li></ul>
<b>RELEVANT STRATEGIC AIMS:</b>	<ul style="list-style-type: none"><li>• Successful students</li><li>• High quality education and support</li></ul>
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"><li>• A new Adult Learning Strategy for 2022-2027 was published in May 2022 and seeks to provide opportunities for adults to learn through their lives. It is centred around three core principles:<ul style="list-style-type: none"><li>○ Learning is lifelong beginning in Early Years and covering the whole age span of post-compulsory education.</li><li>○ Adult learning is life-wide covering personal, work, family, and community aspects.</li></ul></li></ul>

	<ul style="list-style-type: none"><li>○ Adult learning is learner-centred with the educational process built around the interests of learners.</li><li>● There is a requirement for the sector to strengthen links with community based provision.</li><li>● Scottish Government has produced a Strategic Action Plan which sets out twenty-three actions which includes outcomes intended to deliver the Adult Learning Strategy vision.</li><li>● The College will continue to enhance and develop its work with community groups whilst awaiting details of the Scottish Government's proposed Adult Learners Advisory Group.</li></ul>
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## 1. INTRODUCTION

1.1 As members will be aware the Scottish Government is currently setting out a number of refreshed strategies as it seeks to establish a framework for the post-pandemic teaching education system. A component of that framework is the revised Adult Learning Strategy which is available [here](#).

1.2 The purpose of this report is to provide members with an overview of the revised strategy and its implications for the College.

## 2. ADULT LEARNING STRATEGY 2022-2027

2.1 The revised Adult Learning Strategy (ALS) sets out a new vision, ambition, a series of aims and the key principles on which the strategy is based. This strategy will replace the Statement of Ambition for Adult Learning first published in May 2014.

### 2.2 *Key Principles*

2.2.1 The revised ALS sets out a framework which is intended to provide opportunities for adults to learn throughout their lives. It has the following three core principles:

- Learning is lifelong beginning in Early Years and covering the whole age span of post-compulsory education.
- Adult learning is life-wide covering personal, work, family, and community aspects.
- Adult learning is learner-centred with the educational process built around the interests of learners.

2.2.2 Members will recognise that these principles, expressed in a slightly different form, are central to the work of the College.

### 2.3 *The Requirement for Adult Learning*

2.3.1 Circa 325K adults in Scotland have few or no qualifications with further data highlighting that 1.9 million working age adults have low numeracy skills. Furthermore, around 55K people have poor English-speaking skills.

2.3.2 Another factor which requires to be considered is that Scotland's population is ageing, and that adult learning will be central to both the economic and health and wellbeing of this cohort.

2.3.3 The Covid-19 pandemic has added further disadvantage to those adults with few or no skills, as they were most likely to be made unemployed and least likely to have the skills or resources required to engage in on-line learning.

2.3.4 As identified in the Scottish Funding Council Review of Coherent Provision and Sustainability, colleges are seen to be anchor institutions and that there are opportunities to strengthen connections with community-based adult learning.

The College is aware that this is a challenge which requires it to take further action.

### **3. STRATEGIC ACTION PLAN**

3.1 The Scottish Government has produced a Strategic Action Plan which sets out twenty-three actions which includes outcomes intended to deliver the Adult Learning Strategy vision of developing better-skilled, educated, confident and empowered people, contributing to connected and inclusive communities.

3.2 There are a number of actions of particular interest to the College and these are:

- the establishment of an Adult Learners Advisory Group;
- evaluating the suitability and levels of funding for adult learning including how these could be used to support and strengthen partnerships between colleges and Community Learning and Development (CLD) practitioners;
- a review of English as a Second or Other Language and adult literacies provision;
- access to accredited learning based on the Scottish Credit and Qualifications Framework;
- acting on the recommendation of the SFC Review to support articulation and progression; and
- supporting partnership working to develop and deliver community-based adult learning.

3.3 As members will be aware, the College is seeking to develop still further, its partnership working with the South Lanarkshire Community Planning Partnership and the CLD team within South Lanarkshire Council. This work has resulted in more effective partnership working in ESOL provision and a successful bid to the Shared Prosperity Fund to support the development of adult literacy/numeracy programmes.

### **4. NEXT STEPS**

4.1 The Scottish Government is intending to establish quickly, a national Adult Learners Advisory Group to inform the development and implementation of the Adult Learning Strategy. To date, no further information on the Advisory Group or its membership has been made available.

4.2 The Workforce Development actions will be taken forward by the Community Learning and Development Standards Council and preparatory work has already commenced in this area.

4.3 The College will continue to develop further its partnership working with:

- South Lanarkshire Community Planning Partnership;
- South Lanarkshire Council, CLD Services; and
- community-based adult learning providers.

In addition, it will seek to review its curriculum offer to ensure articulation and progression pathways are signposted clearly to community-based learners.

