

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

NOTICE

There will be a meeting of the Learning, Teaching and Student Experience committee on 20th November at 1730 hours on Teams and in the Boardroom at South Lanarkshire College

AGENDA

Item		Paper	Lead
01	Apologies for Absence	No	VA
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items	No	All
03	Minutes of Previous Meeting	Yes	JG
04	Matters Arising from the Previous Meeting	No	JG
	Matters for Discussion		
05	Student Association Report	Yes	CB
06	Curriculum Report	Yes	SP
07	Quality and Learning & Teaching Innovation Report	Yes	LD
08	Student Engagement and Partnership Report	Yes	RH
09	Learning and Teaching Innovation Activities - Update	Yes	LD/JB
	Matters for Approval		
10	Terms of Reference	Yes	VA
11	Complaints Annual Report 2024-25	Yes	WMacL
	Matters for Information		
12	Marketing and Communications Update	Yes	RH
13	Complaints Quarterly Report Q1 2024-25	Yes	WMacL
14	Annual Safeguarding and Welfare Update 24-25	Yes	RH
15	DYW Update	Yes	WMacL
16	Summation of Actions and Date of Next Meeting (19 Feb 2026)	No	VA
17	Any Other Business	No	JG

Key:

CB	Catriona Blacker	Student Association President
JB	Jamie Beddows	Learning and Teaching Innovation Manager
JG	Prof Jo Gill	Chair – Learning Teaching and Student Experience Committee
LD	Lisa Doonan	Quality Curriculum Manager
RH	Rose Harkness	Head of Student Services
SMcM	Stella McManus	Principal
SP	Shona Pettigrew	Vice Principal – Student Experience and Innovation
VA	Vari Anderson	Governance Professional
WMacL	Wilma MacLeod	Head of Curriculum

Unconfirmed LTSE Minutes

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

MINUTES

LTSE Committee on 21 August 2025 at 1730 hours in the Boardroom at South Lanarkshire College and via Teams

Present

Jo Gill, Chair (online)

Stella McManus, Principal
Shona Pettigrew (VP SE&I)
Heather Meighan
Douglas Morrison (online)
Scott Coutts (online)
Catriona Blacker

In Attendance

Wilma MacLeod
Rose Harkness
Lisa Doonan
Vari Anderson / Christine Clark

AGENDA ITEM

01

Apologies for Absence

Scott Gray
Tarryn Robertson

Welcome to Shona Pettigrew as executive lead to LTSE Committee who was appointed as Vice Principal for Student Experience and Innovation on 1 June 2025.

02

Declaration of any potential Conflicts of Interest in relation to any Agenda items

None noted.

03

Minutes of Previous Meeting – 28 April 2025

Approved as accurate record.

04

Matters Arising from the Previous Meeting

None in addition of Agenda items.

Matters for Discussion

05

Student Association Report

The Committee noted the reviewed plans and manifestos to identify strengths and ensure student voices are reflected.

The Committee were advised that the 'Breakfast on Us' initiative will launch post-Freshers week which takes place week commencing 8 September 2025. A new 'Grab'n'Go' lunch is also to be trialled.

	<p>The Committee noted that the Operational Plan is being updated with ongoing collaboration with A Jamieson and L Doonan to strengthen the student voice. There is also a focus on the Mental Health Agreement and Exploring space for Headspace peer support with student interest to be gauged via paper survey.</p> <p>CB and JW to carry out meet-and-greet activities, ensuring coverage across day and evening sessions. Branded hoodies will be worn for visibility. Games are being developed to support engagement.</p> <p>JG expressed satisfaction with progress on Student Voice and Class Reps, though later papers highlight a decline in response rates. See discussion at section 07 below.</p> <p>Thanks were extended for the continued efforts and contributions.</p>
06	<p>Curriculum Report</p> <p>The Committee noted the terms of the report.</p> <p>It was noted that 2024/25 exceeded core credit targets, pending final accounts.</p> <p>For 2025/26, application numbers have increased compared to August last year, with a significantly higher number of enrolments. The College is confident targets will be met.</p> <p>The Committee noted that, future reporting will reflect the new curriculum structure and utilise PowerBI dashboards.</p> <p>Following the recent restructure, staffing was confirmed and communicated, prior to the summer break. Positive feedback has been received from the team.</p> <p>At Point 4.2, a strong interview process led to successful appointments; one CQL post remains vacant due to specific experience requirements.</p> <p>Point 4.3 outlines the new structure, including changes to CT Management and integration of CQL roles.</p> <p>Priority areas include space and curriculum planning. CQLs will have protected time to support continuity and communication, though not formally allocated.</p> <p>Numerous successes noted over the past year (Point 6):</p> <ul style="list-style-type: none"> • Civil Engineering project, funded by CECA, continues with August and January intakes; multiple awards received. • Horticulture students won Gold Awards at the Craft Challenge (Trades Hall).

	<ul style="list-style-type: none"> Hosted SkillBuild and SNIPeF's 50th Anniversary, with strong student performance. <p>DM commended the quality and content of the paper, especially during a period of restructuring.</p>
07	<p>Quality and Learning and Teaching Innovation Report</p> <p>The Committee noted and discussed the terms of the paper which relates to academic year 2024/25. LD advised that updates for 2025/26 will be presented to the November Committee/Board.</p> <p>Table 1 (section 2.1): A deep dive is underway into the HE Part-Time figure. The issue is not linked to Learning and Teaching or specific courses and involves a small cohort. Of 23 flagged records (from a total of 4,500), 8 students have successfully completed. The remaining require follow-up, primarily administrative. The 2023/24 cycle was impacted by ASOS and data issues; SFC noted some data was incomplete. No concerns were raised regarding teaching or quality.</p> <p>The committee noted concerns regarding response rates below 50% for student surveys. The SA report highlighted the importance of engaging class representatives to improve participation. It was agreed that closer collaboration with Quality would be beneficial in boosting response numbers. Increased communication efforts and more frequent attendance at student meetings were proposed as strategies to enhance engagement.</p> <p>It was queried whether ongoing response rates could be monitored while surveys remain open. LD confirmed that reports are being reviewed and noted challenges particularly affecting part-time students. Concerns were raised about the relevance of certain SSES questions, especially for students based in the community or working within the NHS, where campus-related questions may not apply. Feedback on this issue has been submitted nationally.</p> <p>Staff engagement was identified as a key factor in driving student participation. ASOS initiatives involving WMacL, Curriculum Team Leaders (CTLs), Curriculum Quality Leaders (CQLs), Student Association (SA), the new Innovation Hub, and class reps aim to strengthen outreach and improve response rates. WMacL reiterated a commitment to prioritising the Student Satisfaction Survey and to working with staff to enhance outcomes.</p> <p>LD clarified that SSES census rules require inclusion of modules worth 4 credits or more. However, students not based on campus face difficulties in completing the questionnaire, and many college experience questions are not applicable to</p>

	<p>their circumstances. The committee noted data is published around the overall satisfaction question which includes areas which do not relate to the learning and teaching experience, for example, car parking.</p>
08	<p>Student Engagement and Partnership Report</p> <p>The Committee noted the paper outlining changes underway for the provision of key services and support.</p> <p>These changes include the transfer of Admissions to MIS, Student Funding to Finance, and the integration of Extended Learning into Support Services, aligning with Scottish policy to create a more cohesive departmental approach.</p> <p>The Student Support team was commended for its work to date. There is an ambition to extend term-time roles to year-round provision, supported by sector research (CDN and Education Scotland) highlighting the evolving needs of learners, including a 30% increase in students with complex needs over the past three years.</p> <p>The Committee acknowledged the importance of a robust support system. Current initiatives include Health & Wellbeing, Counselling, and workshop delivery, with plans for a digital repository to support all learners. Staff development is ongoing to ensure services meet student needs.</p> <p>Counselling services operate on a short-term model (6–8 weeks), with referrals to NHS and H&SC partners for long-term support. The “Coping with College” initiative aims to raise awareness of available services. Positive stakeholder engagement continues, including annual activities with SDS.</p>
09	<p>Student Welfare: Duty of Care Audit 2024-25</p> <p>RH expressed delight with the recent audit, describing it as a comprehensive and very positive experience. A summary of key findings was highlighted, with a substantial list of strengths identified. The audit was recognised as a cross-college effort, with many staff contributing evidence, reflecting strong commitment and passion.</p>
	Matters for Approval
10	<p>Reviewed and updated Safeguarding Policy and Procedure</p> <p>The Committee noted the changes in relation to the restructure and new areas. Policy and procedure approved and remitted to the Board.</p>

	Matters for Information
11	<p>Marketing and Communications Update</p> <p>RH reported a strong focus on August recruitment, continuing through to the end of September. Promotional activity includes collaboration with GoRadio and the finalisation of a new TV advertisement for Sky. The “Keep Warm” campaign and efforts to foster a sense of community remain ongoing.</p>
12	<p>Complaints Quarterly Report</p> <p>WMacL reported no complaints under Q4. However, five complaints were received through the formal complaints system. Two were appeal requests, two related to student conduct and one for confidential information regarding a student. The five cases were addressed in accordance with the relevant college policies.</p>
13	<p>Review of LTSE Work Plan 25-26</p> <p>SP confirmed that the LTSE Work Plan will remain under regular review, with specific focus areas and deep dives scheduled at key points throughout the year. Adjustments will be made as needed in response to emerging priorities.</p> <p>DM suggested reviewing the terminology used, particularly the term “non-core,” and proposed a more inclusive alternative. SMcM noted that “renewals” refers to low-carbon initiatives. SP acknowledged the feedback and agreed that “Growth and Diversification” may be a clearer and more accessible replacement.</p>
14	<p>Summation of Actions and Date of Next Meeting (20Nov2025)</p> <p>Item 9 – Remit to Board for information Item 10 – Approved and remitted to the Board</p>
15	<p>Any Other Business</p> <p>SMcM reported that the recent ARC meeting included a productive discussion on the implications of AI and its potential impact on the College’s business model. It was noted that failure to address this area poses a strategic risk. A joint meeting between LTSE and ARC was proposed to further explore AI-related developments, with VA to coordinate suitable dates.</p> <p>DM highlighted the value of collaboration with ARC and commended the quality of committee papers, noting their clarity and effectiveness. The volume of material—just under 100 pages—was acknowledged, and thanks were extended to the team for their work behind the scenes.</p> <p>Meeting ended 7pm.</p>

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Key:

CB	Catriona Blacker	Student Association President
JG	Prof Jo Gill	Chair – Learning Teaching and Student Experience Committee
LD	Lisa Doonan	Quality Curriculum Manager
RH	Rose Harkness	Head of Student Services
SMcM	Stella McManus	Principal
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South Lanarkshire College

Students' Association

Board Report

November 2025



**South
Lanarkshire
College**

Students' Association

**YOUR COLLEGE
YOUR WAY**

Overview

Since our last Board meeting, the Students' Association (SA) has experienced a number of positive developments.