## **5. EQUALITIES**

5.1 There are no new matters for people with protected characteristics which arise from consideration of this report. Actions taken by the College to implement the Adult Learning Strategy are anticipated to improve access to ESOL provision and contribute to raising attainment for those from the most deprived communities in its catchment area.

## **6. RISK**

6.1 The failure to take account of this Scottish Government Strategy for post-compulsory education may have an adverse impact on partnership working and learner outcomes.

## **7. RECOMMENDATIONS**

7.1 Members are recommended to:

- 7.1.1 note the contents of this report and the Adult Learning Strategy;
- 7.1.2 note that the College will take account of the Adult Learning Strategy when reviewing its curriculum offer;
- 7.1.3 note that the College continues to develop its partnership working with South Lanarkshire Community Planning Partnership and local CLD providers; and
- 7.1.4 require the Acting Principal to bring forward an update on the implementation of the Adult Learning Strategy to an appropriate future meeting of the Committee.

## **8. DECLARATION OF INTEREST**

8.1 This paper contains a declaration of interest on behalf of Alan Sherry, Acting Principal, as a consequence of being Chair of the CLD Standards Council.

**CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE**

<b>DATE</b>	29 August 2022
<b>TITLE OF REPORT</b>	Developing the Young Workforce
<b>REFERENCE</b>	
<b>AUTHOR AND CONTACT DETAILS</b>	Myra Sisi <a href="mailto:Myra.Sisi@slc.ac.uk">Myra.Sisi@slc.ac.uk</a>
<b>PURPOSE:</b>	To provide the Committee members with an update on senior phase and school activity.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	Members are asked to: <ul style="list-style-type: none"> <li>• note the contents of this report which include updates on all senior phase activity being offered at the College.</li> </ul>
<b>RISK</b>	<ul style="list-style-type: none"> <li>• Forecast recruitment for some programmes may not be achieved</li> <li>• The engagement for our GradU8 and Winter Leaver programmes decreases leading to low achievement and a drop in students progressing</li> </ul>
<b>RELEVANT STRATEGIC AIM:</b>	<ul style="list-style-type: none"> <li>• Successful Students</li> <li>• The Highest Quality Education and Support</li> <li>• Sustainable Behaviours</li> </ul>
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"> <li>• This year's College funding allocation for new Foundation Apprenticeship provision has decreased by half to 221 credits, however, the current funding level will allow the Creative and Digital Media framework to continue</li> <li>• Senior Phase Independent Options are still offered to St Ninian's High school</li> <li>• The College continues to infill small number of pupils from East Renfrewshire</li> <li>• 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.</li> <li>• The College has re-engaged with our DYW regions stakeholders.</li> </ul>

## 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 in college 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	Planned Enrolments
Beauty	29	Beauty	29	Beauty	34
Early Years & Childcare	58	Early Years & Childcare	52	Early Years & Childcare	35
Hair & Barbering	35	Hair & Barbering	32	Hair & Barbering	36
Health & Social Care	16	Health & Social Care	29	Health & Social Care	30
Make-Up	31	Make-Up	24	Make-Up	13
Sport	did not run	Sport	15	Uniformed & Emergency Services	49
Business & Marketing	10	Business & Marketing	15	Hospitality	18
Digital Media	12	Digital Media	19		
Hospitality	did not run	Hospitality	27	Beauty & Make-Up Artistry merged	17
Construction	98	Construction	93	Construction	28
<b>Total</b>	<b>289</b>	<b>Total</b>	<b>335</b>	<b>Total</b>	<b>260</b>

2.2 GradU8 numbers have increased by 16% in 2021-22 and have reduced by 22% for 2022-23. 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 Overall achievement for 2021-22 in the GradU8 programme was 68%. This ranged from 41% to 93%, up 13% on previous year. Pupil destinations for this cohort are listed below:

- 2.3.1 8% returned to school
- 2.3.2 18% progressed to FE programmes
- 2.3.3 4% progressed to employment

### 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	Planned Enrolments
HNC Business Studies	3	HNC Business Studies	1	HNC Business Studies	2
HNC Police Studies	5	HNC Police Studies	3	HNC Police Studies	4
HNC Quantity Surveying	0	HNC Quantity Surveying	0	HNC Quantity Surveying	4
HNC Human Resources	0	HNC Human Resources	0	HNC Human Resources	0
<b>Total</b>	<b>8</b>	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>10</b>

3.3 East Renfrewshire Council numbers (in-college delivery) halved in 2021/22 as Quantity Surveying and Human Resources did not run. Numbers remain low but have increased by 6 in 2022/23. Pupils on these programmes infill to mainstream provision.