Most notably, we were pleased to welcome three newly appointed SA Officers to the team. Each brings a distinct perspective and renewed energy, and we are confident they will make valuable contributions across a range of strategic and operational areas.

A key area of focus in recent weeks has been the enhancement of support for our class representatives. We have introduced joint training sessions designed to build confidence and equip class representatives with the skills required to effectively gather and communicate student feedback.

Alongside this, the team has been progressing several student engagement projects, including Freshers' week, hosting the Toast Topper Club, creating Halloween competitions and launching the Student Mental Health Agreement 2025-2027. These initiatives have attracted strong engagement from the study body and wider college community.

Overall, this has been a dynamic and productive period for the SA. With a strong team in place, class representatives actively involved, and a robust pipeline of student-led activity underway, we are optimistic about the months ahead and remain committed to maintaining this positive momentum.

Catriona Blacker, President
Jack Whyte, Vice President

[Click here](#)

For SA Report Video



Headline Activity Report

This academic year, the Student Association has concentrated its efforts on several key initiatives. Our ongoing priorities remain firmly rooted in enhancing student engagement, amplifying the student voice to drive positive change, and promoting the health and wellbeing of our student community. To support these objectives, we have collaborated closely with the SLC Quality and Learning and Teaching Innovation team to further develop and refine the Class Representative process.

Additionally, we have undertaken a comprehensive re-branding of our welfare initiatives, resulting in a significant expansion of support services. Notably, we have achieved a record distribution of student breakfasts, reflecting our commitment to accessible and impactful wellbeing support.



Student Welfare Initiatives

The SA identified the need to rebrand its free breakfast and lunch initiatives to help eliminate any perceived stigma associated with accessing these services. To support this objective, the SA collaborated with colleagues from the College's Marketing department to produce updated promotional materials, including posters and social media content.

Following a review of the messaging the initiatives were relaunched under the new titles Breakfast on Us and Lunch on Us. The refreshed campaign was introduced at the start of term and has been met with a highly positive response, reflected in a marked increase in student participation.

Student Representation

Student Association elections were recently conducted to appoint new Student Officers. The process was engaging and resulted in the successful election of three new officers, all of whom are now in post. An Executive Committee meeting is scheduled to take place in November 2025.

In early November, both the President and Vice President attended Class Representative training to offer support to participating students. Their involvement also enhanced their understanding of the training process. To further strengthen engagement, the Student Association will host Class Representative lunches, providing an informal setting to celebrate successes, discuss challenges, and improve feedback mechanisms.

Events and Engagements

The SA organised a range of successful student engagement activities from the beginning of the academic year. This included Freshers' Week, held from Tuesday 9 September to Thursday 11 September, which provided an opportunity for the Association to introduce itself to new students and emphasise the significance of the Student Voice.

Additional events included a Halloween-themed competition, designed to foster a sense of community through light-hearted participation. This initiative supported student wellbeing by helping to reduce feelings of isolation and alleviate academic pressures in a relaxed and inclusive setting.



Project Highlights

The SA has actively contributed to a number of new initiatives designed to support the health and wellbeing of the student body. We remain committed to continuously enhancing the student experience while aligning our efforts with the strategic objectives of the College.

Student Mental Health Agreement

The Student Mental Health Agreement is a national initiative led by NUS and Think Positive. In October 2025, the SA worked in partnership with the College to complete and launch the 2025–2027 Agreement, informed by student feedback from the 2024–25 academic year.

As part of Mental Health Awareness Week, the SA hosted an information stall to:

- Engage students in discussions about available support services
- Gather feedback on potential areas for improvement 42 student responses were received, with overwhelmingly positive feedback.

Suggestions included:

- Increased counseling provision
- More wellbeing-focused events
- Designated quiet spaces on campus

The Agreement was officially launched on World Mental Health Day, 10 October, supported by a targeted campaign and infographic.

Launch of Toast Topper Club

The SA is pleased to report the successful launch of the Toast Topper Club, an initiative that has already received strong engagement from students across the College.

Established to promote a sense of community and inclusion, the Toast Topper Club offers a welcoming space where students can connect, share experiences, and enjoy a light breakfast together. The initiative has been particularly effective in supporting student wellbeing by helping to reduce feelings of loneliness and isolation.

Participation continues to increase, with a blend of returning attendees and new participants each week. The creativity demonstrated has been notable, with students presenting a diverse range of imaginative toast toppings. We look forward to welcoming even more students in the coming weeks.

Student Voice

In response to concerns raised by Horticulture students regarding the polytunnel and persistent flooding issues, the SA took proactive steps to engage directly with those affected and advocate for a resolution.

The SA President met with both Horticulture classes to hear their concerns and subsequently convened a meeting with the Curriculum and Quality Manager to discuss the matter further. It was confirmed that delays in securing a contractor to replace the polytunnel cover had impacted scheduled summer works, resulting in understandable frustration among students.

We are pleased to confirm that a contractor has now been appointed and the polytunnel works have been completed. In parallel, measures are being implemented to address the flooding issue.

Students have expressed relief and satisfaction with the progress made, and we are encouraged by the collaborative approach taken to resolve the matter. The SA extends its thanks to all parties for their patience, persistence, and commitment to supporting students in achieving a high standard of learning.

2025/2026 Events

Delivered Meetings & Events (August 2025 - November 2025)

Welcoming students
25 August

Freshers' Week
9 – 11 September

World Mental Health Day
10 October

Volunteering Event
22 October

Care Experienced Week
27 October

Halloween Event
31 October

Men's Mental Health Event
6 November

HE Event
19 November

Up-coming Meetings & Events (December 2025 - April 2026)

GBV 16 Days of Activism
25-November – 10 December

Christmas Jumper week
8-12 December

Sexual Health Awareness Stall
13 December

Refreshers'
27-29 January


Purple Friday
27 February

Love Your Planet
1 April



LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	20 November 2025
TITLE OF REPORT	Curriculum Report
REFERENCE	Agenda item 06
AUTHOR AND CONTACT DETAILS	Shona Pettigrew shona.pettigrew@slc.ac.uk
PURPOSE:	To provide members with an update on matters relating to curriculum planning and delivery, credits generated and curriculum developments.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none"> • Note the current credit performance • Note positive early withdrawal figures • Note the developments in curriculum planning and curriculum audit preparation • Note the efforts made to diversify employer engagement activities to both benefit income generation, develop broader employer networks and support student success
RISK	<ul style="list-style-type: none"> • That there is a risk of under-delivery leading to shortfall in Scottish Funding Council credit requirements. • That the implementation of a new learner management system impacts on accurate forecasting leading to errors that could compromise compliance. • That ineffective curriculum planning may lead to risk of misalignment between curriculum and industry needs, affecting graduate employability
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Student Experience • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • Credits generated to date, are 37,326, representing 85% of the 2025-2026 credit target • Revisions have been made to curriculum delivery plans for programmes commencing in November, January and April to ensure compliance with SFC requirements • Data indicates that early withdrawal rates have improved across all modes of delivery in 2025 – 2026, a significant achievement given recent changes to both curriculum leadership and systems • Additional funding has been secured in support of European staff mobility activities which will take place in Spring 2026

	<ul style="list-style-type: none"> • Additional funding has been secured in support of the college's first Entrepreneur in Residence programme, which will focus on upskilling staff engaging with construction apprentices • Curriculum planning processes have been revised and are now subject to enhanced monitoring and documentation • Employer engagement activities are broadening in scope in line with curriculum and income generating ambition •  • The South Lanarkshire Council funded Employability Academy programme has been granted a one-year extension, funded through the Scottish Government's No One Left Behind programme
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1. INTRODUCTION

1.1 This paper provides an update on quarter one curriculum activities, 2025 –26, including credits generated to date

2. CREDIT AND RECRUITMENT ACTIVITY

2.1 Credits Generated 2024 – 2025

2.2 The College completed the 2024-2025 FES return and credit audit in October 2025. All targets were successfully achieved, with 43,729 credits noted on the SFC Data Return as the final volume generated.

2.3 Credits Generated to Date 2025 – 2026

2.4 For 2025-2026 the College has a core credit target of 43,601 credits, with the current position as follows:

2.5 Table 1: Credits Generated to Date and Projected, November 2025

Curriculum	Credits Generated to Date	Projected	Total Potential Credits
Built Environment and Low Carbon Industries	5,076	1,477	6,553
Business, Hospitality, Tourism & Legal Services	5,871	279	6,150
Carpentry and Joinery	5,315	764	6,079
Construction Crafts	3,724	693	4,417
Early Education and Childcare	4,404	628	5,032
Hairdressing, Beauty and Creative Industries	3,596	1,392	4,988
Health, Social Care and Science	4,992	1,161	6,153
Inclusive Learning	4,348	100	4,448
Total	37,326	6,494	43,820

2.6 With 37,326 credits generated, (85% of the 2025–26 target), curriculum teams are on track to exceed expectations and sustain strong performance.

2.7 In addition to credits generated to date, a further 6,494 credits are projected from future in-year activity. To ensure compliance with the overall SFC target, curriculum plans for programmes starting in November 2025, January 2026, and April 2026 have been adjusted and strengthened to maximise credit generation. Whilst these adjustments are anticipated to secure timely achievement of the overall target, progress will remain closely monitored by curriculum and MIS teams. Performance against credit target remains a key college priority and will continue as a standing agenda item at Curriculum Leadership Team meetings, with regular updates provided to the Senior Leadership Team.

3 EARLY WITHDRAWALS

- 3.1 Across all courses and delivery modes, the early withdrawal rate for 2025-2026 is currently 2.05%, representing an improvement of 1.03% compared to the 2024-2025 academic year. This outcome is a significant achievement, particularly considering the recent curriculum restructure; potentially indicating that revised curriculum management models are operating effectively.

3.2 Table 2: Early Withdrawal Rates, 2025-2026 versus 2024-2025

Mode of Delivery	2025-2026	2024-2025
College	2.05%	3.08%
Full time FE	2.55%	5.38%
Part time FE	0.78%	2.43%
Full time HE	2.84%	3.77%
Part time HE	7.41%	8.50%

4 2026 – 2027 CURRICULUM PLANNING

- 4.1 Comprehensive curriculum planning meetings for academic year 2026–2027 have been completed with the Curriculum and Quality Manager and Curriculum and Quality Leads across all subject areas. A collective target has been set to plan and prepare for the delivery of 43,645 credits in 2026-2027.
- 4.2 The planning process has been informed by extensive stakeholder engagement, including consultation with industry partners, employers, learners, and universities. In shaping the curriculum offer, course teams have reviewed recruitment trends, retention and achievement data, and considered emerging industry requirements to ensure alignment with future skills needs.
- 4.3 The curriculum is designed to provide learners with opportunities to develop and strengthen core, meta, and employability skills through innovative approaches to learning and teaching. Emphasis has been placed on entrepreneurial skills, progression to employment, and articulation pathways that prepare learners for future careers and lifelong learning.
- 4.4 In support of this work, the revised and simplified *SLC Way* document has been relaunched. This provides a high-level overview of curriculum planning processes, complemented by a concise process guide designed to support Curriculum and Quality Managers in the consistent and effective implementation of planning activity.
- 4.5 In advance of the internal curriculum audit scheduled for early 2026, curriculum planning processes are being documented and monitored with enhanced rigor. Each stage of planning is systematically recorded to ensure transparency, accountability, and full audit readiness.

5 OPERATIONAL PLAN AND KEY PROJECTS 2025 – 26

- 5.1 Curriculum progress reviews were conducted in December 2024 and February 2025, providing insights that have informed key projects for 2025-26. As part of the curriculum planning process, these key projects have been identified and prioritised.

5.2 Table 3: Key Curriculum Projects 2025-26

Objective	Action	Responsibility	Timeframe	Measure of Success
Achieve credit target	Monitor student enrolment and retention, implementing early intervention strategies to support learners at risk	Curriculum Leadership Team Course teams	Monthly monitor meetings with CQMs and CQLs	Credit target is achieved Improved retention and achievement rates
Ensure efficient utilisation of staff	Monitor timetables to ensure all staff are working their contracted hours, and identify and address areas of under-utilisation	Curriculum Leadership Team	Monthly monitor meeting with CLT and finance	Reduction in staff costs. Effective utilisation of staff
Ensure efficient utilisation of rooms	Conduct a room usage audit and analyse timetabling data.	Head of Curriculum Deputy Head of Curriculum IT	Audit and analyse to complete March 2026. Reallocation of rooms for academic year 2026-27	More efficient room allocation and freeing-up of space.
Adopt a Business Partner approach with Curriculum and Quality Administrators	Assign dedicated Curriculum and Quality Administrators to CQM teams	Depute Head of Curriculum	By end October 2025. Monitor via monthly meetings.	Improved communication and workforce planning

6 CURRICULUM GROWTH AND DIVERSIFICATION

6.1 Scottish Educational Exchange Programme (SEEP)

- 6.1.1 Led by South Lanarkshire College, the six colleges of the Glasgow City Region, which form the Colleges Local Innovation Centres (CLIC) network, have secured £35,000 from the Scottish Educational Exchange Programme, (SEEP), to deliver a new project in Spring 2026 in partnership with the University of Strathclyde.
- 6.1.2 Building on their collaboration since 2024, the initiative will see key staff visit five European innovation districts to share knowledge and explore best practice in digital innovation, enterprise skills, and capacity building. Lessons learned will inform how Scotland's college sector can play a distinct role in creating local innovation hubs, supporting SMEs, and shaping a curricular framework to strengthen innovation and entrepreneurship skills among young people, while laying the groundwork for deeper European collaboration in the years ahead.

6.2 Boosting College Capacity Project (Ecopreneur Pathways)

- 6.2.1 Ecopreneur Pathways is a collaboration between South Lanarkshire College, Ayrshire College and Dumfries and Galloway College. One of only five Entrepreneur in Residence (EiR) projects funded by the Scottish Government, activities will focus on a dedicated EiR Champion working with staff in all three colleges to embed entrepreneurial and intrapreneurial mindsets within apprenticeship programmes in the net zero and low carbon sectors.
- 6.2.2 Working in partnership with the University of Strathclyde's Inspire network and other regional stakeholders, the agreed workplan centres on three key elements: Carbon Literacy, Entrepreneurial Thinking, and Curriculum Content. Together, these will equip educators to nurture innovation, opportunity recognition, and value creation among apprentices, empowering them to drive change within their organisations and, potentially, establish their own businesses in the future. Project activities commenced in October 2025 and will conclude in May 2026.

6.3 Bespoke Employer Engagement Activities

- 6.3.1 South Lanarkshire College is developing partnership arrangements with Nursecall, a professional nursing and care provider headquartered in Lanarkshire. Founded by experienced registered nurses, the agency was created to deliver high-quality, person-centred care with a strong emphasis on holistic wellbeing. The organisation is registered with the Care Inspectorate, ensuring compliance with national standards and regulatory oversight. to create meaningful pathways for healthcare students that combine learning with real-world experience.
- 6.3.2 The collaboration approach under development will provide structured work placement opportunities for students, ensuring they gain valuable hands-on skills in care settings, while opening up access to paid employment through Nursecall's nursing bank, which supports both public sector and private care provision. This dual approach not only enhances students' employability and confidence but also strengthens the local health and social care workforce, laying the foundation for a sustainable and mutually beneficial long-term partnership.
- 6.3.3 The College have agreed to host a new Skilled Trades Network, supporting SMEs and micro-enterprises active in the construction industry, for a six-month pilot period. The Skilled Trades Network was established by former SLC Business student Pamela Cunningham, who identified a gap during her tenure in the procurement team of a Tier One employer. She recognised the need to support SMEs, micro-enterprises, and sole traders to upskill and build capacity, enabling them to participate more effectively in supply chains servicing major infrastructure programmes.
- 6.3.4 The Network brings together small businesses, training providers, funders, and industry experts to provide advice, support, and signposting to relevant opportunities. To date, two meetings have been convened, each attracting over 30 employers, who engaged with college representatives and wider ecosystem stakeholders. This strong early participation demonstrates both the relevance of the initiative and its potential to strengthen regional supply chain resilience.

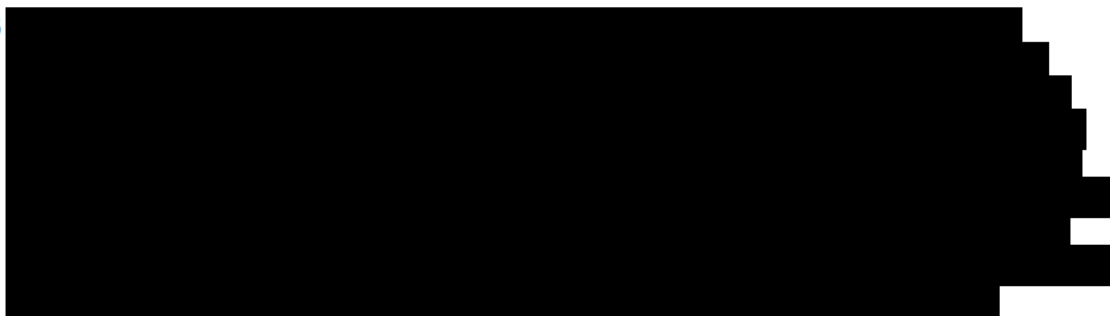
7 Modern Apprenticeship Development

- 7.1 The College's Modern Apprenticeship programme continues to demonstrate strong performance. As of the end of October 2025, £258,518 has been expended from the total contract value of £471,533 for the 2025–2026 contract year (54% of the total

contract value), with multiple starts scheduled for both November 2025 and January 2026.

7.2 Currently, 249 apprentices are actively engaged across three key frameworks: Construction (Building), Plumbing and Heating, and Hairdressing. Target starts for the 2025-2026 contract year are 110, with 60 starts and 6 re-entrants. currently confirmed

7.3



7.4 Planned/projected MA activities [redacted] are as follows:

- Healthcare Support SCQF Level 7 with NHS Lanarkshire - up to 18 apprentices due to start in Block 2;
- Social Services and Healthcare SCQF Level 6 and Healthcare Support SCQF Level 6 with NHS Lanarkshire – up to 15 places allocated for January intake;
- Social Services and Healthcare SCQF Level 9 and Care Services Leadership and Management SCQF Level 10 – up to 12 places allocated for January intake; and
- Hairdressing SCQF Level 6 and 7 – up to 6 places allocated for January intake.

8 Employability Academy

8.1 South Lanarkshire Council has confirmed its confidence in college delivery of the Employability Academy by offering a 12-month extension to the existing contract supported under their Training and Employability Framework. This extension, running from 1 October 2025 to 30 September 2026, ensures continuity of service at the current rates and terms, and reflects the strong partnership established with the local authority.

8.2 The Employability Academy contract value for 2025–26 is anticipated to be in the region of £210,000, subject to final confirmation, with funding provided through the Scottish Government's No One Left Behind programme. This extension provides stability for the college programme, maintaining momentum to support participants effectively, and continue to achieve positive outcomes in employability and skills development.

9 CURRICULUM HIGHLIGHTS

9.1 As part of a class project, Level 6 Digital Media students participated in an online meeting with the team at GO Radio, where they had the opportunity to pitch their creative ideas. This experience allowed the students to develop valuable digital communication skills, including video conferencing and screen sharing. The session provided a professional environment for students to build confidence, improve communication and enhance their self-esteem while engaging directly with industry professionals.

9.2 Following their success at the Scottish Heats of SkillBuild, two students have qualified for the national finals, where they will compete in their respective trade categories. One student will represent the college in Roof Slating and Tiling, and another in Carpentry and Joinery.

9.3 HNC Childhood Practice students began their Outdoor Learning and Sustainability Unit with a visit to Calderglen Park. This trip supported the Pay Vision Statement and Action Plan 2024-2030 published by the Scottish Government and helped student explore the principles of Forest Kindergarten, a course that course can be delivered by The Early Education and Childhood team. The visit also encouraged students to reflect on sustainability and the effective use of natural resources in outdoor education.

9.4 The Level 6 Beauty Therapy students welcomed a former graduate who had completed HND Beauty Therapy qualification. Since qualifying, they have established a successful beauty salon. During the visit valuable insights into the beauty industry was shared, highlighting the importance of maintaining professional standards and building a strong educational foundation to excel in the field. The session was both inspiring and informative, leaving a lasting positive impression on the students.