3.4 Overall achievement for pupils for last year was 75%, up 9% on the previous year.

#### 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	Planned Enrolments
<b>Construction</b>	15	Construction	14	Construction	n/a
<b>Creative Nails</b>	18	Creative Nails	19	Creative Nails	14
<b>Playworker</b>	43	Playworker	34	Playworker	36
<b>HIV/First Aid</b>	did not run	HIV/First Aid	14	HIV/First Aid	14
<b>Total</b>	<b>76</b>	<b>Total</b>	<b>81</b>	<b>Total</b>	<b>64</b>

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, the numbers have reduced by 21% for this academic session. Reduction in Construction is due to growth in mainstream provision. Overall achievement for this group of pupils was 85%, down 1% on previous year.

## 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	18
Construction	n/a	27	14
Total		43	32

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.

4.3 These programmes provide progression pathways on to January start programmes and all pupils will receive a guaranteed interview if progressing on to a college course in January 2023. There has been a decrease in numbers this year as only one Construction class is being offered, again to offset growth in mainstream provision. Overall achievement for this group is 51%, this particular cohort were disengaged from school activities.

## 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 delivers income of approximately £216k, they 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 our students.

5.2 For the 2022-23 academic session, the College will continue to offer the four Foundation Apprenticeship options in Accountancy (one-year and two-year options); Business Skills (one-year and two-year options); Social Services and Healthcare (one year and two-year options); Social Services Children and Young People (one year and two-year options).

5.3 In addition, the College will continue to deliver the Creative and Digital Media FA using its core funding allocation of 221 credits received from the Scottish Funding Council (SFC) using the credit funding model. Three programmes will run this session, one 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	Planned 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	10
Business Skills 2-year programme	n/a	Business Skills 2-year programme	5	Business Skills 2-year programme	2
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	20
				Creative & Digital Media returners	12
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	12
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	33
Children & Young People Returners	30	Children & Young People Returners	29	Children & Young People Returners	25
Healthcare					
Healthcare 1 year programme in college	15	HealthCare 1 year programme in college	14	HealthCare 1 year programme in college	16
HealthCare 2-year programme in hubs	20	HealthCare 2-year programme in hubs	20	HealthCare 2-year programme in hubs	11
HealthCare Returners	11	HealthCare Returners	11	HealthCare Returners	12
<b>Total</b>	<b>161</b>	<b>Total</b>	<b>170</b>	<b>Total</b>	<b>156</b>

5.5 As usual there was excellent achievement across last year's programmes which are set out below, with similar achievement to previous year:

5.5.1 One-year programmes 83%, up 15% on previous year.

5.5.2 Year 1 of 2-year programmes 74%, up 13% on previous year.

5.5.3 Year 2 of 2-year programmes 80%, up 12% on previous year.

## 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
27 October	6:30pm – 8:30pm	Careers Fair	Williamwood High School	TBC	1000
28 September	4pm – 6pm	Careers Fair	Braidhurst High School	S3 – S6 (ages 13-18)	100
2 November	6:30pm – 8:30pm	Careers Pathway	Eastwood High School	TBC	TBC
22 September	6:30pm – 8:30pm	Pathways Evening	Calderglen High School	S3-S6	TBC

6.3 The College will be hosting a “Step into STEM” event on the 12 Oct 22. This event which is run in partnership with DYW East Dunbartonshire is for Senior Phase pupils S4-S6 from across the South Lanarkshire area. A range of workshops covering STEM subjects will be delivered on the day aimed at inspiring pupils to think creatively, collaborate and solve problems.

6.4 Local employers will also be supporting the event and will provide an Employment Hub where pupils will be given the opportunity to speak to a wide range of local employers directly about career options and progression pathways. Invites have already been sent out to 20 local employers, 10 have already confirmed and we are planning for 160 pupils to attend on day.

## 7 EQUALITIES

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

## 8 RECOMMENDATIONS

Members are recommended to:

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



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

<b>DATE:</b>	29 August 2022
<b>TITLE OF REPORT:</b>	Marketing and Communications Update
<b>REFERENCE</b>	11-22
<b>AUTHOR AND CONTACT DETAILS</b>	Scott Coutts, Marketing and Communications Manager <a href="mailto:Scott.coutts@slc.ac.uk">Scott.coutts@slc.ac.uk</a>  Rose Harkness, Head of Student Services <a href="mailto:Rose.Harkness@slc.ac.uk">Rose.Harkness@slc.ac.uk</a>
<b>PURPOSE:</b>	To provide the Board with a summary of marketing, communications and student recruitment activities taken place over the past 3 months.
<b>KEY RECOMMENDATIONS/ DECISIONS:</b>	The Board is asked to note: <ul style="list-style-type: none"><li>• The Community Open Day on 20 August and planned activities</li><li>• The brand guidelines launch</li><li>• Progress of the website and launch date</li><li>• Graduation plans</li></ul>
<b>RISKS</b>	<ul style="list-style-type: none"><li>• A continued decrease in applications to courses year-on-year.</li><li>• Further negative press and public focus on the ongoing Governance investigations and strike action</li><li>• Not launching the website within planned timescales</li><li>• Not achieving objectives set out within Marketing Enhancement plan</li></ul>
<b>RELEVANT STRATEGIC AIM:</b>	<ul style="list-style-type: none"><li>• Successful Students</li><li>• The Highest Quality Education and Support</li><li>• Sustainable Behaviours</li></ul>
<b>SUMMARY OF REPORT:</b>	<ul style="list-style-type: none"><li>• Brand Articulation and website update</li><li>• Communications updates and improvements</li><li>• Clearing activities</li><li>• Positive and Negative press coverage</li><li>• Awards</li><li>• Digital and social media performance</li><li>• Events overview particularly the community open day</li><li>• Marketing and Communications Strategy update</li></ul>