9.5 HNC Healthcare Practice students offered Health MOTs to staff across the college. This initiative provided a fantastic opportunity for students to apply their skills and knowledge in a practical setting which promoting health and wellbeing among staff.

10 EQUALITIES

- There are no implications for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report. The College will continue to work to ensure equal opportunities for all in our students' experiences at the college.

11 RISK AND ASSURANCE

- That there is a risk of under-delivery leading to shortfall in Scottish Funding Council credit requirements.
- That the implementation of a new learner management system impacts on accurate forecasting leading to errors that could compromise compliance.
- That ineffective curriculum planning may lead to risk of misalignment between curriculum and industry needs, affecting graduate employability

12 RECOMMENDATIONS

- Members are recommended to:
 - note the current credit performance;
 - note positive early withdrawal figures;
 - note the developments in curriculum planning and curriculum audit preparation; and
 - Note the efforts made to diversify employer engagement activities to both benefit income generation, develop broader employer networks and support student success

LEARNING, TEACHING & STUDENT EXPERIENCE COMMITTEE

DATE:	20 November 2025
TITLE OF REPORT:	Quality and Learning & Teaching Innovation Report
REFERENCE	Agenda Item 07
AUTHOR AND CONTACT DETAILS	Lisa Doonan lisa.doonan@slc.ac.uk
PURPOSE:	To update members on matters relating to quality assurance and enhancement activities.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none"> • note student engagement in the College's student voice and self-evaluation processes; • note the start of the learner journey student feedback; • note the quality team's continued engagement with external and internal partners; and • note the revised approach to Quality Audit Group selections.
RISK	<ul style="list-style-type: none"> • That the College does not meet the quality assurance requirements of awarding and/or scrutiny bodies; and • Self-evaluation processes do not demonstrate satisfactory progress against college, Scottish Funding Council (SFC), Education Scotland and the Quality Assurance Agency (QAA) actions.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Student Experience • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • Student voice remains central to the College's self-evaluation process, and further work is underway to enhance engagement. • Evaluation processes are continuously improved in response to SFC and QAA requirements, and stakeholder feedback. • The Quality Audit Group schedule remains in the planning phase. • Qualification approval activity is supporting curriculum portfolio development. • External qualification verification and quality assurance activity for 2025-26 is underway. • Quality continues to engage with external partners to promote enhancement, develop practice and knowledge share with internal and external partners.

1. INTRODUCTION

1.1 This paper seeks to provide members with an update on self-evaluation, quality enhancement, quality assurance and learning and teaching innovation activity, since August 2025.

2 THE SLC WAY CYCLE 2025-26

2.1 The SLC Way Cycle 2025-26 was agreed by the Quality Enhancement Group (QEG) and approved by the Senior Leadership Team (SLT) on 1st October 2025 (see Annex A).

2.2 The cycle considers the requirement to modify the schedule in response to the Management Information System (MIS) transformation programme of works.

2.3 Changes made in response to in-session reprioritisation, resource changes and the evolving quality landscape will be reported accordingly throughout 2025-26.

3 STUDENT VOICE AND COURSE EVALUATION

3.1 Student engagement with the survey has been an area of development since March 2023; with a target of 50% for all modes of delivery.

3.2 As reported in the [SFC's Student Satisfaction and Engagement Survey – Executive Summary](#), October 2025, both return rates and overall satisfaction rates remain below the national average; see Annex B.

3.3 *Table 1: SLC's SFC SSES 2024-25 Summary with National Comparison*

Mode	SLC Returns	%Yield National 2024-25	%Yield SLC 2024-25	%Satisfaction National 2024-25	%Satisfaction SLC 2024-25
FE FT	535/1010	59.6	53.0	95.2	88.1
FE PT	312/1037	30.3	30.1	96.7	91.9
HE FT	243/541	54.2	44.9	93.0	80.2
HE PT	68/210	30.6	32.4	92.3	89.2

3.4 The %satisfaction levels have remained relatively consistent over the last 3 academic years.

3.5 The *Student Experience Survey: Start of Your Learner Journey?* – was opened between 1st and 31st October 2025. From September 2025, the college-wide action to achieve a minimum of 70% response has been issued to curriculum teams; with the aim of improving the statistical validity of the data and capture a wider spectrum of student experience.

3.6 Overall, the survey returned 1789/2511 (71.37%) respondents, which is an increase of 39.75% from the 2024-25 and 15.54% from 2023-24, respectively.

3.7 Table 2: Pre-cleansed Returns by Curriculum Area and Key Mode of Delivery

	Returned (No.)	Targeted (No.)	Yield (%)
Total Respondents	1789	2511	71.37
FEFT	1016	1362	74.60
FEPT	215	373	57.64
HEFT	505	658	76.75
HEPT	58	118	49.15
Carpentry and Joinery	203	309	65.7
Construction Crafts	152	215	70.7
Built Environment & Low Carbon Industries	190	301	63.12
Business, Hospitality, Tourism and Legal Services	338	430	78.6
Early Education and Childcare	242	342	70.76
Hairdressing, Beauty and Creative Industries	262	352	74.43
Inclusive Learning and Languages	221	274	80.66
Health, Social Care and Science	181	288	62.85

3.8 There has been a significant improvement in the student experience survey engagement with 5/8 curriculum areas meeting the ambitious 2025-26 target of 70% returns. In the 3/8 areas where the 70% target was not achieved the returns far exceeded the long-standing target of 50%. With Carpentry and Joinery (+37.48%) and Health, Social Care and Science (+40.92%) and Built Environment (+24.66%) making significant improvement on the 2024-25 returns in the same period.

3.9 Due to the focus on the start of the learner journey, there is no survey question related to overall satisfaction at this stage. This will be explored in the SFC SSES 2025-26 survey in Spring 2026.

3.10 Question, class, course, curriculum and college-wide reports will inform the self-evaluation process, reports available from week beginning 10th November 2025.

3.11 Initial high-level review indicates continued strengths in learning and teaching, with a requirement to focus on raising awareness of the assessment appeals process and how to access the student handbook. Please refer to Annex C for the high-level report. Note the following points:

3.11.1 95% (1530/1618) of students agreed “applying for my course was easy”, which is an increase of 3% from 2024-25, only 5%, (88/1618) disagreed;

3.11.2 98% (1712/1753) of students agreed, “*I feel safe and secure in college*”, which is an increase of 2% from 2024-25, only 2% (41/1753) disagreed;

3.11.3 95% (1601/1681) of students agreed that “for practical courses, *I have access to the resources/tools/materials that I need*”, 5% (80/1681) disagreed.

3.11.4 78% (1280/1639) of students agreed “*I know what to do if I want to appeal an assessment decision*”, 22% (359/1639) disagreed; which is an improvement of 1% from 2024-25; and

- 3.11.5 83% (1301/1559) of students agreed that "*The Student Handbook is easy to find*", 17% (258/1559) disagreed.
- 3.12 Please note that there is a wealth of data contained within the portfolio of reports; available via on the QDP Services account. For example, detailed reports for all criteria are available for each question. The revised approach to Institution-Led Quality Review provides a vehicle to engage in greater critical analysis of student feedback.
- 3.13 The Course Evaluation 1 – Student Views 2025-26 proforma hopes to assist Class Representatives (Class Reps.) to elicit information and promote discussion aligned to the TQEF. The aim is to capture student voice regarding *Excellence in Learning, Teaching & Assessment*, with focus on *curriculum and learning, teaching and assessment*, and *Supporting Student Success with focus on student experience support and wellbeing, equality, inclusion and achievement*. For each theme we continue to ask *What Works Well* and *Even Better If*.
- 3.14 The Course Evaluation 1 – Student Views will be available for data capture from week beginning the 10th November 2025. In 2024-25, curriculum level data reports were produced at the end of each cycle. For 2025-26, the process enables direct access to curriculum level data to CQMs and Curriculum Administrators throughout the process.
- 3.15 On conclusion of the first self-evaluation cycle a high-level report will be presented to the QEG/SLT in February 2026, with agreed college-wide actions to be included in the 2025-26 Self-evaluation and Action Plan (SEAP). Interim actions will be included as appropriate.
- 3.16 As of the 30th October 2025, 120 Class Reps. are in post, of which 47 have signed up for the Stage 2 of the *sparqs* training, and 2 have already been trained.
- 3.17 Quality continued to provide direct support, advice and guidance to Class Representatives via the *Class Reps. 2025-26 Teams* page, hosting channels for Class Rep. training, a chatroom and the Student Association.
- 3.18 The Quality Learning Teaching and Innovation (QLTI) Team met with the incumbent Student Association President to discuss the Quality – Student Voice in Partnership on both the 26th August 2025 and 10th October 2025. Plans to enhance and promote student voice mechanisms were discussed, and the processes for 2025-26 were further developed.

4 COURSE TEAM AND CURRICULUM SELF-EVALUATION

- 4.1 The 2024-25 Interim Annual Progress Reviews for curriculum areas were concluded for 5/8 curriculum areas; where the CQM remains in place for 2025-26. The 2025-26 Progress Reviews are scheduled for January 2026.
- 4.2 The activity plan will be reviewed and may be further developed for 2025-26, in response to SFC and QAA requirements.

5 QUALITY AUDIT GROUP

- 5.1 The Quality Audit Group Plan for 2025-26 has not yet been finalised. The Quality Assurance Intelligence Review from 2024-25 was not conducted in September/October 2025 due to the systems transitions from SITS to Unit-e.

5.2 The EMA mandatory audit will be conducted as planned, in November 2025. The BPEC internal audits will be planned by the curriculum, from August 2025.

5.3 The Quality Review Deep Dive process will replace the requirement to select 3 courses in the annual Quality Audit Group plan. The size and scope of which will be agreed prior to concluding each curriculum review cycle.

5.4 Henderson Logie conducts an annual programme of internal audits. The revised Quality Audit Group selections consider this in order to avoid duplication.

6 QUALIFICATION APPROVAL ACTIVITY

6.1 Curriculum development is being supported via qualification approval applications in Healthcare Support, Pedagogy of Play, Criminology, Social Media and Construction Craft (Operative).

6.2 There are 2 non-devolved approvals for SQA's Scottish Vocational Qualification (SVQ) Healthcare Support and 1 for the PDA Pedagogy in Play. The applications will be subject to SQA Approval, which may include an SQA Approval Visit.

6.3 A successful devolved approval was complete to deliver Social Media for Customer Service units at SCQF level 4 and 5. Six notifications of intention to deliver new products have been made, full applications have not yet been submitted.

6.4 The SQA Learning and Development Awards remain subject to post approval External Verification, the outcome of which will be report in due course. The activity is planned for December 2025.

7 EXTERNAL VERIFICATION AND QUALITY ASSURANCE ACTIVITY

7.1 There is a reduction in the number of SQA External Verification selections from 2024-25 to 2025-26. It is likely that the centre risk profile has reduced, in response to the full compliance as reported at the August committee.

7.2 As on 31st October 2025, the College has been notified of 22 external quality assurance visits across from SQA. SQA has made 14 selections to date from the regulated/other portfolio. In addition, 8 SQA Higher National and Vocational Qualifications (HNVQ) group awards were selected which span 9 verification groups, each with individual verification reviews and outcomes. Two selections were cancelled down by SQA and are no longer required.

7.3 During a review of the City and Guilds Walled Garden status, an outstanding External Quality Assurance activity was discovered. There was no record of communications/requests associated with this activity. City and Guilds have been informed. The evidence has been retained to support compliance.

8 KEY ENGAGEMENTS WITH INTERNAL AND EXTERNAL PARTNERS

- 8.1 Quality and Learning & Teaching Innovation continue to participate across a range of national fora, including: the Quality Assurance Agency's (QAA) Scotland's Tertiary Enhancement Project (STEP) programme, College Development Network (CDN) Quality Development Network and CDN Quality Steering Group.
- 8.2 Attendance at SQA's College Quality Focus Group has expanded to include the Compliance and Assurance Office, to build capacity and support business continuity.
- 8.3 The Head of Quality and Learning & Teaching Innovation has been appointed as a QAA Tertiary Quality and Enhancement Review (TQER) Reviewer and is likely to be deployed in 2025-26. This experience will inform the development of our internal processes, in advance of our TQER in 2028-29.
- 8.4 The Quality and Learning & Teaching Innovation team continue to build relationships across the sector. The Head of Quality and Learning & Teaching Innovation and the Learning and Teaching Innovation Manager have joined the Scottish Entrepreneurship Educators Network (SEEN). An introductory meeting was attended on 28th October 2025.

9 INSTITUTION-LED QUALITY REVIEW

- 9.1 The Self-evaluation and Action Plan (SEAP) submission is due, 2nd December 2025; in alignment with the [SFC Guidance on Quality for Colleges and Universities 2024-25 to 2030-31](#).
- 9.2 The planned Quality Review Deep Dive activity for HE PT, and the course referred for Deep Dive during the most recent review cycle are paused. The viability of this work will be explored once the SITS to Unit-e programme of activity concluded and the support reports are available on PowerBi.
- 9.3 Programme level PIs will be analysed to inform the Curriculum Progress Reviews, planned for January 2026; using The SLC Way refreshed proforma.

10 QUALITY ASSURANCE AND QUALITY ENHANCEMENT SYSTEMS AND PROCESS UPDATES

- 10.1 The SLC Way guidance and the associated proforma have been refreshed for the 2025-26 cycle which will commence in November 2025. Further detail will be reported in the February LTSE committee paper.

11 RISK

- 11.1 That the College does not meet the quality assurance requirements of awarding and/or scrutiny bodies.
- 11.2 Self-evaluation processes do not demonstrate satisfactory progress against college, SFC/Education Scotland/QAA actions.

12 EQUALITIES

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

13 RECOMMENDATIONS

13.1 Members are recommended to:

13.1.1 note student engagement in the College's student voice and self-evaluation processes;

13.1.2 note the start of the learner journey student feedback;

13.1.3 note the quality team's continued engagement with external and internal partners; and

13.1.4 note the revised approach to Quality Audit Group selections.

ANNEX A

The SLC Way Calendar (Combined)



The SLC Way
Calendar Combined

ANNEX B:

SFC Student Satisfaction Engagement Survey Outcome 2024 - 2025

College	FE		HE	
	Response rate	Satisfaction rate	Response rate	Satisfaction rate
Argyll UHI*	72.2%	98.2%	-	-
Ayrshire	49.0%	95.2%	48.1%	87.0%
Borders	42.6%	97.7%	43.5%	98.8%
City of Glasgow	57.8%	94.4%	56.7%	91.5%
Dumfries and Galloway	77.2%	98.6%	76.5%	97.5%
Dundee and Angus	54.9%	98.0%	55.6%	96.8%
Edinburgh	45.7%	97.0%	40.8%	94.4%
Fife	80.8%	94.7%	75.9%	92.0%
Forth Valley	50.0%	93.6%	42.8%	94.6%
Glasgow Clyde	54.7%	97.2%	60.2%	95.6%
Glasgow Kelvin	51.8%	95.6%	42.1%	96.0%
Inverness*	71.3%	94.3%	-	-
North, West & Outer Hebrides UHI*	49.0%	91.2%	-	-
Moray UHI*	49.2%	96.0%	-	-
New College Lanarkshire	71.8%	92.9%	57.0%	91.2%
Newbattle Abbey	60.7%	82.4%	76.9%	80.0%
North East Scotland	81.1%	95.4%	76.5%	95.0%
Orkney UHI**	-	-	-	-
Perth UHI*	81.7%	97.5%	-	-
Scotland's Rural College*	71.1%	92.4%	-	-
Shetland UHI*	100.0%	92.9%	-	-
South Lanarkshire	53.0%	88.1%	44.7%	80.2%
West College Scotland	39.0%	94.6%	15.9%	91.1%
West Lothian	65.7%	96.0%	66.5%	95.5%
Scotland	59.6%	95.2%	54.2%	93.0%

ANNEX C

Student Survey 1 (2025 – 2026) SLC Data



Student Survey 1 -
2025-26 All Respondents

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	20 November 2025
TITLE OF REPORT	Student Engagement and Partnership Report
REFERENCE	Agenda item 08
AUTHOR AND CONTACT DETAILS	Rose Harkness Head of Student Services rose.harkness@slc.ac.uk
PURPOSE:	To provide members with an update on student engagement and partnership activities, specifically the provision of key services and support central to the retention of vulnerable individuals and groups.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • note the contents of the paper; • discuss any questions or implications for future planning, delivery, and performance monitoring; • endorse the continued development of a learner-centred support model aligned with national policy and College strategy; and • note the activities undertaken with key stakeholders
RISK	<ul style="list-style-type: none"> • Disruption to Learner Experience: Risk that the transition may impact the learner experience if not carefully managed. • Operational Transition Challenges: Potential for short-term disruption during the handover of systems, responsibilities, and workflows. • Staff Capacity and Role Clarity: Risk of role confusion or workload imbalance if responsibilities are not clearly defined post-transfer.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • Progress report on the transition of Educational Learning Support (ELS) to Support Services • An update on number of ELS referrals and outline on the increase in the level of complexity to the Service. • Counselling and wellbeing services update. • Support for Care Experienced and other Priority Groups. • Launch of the updated Students' Association Student Mental Health Agreement (SMHA) in partnership with NUS Think Positive. • Update on partnership engagement.

1. INTRODUCTION

- 1.1. This paper provides an update on student engagement and partnership activities, specifically the provision of key services and support central to the retention of vulnerable individuals and groups.

2. EDUCATIONAL LEARNING SUPPORT (ELS) PROGRESS UPDATE

- 2.1 South Lanarkshire College is committed to developing a responsive, high quality Educational Learning Support (ELS) service that is fully integrated with other support services (guidance, counselling, and wellbeing) alongside academic support. This reflects a move towards creating a more cohesive learner-centred support model that embeds a holistic framework to meet the diverse and evolving needs of all learners.
- 2.2 This activity will be ongoing throughout 2025-26, to ensure a successful transition to Student Support. Progress update include:
 - Recruitment and successful appointment of newly created ELS Advisor role (support roles). These roles will be supported by existing ELS Assessors (existing teaching staff) with training and mentorship being put in place. Further recruitment in this area is continuing to meet service requirements.
 - Successful launch of the ELS Learning Hub on SharePoint in September took place. This will provide both staff and students a digital repository of learning support resources which will be universally available/promoted to all learners. Further development will include making more use of Assistive Technologies in everyday learning and teaching and promoting the resource widely across all areas of the College. The new SharePoint site gives instant access to resources, tips, and guidance to support the learner journey.
- 2.3 There continues to be high demand for ELS in the College alongside an increase in the complexity of those individuals presenting with additional support needs ([The Changing Learner, CDN 2024](#)) and ([Thematic Review: Meeting the support needs of learners in Scotland's colleges, Education Scotland 2025](#)). These increasing needs include complex health difficulties, physical/health disabilities, neurodiversity, social and emotional issues, mental health with many presenting with PTSD all of which require individualised support plans alongside adjustments to the learning environment and assessments/exam process. There is a growing need for in-class provision to support the need for readers, scribes, etc. This has an impact on resources as the process can take time to assess, collate evidence, consult and co-ordinate with students/staff as well as parents/carers and external support agencies.
- 2.4 As of the 5 November, there were 322 students registered on the ELS Database. Of these 322 there are 17 priority cases identified. 133 students have successfully been assigned to an Advisor. 158 are still awaiting a first appointment with 59 identified as awaiting evidence.
- 2.5 Professional discussions are taking place which include Support Services, Curriculum and Quality Leads to explore and understand the underlying factors that may be additionally impacting the growing demand for ELS in the College. This include reviewing the admissions process (are students being recruited to the correct level of course), understanding where learners are sitting in relation to core skills i.e. literacies, numeracy and problem solving (are we utilising core skill testing in the correct manner) and upskilling our learning and teaching staff (to have increased awareness of ELS and develop classroom strategies to better respond to learning needs).

- 2.6 In addition to ELS service discussion, development of a Power Bi ELS Report for the various stages of the learner journey and make improvements to the existing ELS Database is ongoing. This will enhance reporting functionality and provide greater opportunity for planning and delivery of the service.