## 1. INTRODUCTION

This report gives an overview of Marketing, Communications and Recruitment activity from 1 May 2022 to 1 August 2022 aligned to strategic priorities. During this 3-month period the recruitment campaigns remained the key priority, alongside progress of the brand articulation and website project, ensuring regular positive press and events planning.

## 2. REPORT HIGHLIGHTS (past 3 months)

- 2.1. Progressed the brand articulation project to completion (pending final sign off)
- 2.2. Organised the first ever community open day at the College (numbers and overview included in next report)
- 2.3. Made good progress against the agreed key milestones regarding the website which is in-line with the initial launch plans of October 2021.
- 2.4. Supported the all staff conference
- 2.5. Shortlisted for the UK Social Media Awards for the College digital campaign.
- 2.6. Improvements to applicant and enrolment communications
- 2.7. Improvements to stakeholder communications
- 2.8. Started planning and work on the first full in person graduation ceremony since 2019.
- 2.9. Launch of *#StartingSLC* campaign

## 3. RECRUITMENT

- 3.1. An update on recruitment is included within the Depute Principal's report
- 3.2. Recruitment remains as a top priority within the marketing team to minimise the risk of not achieving recruitment targets. Significant improvements have been made to key areas including website content, campaigns and customer journey over the past 12 months, with further improvements in train as part of the College and Marketing enhancement plans.
- 3.3. The Marketing and Communications Manager met with all Skills Development Scotland Careers Advisors for Lanarkshire in May 2022. There is now a closer link between the College and advisors to help promote the College and enhance customer service for those looking to apply
- 3.4. It is anticipated that attendance will be commencing in schools at school careers events from September 2022 . with the marketing team supporting promotion and attendance. Regular direct communication is undertaken with all local schools to promote the College, courses, events and positive news stories
- 3.5.
- 3.6. Please see Clearing section for update on promotional activities undertaken

## 4. SOCIAL AND DIGITAL MEDIA

- 4.1. Social and digital media performance continues to remain strong against competitors and within the sector, with key performance indicators continually monitored. Some information on this includes:
  - SLC continues to be one of Scotland's top performing colleges on social media – achieving 2<sup>nd</sup> in Scotland for May and June (18<sup>th</sup> and 32<sup>nd</sup> in UK) and remain as 1st for YTD (Edurank is a social monitoring tool that compares impressions, engagement and performance for all UK colleges each month). <https://edurank.net/rank/uk/college/>

- Although brand awareness can be difficult to measure analytically, the below figures comparing April to end June 2019 (year used to avoid Covid interference) to April to June 2022 shows an increase in traffic coming to the website directly from a social media post by 47%. This traffic increase can be linked to significant improvements in social media over the past few years which directly impact on those visiting the website and therefore applications.



- Facebook reach, after significant increases for the past 16 months, has now tailed off. Year-on-year (YoY) the reach has dipped by 16%. Although this is a decline, it is worth noting that reach over the past 16 months has seen increases of over 150% each quarter, therefore we are still significantly up on previous years
- Twitter has increased in impressions by 11% compared to the previous 3 months and this signifies the first increase in impressions on this platform in 12 months
- Pageviews to the website are up 4% YoY, although new users are down
- Instagram remains a strong performing platform with an engagement rate at the highest point since the account started, up by .2% compared to the previous period
- A focus for continuing improvement across digital platforms remains a priority as a key promotional, awareness and conversion tool

## 5. PRESS

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

- [Getting your results? See where South Lanarkshire College can take you next](#) (Glasgow Live)
- [Campus return for class of 2022/23 - Stella McManus](#) (Scotsman)
- [Lanarkshire college praised by HM Inspectors for its flexible approaches to learning](#) (Daily Record)
- [A Year in the Life at South Lanarkshire College Construction](#) (The Herald)
- [Lanarkshire college looks ahead to on-campus events in coming months](#) (Daily Record)
- [Lanarkshire college marks Mental Health Awareness Week with host of events](#) (Daily Record)
- [New South Lanarkshire College manager will build upon efforts to encourage females into construction](#) (The Herald)
- [Mental Health Awareness Week at South Lanarkshire College](#) (FE News)
- [Foundation Apprentice pupils celebrate success at Lanarkshire college](#) (Daily Record)

5.2. Similarly, to the last 3 Board reports, there have been a significant number of press enquiries and reports across National outlets, relating to the ongoing investigations

5.3. There have been 31 press enquiries on the investigations since September 2021. A tracker, including responses and link to the article, can be found [here](#).