3 COUNSELLING SUPPORT AND RESILIENCE BUILDING

- 3.1 The College continue to deliver counselling support to those students who would benefit from exploring issues more effectively on a confidential 1:1 basis. The main aims of the service are to provide a 6–8-week model of therapy; offer drop-in sessions for emotional support; and ensure the service is flexible and accommodating by offering telephone, Teams, and face-to-face sessions and to offer twilight cover to support students with young families or those attending evening classes or block release.
- 3.2 As of the 5 November 2025, there were 66 students registered for counselling support. 41 students are currently receiving counselling with 22 on the waiting list. 3 students have completed their sessions. The waiting list are likely to be those individuals that the College is waiting for submission or collection of documentation or are looking for a particular diary slot.
- 3.3 Counselling staff continue to deliver a resilience building workshop 'Coping with College' during September and October. The workshop lasts 1 hr 15 mins (including a Q&A) and provides an overview of what stress is, how to recognise when stressed, and the practical things individuals can do to develop resilience. These workshops are tailored to specific curriculum areas and student demographic to ensure maximum engagement. So far this session the team have delivered to 41 class groups.
- 3.4 As part of College-wide evaluation and enhancement activity, all students receive an anonymous evaluation feedback questionnaire link if they have engaged with the counselling service either through a workshop or directly with counselling support.
- 3.5 To date 48 evaluation returns (workshop attendance) have been received. Feedback has been significantly positive - for example when asked 'How was the content of the workshop?' 30 students said it was excellent, 17 said it was good and 1 said it was average. When asked if they found the workshop beneficial, 28 said they strongly agreed and 20 said they agreed. Some open questions on what you like most about the workshop had the following comments:
- 3.5.1 *"seeing that my stresses are normal not just me and learn to ask am I ok every day and self-care", "it was really relatable and showed how important self-care is also acknowledging when we are feeling stressed or anxious" and "the practical ideas of things to do to help build resilience".*
- 3.6 When asked what the Team could do to improve the workshop the following comment was received, *"no, I thought the workshop was helpful and had included great explanations for stress", "maybe a wee free chamomile tea bag or tiny bath bomb to encourage the de-stress" and "a follow up session later in the year might be beneficial".*

4 SUPPORT FOR CARE EXPERIENCED (CE) AND PRIORITY GROUPS

- 4.1 As part of the College's corporate parenting activity there are named staff contacts who provide tailored support to CE students. Alongside CE, the named staff contact also provide support to other priority groups such as student carers, students who are estranged from family and friends and veterans who have left the armed forces. The named staff contact provide the following support:

- Individualised support and 6 weekly check-ins.
 - Discussion of course options and help to complete the application and personal statement.
 - Arranging a visit to the College to see the facilities.
 - Guidance and advice on funding, childcare, discretionary, accommodation and travel.
 - Fast-tracking of bursary and discretionary funding applications (CE students).
 - Introduction and referral to the Educational Learning Support team.
 - Help to access other services, such as learning and teaching resources, counselling, study skills workshops, pastoral support, or mental health services such as mindfulness and yoga.
 - Discussion and support for next steps after college.
- 4.2 As the College transitions to Unit-E, a number of Power Bi reports are currently under development including the CE and Priority Group. This has resulted in the team collating a manual spreadsheet to support activity over the summer period and into the new academic year. As of the 5 November 2025, the College have 150 registered CE students on the spreadsheet. As part of ongoing engagement activity, all CE students were offered a summer transition support which include a tour of the campus, meeting key staff, assistance with completion of funding/u22 travel applications and enrolment. Student Services continue to offer a budgeting workshop to CE students, and these were delivered on the 5/6/7 August.
- 4.3 Several of CE students are considered unaccompanied minors who are supported by the South Lanarkshire Throughcare and Aftercare team. By reaching out over the summer the Team were able to reassure them and help them apply for academic texts through the discretionary fund as they await confirmation of their refugee status.
- 4.4 The College celebrated Care Experienced Week on the 27 October. As part of the planned activities, the College hosted a Supporting and Celebrating CE Week Stall on the 28 October where the named staff contact alongside the Student Association provided information and support as well as promoting volunteering opportunities on the Champions Board at the local authority. On the 29 October, the Student Association hosted a lunch for CE students providing peer support and helping build connections across the College.
- 4.5 The College are delighted to be shortlisted for the CDN Inclusive College Award for the We Promise to Care campaign and activity to support CE students. The CDN Awards Ceremony takes place at the Radisson Blu hotel on Thursday, 4 December 2025.

5 STUDENT MENTAL HEALTH AGREEMENT (SMHA) 2025-27

- 5.1 Supporting student mental health remains a key priority for South Lanarkshire College and as such we were delighted to launch our refreshed [SMHA](#) on World Mental Health Day, 10 October. The College remains committed to working with the Students' Association to provide integrated support services that advance equity, safeguard wellbeing, and remove barriers to success.
- 5.2 The College and the Student Association have worked in partnership with the NUS Think Positive campaign for many years and look forward by continuing to build on the support provided to students. The SMHA has the following key aims:
- Supporting Student Financial Wellbeing
 - Regular Social Activities and Events
 - Supporting Men's Mental Health

6 KEY STAKEHOLDER ENGAGEMENT

6.1 *Keeping The Promise Group*

- 6.1.1 The Promise (Five Foundations: Voice, Family, Care, People and Scaffolding) is a national commitment to improve Scotland's care system. It was created by the Scottish Government in 2020 in response to an independent care review which engaged widely with care experienced people and the workforce. Delivery of The Promise requires a partnership approach across a wide range of bodies spanning national and local government. The College has membership on the local authority Keeping the Promise Group.
- 6.1.2 The group meet regularly and look to identify alignment with service delivery or gaps with the work they do to support care experienced individuals across health, education, legal, housing and leisure. It engages closely with the Champions Board (who also have membership) to allow for collaboration directly with care experienced young people. This provides a meaningful mechanism for genuine partnership to support annual feedback, reflection, and evaluation. An example of this is the ongoing engagement with the Champions who deliver the annual local authority Care Day event which the College participates in.
- 6.1.3 The College continue to partner with the Champions Board to promote volunteering opportunities to the student community and attend college events and activities such as celebrating care experienced week and end of year celebrations.

6.2 *Police Scotland (Knife Crime and Drug Harm Awareness Workshop)*

- 6.2.1 The College works collaboratively with Police Scotland to raise awareness on key issues that impact communities and wider society. The College is pleased to delighted to partner with the Preventions team this session to deliver Knife Crime and Drug Harm Awareness Workshops. These sessions aim to educate learners by discussing factual information and myth busting, increase understanding of the legislative consequences if they are involved and consider the significant impact it can have on individuals, families, and communities.
- 6.2.2 To date sessions have been delivered to 14 class groups reaching over 200 students. These workshops will continue to be delivered throughout the academic year.

7 EQUALITIES

- 7.1 There are no implications for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report. The College will continue to work to ensure equal opportunities for all in our students' experiences at the college.

8 RISK AND ASSURANCE

- 8.1 Disruption to Learner Experience: Risk that the transition may impact the learner experience if not carefully managed.
- 8.2 Operational Transition Challenges: Potential for short-term disruption during the handover of systems, responsibilities, and workflows.
- 8.3 Staff Capacity and Role Clarity: Risk of role confusion or workload imbalance if responsibilities are not clearly defined post-transfer.

9 RECOMMENDATIONS

9.1 Members are recommended to:

- 9.1.1 note the contents of the paper;
- 9.1.2 discuss any questions or implications for future planning, delivery, and performance monitoring;
- 9.1.3 endorse the continued development of a learner-centred support model aligned with national policy and College strategy; and
- 9.1.4 note the activities undertaken with key stakeholders

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

DATE:	20 November 2025
TITLE OF REPORT:	Learning and Teaching Innovation Activities Update
REFERENCE	LTSE Agenda Item – 9
AUTHOR AND CONTACT DETAILS	Jamie Beddows Jamie.Beddows@slc.ac.uk Lisa Doonan Lisa.doonan@slc.ac.uk
PURPOSE:	To update members on the Learning and Teaching enhancement activities as of 31 October 2025.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none"> • Note that the date for external verification of the learning and development awards has been scheduled; • Note the range of enhancement activities in the learning and teaching landscape; and • Note the ambition and vision of the Quality and Learning & Teaching Innovation team
RISK	<ul style="list-style-type: none"> • That there is a breach of legislation and associated regulations • That there is a failure to achieve high standards of learning, teaching and assessment • That the College cannot provide a robust learner experience supporting them onto their positive destinations
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Student Experience • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The report highlights the refreshed approach to Learning and Teaching Innovation as well as an update from the Scottish Qualification Authority (SQA) on the Learning and Development awards. • The Teaching Qualification in Further Education (TQFE) is progressing well. • SLC is actively engaged with the College Development Network (CDN), the body responsible for supporting training and development within the sector. • The General Teaching Council for Scotland (GTCS) centre validation is on target for submission • Work on a range of learning and teaching enhancement projects is underway including a digital platform for staff • The Quality and Learning & Teaching team have a clear vision and ambition to support The SLC Way

1. INTRODUCTION

1.1 This paper seeks to update members on the Learning & Teaching enhancement activities as of 31st October 2025.

2 LEARNING AND TEACHING INNOVATION CONTEXT

2.1 As part of the College's 2024 -2025 restructure process, a dedicated Learning and Teaching Innovation Team was established to strengthen strategic capacity and drive forward the institution's ambitions for enhancement.

2.2 Two new posts were created to lead this work: a Learning and Teaching Innovation Manager, now in post, and a Digital Learning and Teaching Facilitator, scheduled for appointment by the end of December 2025. Together, these roles provide the foundation for delivering innovation, advancing professional practice, and ensuring the College is well-positioned to meet both current and future priorities.