5.4. Some of the more recent articles include:

- [Whistle-blower welcomes police probe into theft claims at South Lanarkshire College](#) (Daily Record)
- [South Lanarkshire College: Police launch investigation into fraud claims](#) (Herald)
- [Police probe South Lanarkshire College fraud claims](#) (BBC)

5.5. The investigation continues to cause a significant risk to reputational damage of the College and it is anticipated that there will be continued negative press enquiries, Freedom of Information (FOIs) requests and social media traction on this as the investigation continues.

- 5.6. Fielding, actioning and working with colleagues and journalists for comment continues to take up significant time each week, with some weeks having as many as 5 separate media enquiries.
- 5.7. The Marketing and Communications team will continue to undertake horizon scanning on any negative PR and report this through the appropriate channels
- 5.8. Normal College business and highlighting positive news stories, case studies and other good news continues to be a focus to ensure that stakeholders know it is business as usual across the college during this period

## **6. CLEARING**

- 6.1. Clearing for exam results took place from 8 August 2022. Key promotional activities and work for this included:
  - Website - focus on homepage
  - Organic social
  - External paid Digital
  - Glasgow Live article
  - Clearing graphics
  - News release (web and press)
  - Sky Adsmart
  - Stall in EK shopping centre (10 August and 18 August)
  - Open day
  - Billboards
  - Email to schools/ partners
  - Capital radio advertising
  - Direct comms to applicants
  - Ivan (4 days)

## **7. STAKEHOLDER ENGAGEMENT**

- 7.1. As part of the plan for improvements with stakeholders the marketing team has now gathered a key database of 300 partner organisations.
- 7.2. All partner organisations have been invited to the Community Open Day on 20 August – which includes a talk from our Alternative Funding and Employer Engagement Team
- 7.3. A quarterly newsletter is now being sent (first one sent end June 2022) to all partner organisations and stakeholders to update on key projects, good news stories and changes across the college. This includes all elected members. (Annex 1)

## **8. APPLICANT AND STUDENT COMMUNICATION**

- 8.1. A review of all applicant and student communications has taken place in the last 3 months to enhance communication from point of enquiry right through to starting the course.
- 8.2. Although further improvements are still being made to automated emails, an email is now sent to applicants every 2 weeks at different stages as part of the College's "keeping warm" process.
- 8.3. Emails are now being sent to those who have enquired and started an application, but not yet finished their application, to encourage completion and highlight support available
- 8.4. Emails to those that have enrolled and awaiting their first day have also now been added to the system. This includes information such as funding support, the Student Association and key check list for starting at the College
- 8.5. A student app and other forms of communication are still being explored, such as the use of Whatsapp, to further enhance customer service

## **9. DESIGN**

- 9.1. The following key design and digital activities have taken place over the past 3 months:
  - Launch of *#StartingSLC* campaign including a range of offline, online and direct communications

- Subject design maps booklet
- Design of all staff conference assets
- Production of booklet for community open day
- Operational designs (digital assets and billboards etc)
- Student handbook design
- Freshers' Events
- Undertaken 30 case study videos for promotion

## **10. COMMUNITY OPEN DAY**

- At the time of writing preparations are still ongoing for the Community Open Day on 20 August 2022. Plans are progressing well with key activities and updates included below:
  - 150 people are currently registered for attendance;
  - 28 partner organisations are showcasing their work;
  - A range of family activities are planned including face-painting, family photography, a magician and photo booth;
  - A number of students and staff are supporting the event with a range of activities taking place across the campus on the day from curriculum and support teams;
  - There are also keynote speeches being held throughout the day including from the Acting Principal, Head of Alternative Funding, SAAS and the Student President; and
  - A review of the event will be included in the next Committee report

## **11. GRADUATION**

- 11.1. The 2022 Graduation save the dates have now gone out to graduands for Wednesday 2<sup>nd</sup> and Thursday 3<sup>rd</sup> November 2022 at 2pm at Hamilton Town House.
- 11.2. Plans are now underway for organisation of the event, and as guest speakers are still to be confirmed, .