3 LEARNING AND TEACHING INNOVATION ROADMAP 2025–26

3.1 *Current Priorities 2025 – 2026*

3.2 The Learning and Teaching Innovation Team has identified the following priorities for the current academic year which will be embedded in the departmental Operational Enhancement Plan:

3.2.1 Achieve General Teaching Council Scotland (GTCS) Centre Validation and ensure all lecturing staff meet national GTCS registration requirements:

- Centre Validation: A refreshed approach is in place, with approval submission scheduled for November 2025
- Mandatory Registration: All teaching staff have been issued clear guidance on GTCS registration requirements. Compliance is being actively monitored by the Learning and Teaching Innovation Manager

3.2.2 Conclude SQA Learning and Development Awards approval actions and achieve compliance in the first external verification activity:

- External Verification: The SQA Learning and Development Awards will undergo post-approval External Verification on 2 December 2025.
- Evidence Review: A comprehensive data cleansing and evidence review of 2023–24 and 2024–25 activity is underway to ensure readiness.
- Nomination System: An enhanced nomination system is now in place to identify candidates for learning and development qualifications. For 2026–27, this will evolve into structured learner pathways supported by skills analysis and profiling via i-Trent

3.2.3 Publish and Promote the Learning and Teaching Innovation Web-Portal

- Learning & Teaching Web-Portal: Development is underway for a dedicated Learning & Teaching Innovation portal. This will serve as a hub for:
 - Sharing good practice
 - Accessing learning and teaching theory
 - Providing professional standards updates
 - Offering accessible learning opportunities

- Tracking professional learning events

3.2.4 Strengthen relationships with external stakeholders to expand staff development opportunities and build capacity:

- Teaching Qualification in Further Education (TQFE)
 - Current Enrolments: 7 staff members from 5 curriculum areas are enrolled on the programme
 - Capacity Building: The Learning and Teaching Innovation Manager has been appointed as a TQFE co-tutor with Aberdeen University, strengthening delivery resilience
 - Future Planning: At least one additional lecturing staff member will be trained as a co-tutor in 2026–27 to further enhance capacity
- CDN Elevate LT Pilot Programme
 - Collaboration: Since October 2025, the College has engaged in the CDN Elevate LT Pilot with representation from all 8 curriculum areas
 - Advanced Practitioner Role: The Learning & Teaching Innovation Manager is acting as advanced practitioner, providing supervision and coaching to participants to strengthen reflective practice

3.2.5 Enhance Cross-College Collaboration and Planning:

- Learning Champions: A team of learning champions will be established to support dissemination of information and good practice
- Leadership Role: The Learning and Teaching Innovation Manager will assume the role of Chair of the College's Core Skills Champions group, ensuring alignment across curriculum areas

4 STRATEGIC VISION AND AMBITION 2026 – 2027 ONWARDS

4.1 *Vision and Ambition*

4.2 From 2026–27, the Learning and Teaching Innovation team will advance its strategic vision to position the College as a centre of pedagogical and andragogical innovation and professional learning:

- One-Stop Pedagogical Hub
 - Establish a centralised hub for pedagogical advancement, innovation, digital enhancement and workshops, for both self-directed and group study
- Teach: The SLC Way
 - Design, develop, and publish a suite of learning and teaching resources that integrate with the PDA *Teaching in Scotland's Colleges*
 - Create formal and non-formal pathways under the working title *Teach: The SLC Way*, embedding reflective and practice-based approaches.

4.3 Micro-Credentials and Skills Alignment

- Develop a suite of micro-credential products validated through the College's SCQF credit rating status and/or partnerships with professional bodies

- Align micro-credential development with regional and national skills priorities to ensure workforce relevance.

4.4 Student-Centred Enhancement

- Implement innovative mechanisms for capturing student and staff feedback to drive responsive, inclusive, and evidence-informed enhancement activities
- Embed feedback loops into curriculum design to ensure continuous improvement and student-centred delivery

5 LEARNING AND TEACHING INNOVATION REPORTING

5.1 Future Learning and Teaching Innovation updates will be included in the Quality and Learning & Teaching Innovation Update papers.

6 RISK

- 6.1.1 That there is a breach of legislation and associated regulations;
- 6.1.2 That there is a failure to achieve high standards of learning, teaching and assessment; and
- 6.1.3 That the College cannot provide a robust learner experience supporting them onto their positive destinations

7 EQUALITIES

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

8 RECOMMENDATIONS

8.1 Members are recommended to:

- 8.1.1 note the date for external verification of the learning and development awards has been scheduled;
- 8.1.2 note range of enhancement activities in the learning and teaching landscape: and
- 8.1.3 note the ambition and vision of the Quality and Learning & Teaching Innovation team.

BOARD OF MANAGEMENT

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE REMIT

Composition and Membership

The Board of Management will establish a Committee to the Board to be known as the Learning, Teaching and Student Experience Committee.

The Committee and its Chair will be appointed by the Board. The Committee will meet four times per year. There shall be no less than five members (this will include the Principal). A quorum shall be a minimum of three members of the Committee.

Committee membership should, preferably, comprise at least 50% of the membership as being non-executive members but all decisions must be taken with a non-executive majority of those present and voting. The Chairing Member of the Board is, ex officio, a member of the Committee and as such is considered to be a non-executive member as defined in Annex 1 of the Code of Governance.

As there will normally be at least two Executive Board Members serving on this Committee it is expressly provided that Student Members, Staff Members and Trade Union Members need not expressly declare an interest by virtue of that status and that a Declaration of Conflict of Interest need not require a conflicted member to withdraw if, at the discretion of the Committee Chair with the advice of the Governance Professional, the input of that member can usefully contribute to the proceedings. For the avoidance of doubt the test for a Conflict of Interest which would preclude participation in decision making and/or require withdrawal is as follows:

The objective test for determining a significant conflict of interest is whether or not a member of the public with knowledge of the relevant facts would reasonably regard the interests so significant that it is likely to prejudice decision making

All Board Members shall be routinely invited to attend all committee meetings as also may be, where appropriate, a representative of the equivalent Committee of a neighbouring college or colleges.

Purpose

The Learning, Teaching and Student Experience Committee monitors the quality assurance and improvement of learning and teaching across the College. It also considers the College's marketing and commercial strategy and oversees its continuing progression.

It shall also be a requirement that this Committee consider at each meeting any strategic risk associated with the over-arching committee purpose and to ensure that all risks identified are duly entered on the Risk Register.

Alignment with Strategic Priorities

The Learning, Teaching and Student Experience Committee is aligned to the college's strategic priorities of:

- Successful Students
- Highest- Quality Education and Support
- Equalities – including both the protected characteristics as defined in the Equalities Act 2010, as it may be amended from time to time, and Equality of Opportunity for all irrespective of any adverse socio-economic factors

The role of this committee is to provide oversight and challenge regarding the progress the college is making against these priorities and in particular Equalities shall be a standing item on all Committee Agendas.

TERMS OF REFERENCE

These Terms of Reference ensure that the Learning, Teaching and Student Experience has specified authority and resources to form an opinion and to make recommendations and report to the Board.

PROCEEDINGS

The Committee should meet four times per year. The Vice Principal responsible for Learning & Teaching and the Student Experience shall attend all meetings – as also may the senior staff responsible for Curriculum, Developing the Young Workforce, Marketing and Quality as specialist advisors.

DUTIES

The duties of the Committee shall include:

- Monitoring and advising on governance as it affects the terms of reference of the Committee.
- Being advised of, challenging and reviewing all quality and learning and teaching matters within the College.
- Being advised of, challenging and reviewing the self-evaluation process of the College and subsequent report.
- Being advised of, challenging and reviewing the College's curriculum portfolio to help ensure it is aligned with local, regional and national priorities.
- Being advised of, challenging and reviewing the College's performance indicators and considering recommendations for improvement.
- Advising on the development of, and reviewing and approving, the College's marketing plan.
- Receiving strategic updates on matters concerned with College marketing, including an update on key marketing activities.
- Being advised of Developing the Young Workforce (DYW) activity within the College and reviewing progress.
- Ensuring that wherever practicable and appropriate the Committee works in partnership with neighbouring Colleges, employers and Local Community Bodies to achieve the best learning outcomes for students and the most cost effective use of resources.

REPORTING PROCEDURES

Approved by Board 24 September 2024

The Committee should direct the minutes and appropriate papers of its meetings to the Board of Management. After approval, the Committee's minutes, and any appropriate papers, must then also be published on the College's website subject only to the statutory exemptions contained within the Freedom of Information Act 2000.

Effectiveness of the Committee

The Committee shall refer to the Code for Good Governance for Scotland's Colleges and:

- Perform an annual self-evaluation exercise
- Prepare an annual report for the Board of Management on the performance and duties undertaken by the Committee.

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

DATE	20 November 2025
TITLE OF REPORT	2024-2025 Annual Complaints Handling Report
REFERENCE	LTSE Agenda item 11
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the: the 2024/25 Annual Complaints Handling Report, and an update of the continuing governance of the complaints handling process
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none"> • Remit the Annual Complaints Handling Report for approval to the Board of Management. • Note that it must published on the College website by November 2025.
RISK	<ul style="list-style-type: none"> • That the College does not meet its statutory requirements to publish the report within the required SPSO time scale.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • To provide a responsive, high-quality and entrepreneurial, destination focussed curriculum, embedding holistic support services, and lifelong learning opportunities for the communities the College serves • To recruit, retain, develop and recognise talented staff who will enable students to reach their full potential.
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • In 2024-2025, 24 complaints were received, this is a decrease of 4 (0.18%) from previous year. • All complaints were closed at Stage 1. • Complaints were closed within the required SPSO time scales. • Formal feedback from requested from complainants is low. • Three of the 2024-2025 actions have been completed. • A revised action plan for 2025-2026 has been developed.

1. INTRODUCTION

- 1.1. This paper provides an overview the 2024-2025 Annual Complaints Handling report and the continuing governance of the complaints handling process.

2 DISCUSSION

- 2.1 The College complies with the governance of the Scottish Public Service Ombudsman (SPSO), ensuring that all complaints are recorded and closed within the required time scale.
- 2.2 In addition, to publishing the four mandatory Key Performance Indicators, the College also provides reports on complaint trends and any actions taken to improve service delivery.
- 2.3 The College's Annual Complaints Handling Report for 2024-2025 must be approved and published by November 2025 to comply with statutory requirements.
- 2.4 In 2024-2025 academic year, 24 complaints were received, a decrease of 4 complaints compared to the previous year. This represents 0.52% of the student population.
- 2.5 All complaints were closed at Stage 1. On average Stage 1 complaints are closed within 5 days which fall within the timescale required by the SPSO.
- 2.6 Most of the complaints received were within the Application to Progression category, which is a shift from previous year, where the majority were related to the customer care category.
- 2.7 The 2024-2025 actions have been completed, and a revised action has been developed for 2025-2026.
- 2.8 Formal feedback from complainants is requested; however, the response rate is low. This consistent within the sector.

3 EQUALITIES

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

4 RISK AND ASSURANCE

- 4.1 The College does not deal with complaints within the time required by the SSPO procedures resulting in a poor experience for our learners and stakeholders.

5 RECOMMENDATIONS

- 5.1 Members are recommended to:

- 5.1.1 remit the Annual Complaints Handling Report for approval to the Board of Management.
- 5.1.2 **note that it must published on the College website by November 2025.**

Annex 1

Annual Complaints Handling Report

2024/2025

With Scottish Public Service Ombusman Key Performance Indicators



1. Introduction

South Lanarkshire College operates its complaints handling procedures in line with the requirements of the Scottish Public Sector Ombudsman (SPSO). In addition to publishing the four mandatory Key Performance Indicators (KPIs), the College demonstrates its commitment to the complaints handling process by reporting quarterly to the Learning, Teaching and Student Experience (LTSE) committee of the Board of Management (BOM) on the KPIs, complaint trends and any actions taken to improve service delivery.