## **12. MARKET RESEARCH AND DATA ANALYSIS**

- 12.1. Market research remains a priority for ensuring that our advertising, campaigns, promotion and curriculum meet the needs of stakeholders.
- 12.2. An induction survey is currently being circulated to new and returning students to gauge communications, induction and customer service performance and guide improvements. The survey can be found [here](#).
- 12.3. Analysis of all campaigns continues to be undertaken to ensure effective return on investment (ROI) is achieved and improvements are made to enhance awareness, engagement and conversion

## **13. WEBSITE**

- 13.1. The website project remains on track to launch end October 2022. Key updates for this project include:
- The front end has now been signed off and can be viewed [here](#);
  - Build of the front end of the website is now taking place;
  - Back-end API link and systems has now been (almost) completed, with final amends and adjustments to take place in partnership with the IT Team
  - The Marketing team are now writing all website content. This is a significant project which involves working with all content owners internally and externally across the College to ensure the content is as optimised as possible and promotes the College and encourages maximum conversion;
  - The pages have been agreed and all content will be written by the Marketing and Communications team with a completion date of end September 2022;

- A presentation to the Board and SLT is due to take place in early/ mid-October 2022 which will provide a nearly complete picture of the website prior to launch. An invite will be circulated in September 2022;
- 13.2 Douglas Morrison, Vice Chair of the Board of Management has provided support and guidance in this project and in the Brand Articulation exercise.

#### **14. AWARDS**

- 14.1. The following awards have been entered in the past 3 months
- College Development Network Awards – 8 submitted
  - UK Social Media Awards – shortlisted
  - TES Awards – 2 submitted

#### **15. BRAND ARTICULATION**

- 15.1. The revised brand guidelines are now finalised (pending sign off internally). A draft of the guidelines can be found [here](#)
- 15.2. A plan for the brand launch internally and externally is now in train with the aim of launching in September 2022. This includes offline and online promotional activity

#### **16. KEY THEMES PROMOTION**

- 16.1. Work is currently in train to enhance and refine the key messages and promotion of the College over the coming 12 months. This includes identification of key themes and production of content within that theme each month. This includes themes such as student support, routes to university and employer connections.
- 16.2. All themes have been agreed with the Senior Leadership Team and align to the College's strategic vision. A plan is now in place and will be rolled out over the coming few months; this includes a clear message and gathering of content that aligns to the messaging

#### **17. MARKETING AND COMMUNICATIONS STRATEGY**

- 17.1. The Marketing and Communications Strategy has now been finalised and is awaiting sign off at SLT/ Board level. This strategy aligns to the SLC Strategic Framework 2020 – 2025
- 17.2. A final copy will be circulated to the Board in the coming period

#### **18. FURTHER UPDATES**

- 18.1 The marketing yearly team day took place at the end of June. This allowed the team to take time away from their desks to analyse performance and plan for the year ahead. This day included discussion of enhancement plans, target setting for the next 12 months and review of the previous 12 months.
- 18.2 The yearly Marketing and Communications Enhancement plan is now completed with clear targets and direction for the team.
- 18.3 The team undertook an external CPD session on Monday 2 May 2022 for video filming and production, to aid with the increasing demand for video content and minimise outsourcing.
- 18.4 The Marketing and Communications Manager is part of the National Choose College Steering Group, which is made up of 5 senior marketing colleagues from across Scotland. A National campaign ran from early June for 6 weeks which achieved 15 million impressions across Scotland, with nearly 1 million people reached across digital channels alone. This has helped raise awareness of *#ChooseCollege* and the college sector significantly. A report is being produced for circulation to college Principals and Vice/ Depute Principals.

- 18.5 All staff fortnightly emails continue to be sent which includes key updates and news from across the College from the Acting Principal
- 18.6 The Marketing and Communications Manager continues to head up a Wellbeing Group, commissioned at looking at staff wellbeing and plans for how to improve health and wellbeing for staff across the college. Activities taken place over the past period include an all-staff coffee morning, mental health support, creative journaling and mindfulness sessions.
- 18.7 A 'meet the team' project is currently being undertaken and case studies gathered by the team to gain profiles of staff across the college, their backgrounds, experiences and skillsets. These will be used internally and externally so that people get to know their colleagues more post covid and also aid with promotion of courses by showcasing the outstanding skills, experience and knowledge of our staff.
- 18.8 The Digital Marketing and Design lead (Maternity cover) is currently working his notice (30 August). We wish Rory all the best in his new role
- 18.9 The Digital Marketing and Design Lead (permanent post) is returning 14 October 2022 and plans are in place to support the gap between posts.

## **19 EQUALITIES**

- 19.1 The College is aware of ensuring that its new website should be considerate of those with accessibility issues and has taken appropriate measures to ensure that no one is disadvantaged when using the new website.
- 19.2 There are no additional matters for people with protected characteristics which arise from the other sections of this report for consideration.

## **20 RECOMMENDATIONS**

- 20.1 Members are required to note the contents of this report.

## **ANNEX 1 STAKEHOLDER NEWSLETTER**

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### **Welcome to South Lanarkshire College's Stakeholder Newsletter**

South Lanarkshire College is a one of Scotland's top performing colleges with a great reputation for helping students on the pathway to their chosen career. We are a bright, modern and forward-thinking College where we put our students and partners at the heart of everything we do.

At our state-of-the-art campus in East Kilbride we offer excellent programmes in outstanding facilities, delivered by well qualified, highly trained staff. We collaborate with employers and local businesses to make sure that we provide relevant, up-to-date courses that are really of benefit to our students when they go out into the world of work.

We have a fantastic portfolio of courses, which we are constantly developing to meet the needs of our community and businesses, across a variety of different areas which can be studied on a full time, part time, day release and evening basis so there is something to suit everyone.

**We are delighted to send you our first ever South Lanarkshire College electronic newsletter, which contains information on all the activities going on across the College and our College community at the present time.**

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### **Message from the Acting Principal, Alan Sherry, OBE**

The Board of Management was delighted to see that the College continues to perform successfully on both student success rates and progression to positive destinations. Despite the challenges brought about by the pandemic staff remain focussed on ensuring that our students have the best possible learning experience to prepare them for their next steps. Our focus as a College remains on providing a high quality learning experiences and supporting the communities which we serve. This was evidenced by a very positive Progress Visit report from Her Majesty's Inspectors of Education.

I am continuing to engage with local politicians and stakeholders as matters progress, and I will keep you all updated. Paul Hutchinson, Acting Chair, and I, had the opportunity to discuss College success and our strategic direction with Ms Collette Stephenson, MSP. I had the pleasure of welcoming Graham Simpson MSP on to campus most recently in June. External engagement such as this newsletter, will continue to be a key element of how the College seeks to ensure that our stakeholders are informed of our work.

You may be aware of the recent media coverage of governance matters at the College. These matters remain under external investigation. However, I wish to assure you that all staff at the College remained focused on continuing to deliver a high-quality student experience.

If you wish to discuss the work of the College further, please do not hesitate to contact me by emailing [Alan.Sherry@slc.ac.uk](mailto:Alan.Sherry@slc.ac.uk)

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## **College Round up - April to June 2022**

The past three months at South Lanarkshire College have been as busy as ever. We have summarised some of the events and activities that have take place recently below.

### **Foundation Apprenticeship Graduation**

In June we celebrated the success of our year 1 and 2 Foundation Apprenticeship students at our first Graduation of the year. The event proved to be a great success with many lecturers, parents and teachers coming along to share in the student success. The celebration article featured in both the Daily Record and the Herald, and you can read more on the event below.



[Herald Article](#)

[Daily Record Article](#)

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### **Construction Curriculum Manager, Nicola Murray, speaks to the Herald on the Importance of Women in Construction**

We were delighted to see our new Construction Manager, Nicola Murray, in press recently talking about the importance of females in Construction and STEM subjects. She spoke about her experiences in the construction industry and in education. Nicola detailed her ambitions for her time at South Lanarkshire College.

You can read the article here: [New South Lanarkshire College manager will build upon efforts to encourage females into construction](#)



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## SkillBuild 2022

The College was thrilled to host regional heat 14 of the SkillBuild 2022 competition, on 12 June

SkillBuild is the largest multi-trade construction competition in the UK. It is organised by CITB, and the final which will be held later this year, will see competitors from England, Scotland, Wales, and Northern Ireland compete in their specialist construction trade skills

South Lanarkshire College students, along with competitors from across the region, joined together to compete on campus, in their respective skills.

Trades including, bricklaying, joinery, painting and decorating and plastering were showcased during the prestigious event. Winners will be announced in due course.



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### End of Year Activities

Learners and staff have also been enjoying end of year class of 2021-22 celebrations with, this has included award ceremonies, our HND Photography group end of year show at Calderglen Gallery, a drop-in open day for applicants, planning for 2022-23 and visits to campus from organisations such as the Police and the Fire Brigade. I would encourage you to follow us on social media for all updates if you do not already do so.

[Facebook](#)

[Twitter](#)

[Instagram](#)



**SLC** South Lanarkshire College  
East Kilbride

**COMMUNITY OPEN DAY**  
20 AUGUST, 10AM - 2PM

→ VISIT [WWW.SLC.AC.UK](http://WWW.SLC.AC.UK)

**SIGN UP TODAY!**

#SLCek

### Open Day - 20 August 2022

Plans are well underway for the next College open day. This will take place on Saturday the 20 August 2022 from 10am until 2pm.

The community open day is an event to allow those in the community, potential students, applicants, and partner organisations to visit our campus and find out more about the college.

We would be delighted if you could save the date in your diary and attend this fun, engaging event.

To find out more about the event visit: [Community Open day](#)

If you can come along on Saturday 20 August 2022, please complete the booking form via the Community Open Day link above or send us an email to [marketing@slc.ac.uk](mailto:marketing@slc.ac.uk)

### **Book a stall**

Do you want to have a stall at our Community Open Day to showcase your business and services?

Email [marketing@slc.ac.uk](mailto:marketing@slc.ac.uk) to book your stall.

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## Supporting Businesses and the Community

### **What we can do for you and your organisation**

There are many ways that South Lanarkshire College can support you and your business. We can help you to:

[Train your team, if you tell us what you want then we can also support through bespoke training for your organisation](#)

[Recruit from us and advertise your vacancies](#) – by helping you find the skills you need

Share good practice

Hire space at the College

We can also offer courses for business and Community Organisations in a variety of study levels including - Apprenticeships, HNCs, HNDs and work based Scottish Vocational Qualifications [Find our more here](#)



## Helping your Business Access the Flexible Workforce Development Fund

If you are an employer with fewer than 250 employees or an apprenticeship levy payer, funding is available to you. You can apply for the Flexible Workforce Development Fund (FWDF) to address skills gaps in your organisation.

**Applications to access the fund can be made until 31st July 2022. Training must start before 31st August 2022 and be completed no later than 31st December 2022.**

You can use this investment to up-skill or re-skill your existing workforce. This is an opportunity to engage and motivate your employees, offer them high quality training of real benefit to your organisation: supporting and enabling your business to become more productive and grow.

We have adapted our methods of delivery at South Lanarkshire College to ensure we deliver training to your employees using safe and flexible approaches to support your business needs.

Our range of specialist, industry specific programmes, normally delivered face-to-face, have now moved on-line, and are currently delivered using a blended and/ or remote model, using easy to access learning technologies.

This approach to learning will provide you with flexibility as how training is delivered to meet your business needs. We will discuss your training needs, support you to identify suitable courses, and the most appropriate approach for your employees. Our staff can also support you with the completion of your application.

Click link to find out more about our [Flexible Development fund for Levy Payers](#)

Click link to find our more about our [Flexible Development for Small and Medium Sized Enterprises](#)

If this sounds like the ideal funding for your business you can get support in developing your applications by contacting the College on [fwdf@slc.ac.uk](mailto:fwdf@slc.ac.uk). We are here and ready to help you apply to the FWDF and assist you to maximise the benefit from the Apprenticeship Levy that you have paid.



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## Last Minute Places Available

We also still have availability on a number of courses starting in August 2022.

### [Apply Now](#)

If you are looking for further information on courses, our Admissions Team are here to chat through your options on 01355 270750 or by email to [admissions@slc.ac.uk](mailto:admissions@slc.ac.uk). They will be delighted to support you through the applicant/ employer journey, giving guidance and advice.



## Return to Campus

With the return of the College library to full operation, an on-campus Board Strategy Day, external student visits, the first SQA exams since 2019 and most facilities now reopened across the College, it really does feel like the Pandemic is all but behind us.

At South Lanarkshire College we are anticipating that, from August 2022, almost all students and staff will be back teaching and learning on campus. Being on campus will give students that full College experience, with the added benefit of having flexibility with online working from home and learning, when it is required and to suit the change in lifestyles over the past few years.

The pandemic has caused upheaval for everyone, but we are excited for the academic year ahead are planning for a full return to campus.

## New Website

To coincide with a full return to on campus learning, we are getting ready to launch our new website.

The website has been built in collaboration with creative design agency 'Bright Signals' and the concept and branding contained in the new platform has been based on extensive market research. We held focus groups and user testing with our key target audience, which included, lecturers, current students, support staff, local school pupils, businesses, industry partners, school teachers, parents and carers. All decisions made on the website are in response to the comments and suggestions made by these focus groups and testing.



We look forward to providing you with a sneak peek at our new website prior to launch later this year.

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### **And Finally....**

We plan to send further emails to you on a quarterly basis, and would like to give you the option of opting out of receiving the electronic newsletters, by either clicking unsubscribe at the footer of the email or by asking you to send us an opt out email to [marketing@slc.ac.uk](mailto:marketing@slc.ac.uk), which will let us know you no longer wish to receive communication from us.

All that is left for us to say is, have a fantastic summer, we hope you have the opportunity to enjoy some well-deserved time off and we will back with our next Newsletter in the Autumn.

For now, if to wish to get in touch, you can email:

**Acting Principal - [Alan.sherry@slc.ac.uk](mailto:Alan.sherry@slc.ac.uk)**

**Admissions - [admissions@slc.ac.uk](mailto:admissions@slc.ac.uk)**

**Marketing - [marketing@slc.ac.uk](mailto:marketing@slc.ac.uk)**

**Student Advice - [Student.support@slc.ac.uk](mailto:Student.support@slc.ac.uk)**

**Best wishes,**

**From Everyone at South Lanarkshire College**

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