2. Context

The College complaints handling process aims to provide a streamlined process for responding to complaints early and locally. Wherever possible the College will always try to resolve complaints to the satisfaction of the customer. If this is not possible, the customer will be given a clear response to each of the points raised in their complaint.

The complaint stages are:

- stage 1 for issues that are straightforward and require little or no investigation;
- stage 2 for issues that are complex and require investigation or where the customer is not satisfied with the stage 1 outcome;
- Escalation to the Scottish Public Service Ombudsman where the customer is not satisfied with the stage 2 response

There are four categories of outcome for a complaint:

- resolved (the complaint is neither held nor not upheld);
- partially upheld (where some of the complaints are upheld)
- upheld (where the College is at fault); and
- not upheld (where the College is not at fault).

3. 2024 - 2025 Key Performance Indicators

Table 1: KPI 1 the total number of complaints received at stage 1, escalated complaints and the complaints received directly at stage 1 and as a % of the complaints received.

Complaint Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Yearly Total
The number of complaints received	10	9	5	0	24
College population and the % of complaints received per 100 population	0.38%	0.22%	0.11%	0%	0.52%

Table 2: KPI 2: The total number of complaints received that were closed in full within the set timescales of five and 20 working days:

[illegible]

4. Category of complaints received, and actions taken to improve.

Table 5: The category of complaints received by quarter:

Complaint Category	Q1	Q2	Q3	Q4	Yearly Total
Customer Care	1	2	1	0	4
Applications to Progression	8	2		0	10
Course Related	0	3	3	0	6
Services	1	1	1	0	3
Facilities	0	0	0	0	0
Other	0	1	0	0	1

Table 6: The number of complaints received within each category and the % of total complaints received:

Customer Care	Number Received	% of Total Complaints
Health & Safety	0	0%
Security	0	0%
Diversity & Equality	1	4.17%
Data Protection	0	0%
Environmental	0	0%
Staff Conduct	3	12.5%
Student Conduct	0	0%
Other	0	0%
Applications to progression	Number Received	% of Total Complaints
Marketing/Progression	10	41.67%
Interview, enrolment, induction	0	0%
Articulation, withdrawal	0	0%
Other	0	0%
Course Related	Number Received	% of Total Complaints
Learning and Teaching	0	0%
Environment. Resources	0	0%
Course Management	6	25%
Learning and Support	0	0%
Assessment and Certification	0	0%
Other	0	0%
Services	Number Received	% of Total Complaints
Finance	0	0%
Funding/Bursary	1	4.17%
Student Records	0	0%
Learning Support	1	4.17%
Library/Learning Technology	0	0%
Quality	0	0%
Other	1	4.17%
Facilities	Number Received	% of Total Complaints
Catering	0	0%
Maintenance and Car Parking	0	0%
Others	Number Received	% of Total Complaints
	1	4.17%

Table 7: Actions Taken to Improve 2024 - 2025

Category of Complaint	Actions Taken to Improve
Customer Care	Implement a standardised approach to student support and guidance.
Applications to Progression	Conduct a review of course cancellation procedures to ensure students receive sufficient notice and are offered alternative options. Inform staff to clearly inform applicants when interviews are for waiting list places to ensure that expectations are managed. Develop a clear communication guidance programme to keep students informed of their progression pathways and next steps. Monitor and ensure staff adhere to the College process when withdrawing students from a course.
Course Related	Improve communication between Curriculum Teams and MIS by establishing a point of contact using a Business Partner approach
Services	Evaluate and streamline the process for allocating and distributing IT devices to ensure fairness and efficiency.
Other	n/a

5. Complaint Trends

Table 8: Number of complaints received by % of population

	Number and % of complaints received	Number and % of complaints resolved	Number and % of complaints partially upheld	Number and % of complaints upheld	Number and % of complaints not upheld
2024-2025	24 (0.52%)	5 (21%)	1 (4%)	8 (33%)	10 (41%)
2023-2024	28 (0.7%)	1 (4%)	5 (18%)	6 (21%)	16 (57%)
2022-2023	10 (0.18%)	n/a	n/a	1 (10%)	9 (90%)

Table 9 Category of complaints received per % of 100 population.

	2024-2025	2023-2024 (3984)	2022-2023 (5505)
Customer Care	4 received (0.09%) 2 resolved (0.04%) 2 partially upheld or upheld (0.04%)	8 received (0.2%) 3 partially upheld or upheld (0.08%) 5 not upheld (0.12%)	5 received (0.09%) 0 upheld 5 not upheld (0.09%)
Applications to Progression	10 received (0.22%) 2 resolved (0.04%) 5 partially upheld or upheld (0.11%) 3 not upheld (0.06%)	7 received (0.18%) 7 not upheld (0.18%)	1 (0.02%) 1 not upheld (0.02%)
Course Related	6 received (0.13%) 2 upheld (0.04%) 4 not upheld (0.09%)	10 received (0.25%) 1 resolved (0.03%) 6 partially upheld or upheld (0.15%) 3 not upheld (0.08%)	2 received (0.04%) 2 not upheld (0.04%)
Services	3 received (0.06%) 3 not upheld (0.06%)	2 received (0.05%) 2 upheld	2 (0.04%) 1 upheld (0.02%) 1 not upheld (0.02%)
Facilities	0	0	0
Other	1 received (0.02%) 1 not upheld (0.02%)	1 received (0.03%) 1 not upheld (0.03%)	0

6. Customer satisfaction with complaints

The College requests formal feedback from complainants regarding their satisfaction with the complaints process. During the 2024-2025 session, one complainant provided feedback indicating that they were not aware of the procedure, that their complaint was handled courteously and that they disagreed with the outcome.

7. Actions

During the session 2024-2025, six actions were identified. Three actions relating to governance and reporting, including the publication of an Acceptable Engagement Policy have been completed. The complaint guidelines for students and staff, along with the online system, are still to be updated to align with the revised college structure.

Table 10: 2025-2026 Action Plan

Action	Lead	Target Date
Publish the 2025-2026 Annual Complaints Handling Report on the College website following its presentation to, and approval by, the Senior Leadership Team, the Learning Teaching and Student Experience Committee (LTSE) and the Board of Management (BOM)	Head of Curriculum	November 2025
Present to the SLT and the LTSE Committee quarterly the number of complaints, outcomes, lessons learned and the progress of actions prior to publication on the College website	Head of Curriculum Complaints Handler	August 2025 November 2025 February 2026 June 2026
Review the <i>Complaints Handling: A Guide for Staff</i> document	Head of Curriculum Complaints Handler	January 2026
Review and update the <i>Making a Complaint to the College</i> leaflet	Head of Curriculum Complaints Handler	January 2026
Review the Acceptable Engagement Policy for approval by SLT, LTSE and the BOM prior to publishing on the staff portal and college website	Head of Curriculum Complaints Handler	December 2025
Update the College online system for reporting and recording complaints	Head of MIS Complaints Handler	January 2026

LEARNING, TEACHING AND STUDENT EXPERIENCE (LTSE) COMMITTEE

DATE:	20 November 2025
TITLE OF REPORT:	Marketing and Communications update
REFERENCE	Agenda item 12
AUTHOR AND CONTACT DETAILS	<p>Grant Costello, Interim Marketing and Communications Manager Grant.Costello@slc.ac.uk</p> <p>Rose Harkness, Head of Student Services Rose.Harkness@slc.ac.uk</p>
PURPOSE:	To provide the Board with a summary of marketing, communications and student recruitment activities that have taken place over the past few months.
KEY RECOMMENDATIONS/ DECISIONS:	<p>Members are asked to note:</p> <ul style="list-style-type: none"> • The success of the August Open Evening and ongoing social media strategies. • Update on Winter Recruitment Campaign. • Planned review of Website UX and User Journey.
RISKS	<ul style="list-style-type: none"> • That the College will experience negative press.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • Successful Students. • The Highest Quality Education and Support. • Sustainable Behaviours.
SUMMARY OF REPORT:	<p>This paper includes:</p> <ul style="list-style-type: none"> • College Event Information. • Update on Winter Recruitment Campaign. • Social Media Summary. • Staff Recruitment Summary. • Celebrations and Awards. • Positive News Stories.

1. INTRODUCTION

- 1.1 This report provides an overview of Marketing, Communications and Recruitment activity from the start of August to the beginning of November 2025. During this 3-month period the Winter recruitment campaign, organisation of the 2025 Graduation and staff recruitment have been the team's key priorities.
- 1.2 There have been a range of activities, events, campaigns, and projects taken place during this period, which are highlighted below.

2. REPORT HIGHLIGHTS (THE PAST 4 MONTHS)

2.1 Highlights over the past three months include:

- 146 attendees at the Open Evening on 21st August 2025;
- Ongoing promotion of Winter 2025 courses;
- The ongoing roll out of the brand;
- Staff recruitment to expand team capacity;
- Focus on the organisation and delivery of 2025 Graduation.

3 WINTER RECRUITMENT

- 3.1 Recruitment continues to be a top priority for the Marketing team, with a focus on expanding our avenues to attract students to the College. As part of this expansion effort, our Winter recruitment drive will now feature new sets of video-based creative content to more effectively target social media platforms.
- 3.2 TikTok will see direct paid advertisement for the first time. Analysis of the effectiveness of this advertising will be carried out, with plans to expand the College's presence on the platform for use as a recruitment tool in the following recruitment cycle.
- 3.3 Facebook, Instagram and SnapChat paid advertisements are continuously updated to promote any courses requiring an application boost. Paid promotion was attributed to events such as the most recent Open Evening held on 21 August and the 25 November.

4 EVENTS

- 4.1 August Open Evening on the 21 November saw 146 attendees and their families who came to explore opportunities at South Lanarkshire College, tour the campus, and engage in conversations with staff and students.
- 4.2 Since the last Committee Report there have been a variety of engaging events and activities undertaken by the Marketing team, including the production of materials to support the launch of the College's 2030 Strategy document – producing creative output to allow the College to present its ambitious strategic plan in an effective and engaging manner.
- 4.3 The Marketing team welcomed partner charities and voluntary organisations into the College for a well-attended volunteering event in October, supporting College staff and lecturers in building important partnerships with third sector organisations.

4.4 In September, the College proudly celebrated National Innovation Week and highlighted the ongoing successful work the College is undertaking – in partnership with Fife College – co-leading the CECA Scotland Academy at Perth Prison.

4.5 The College hosted local MP for East Kilbride and Strathaven, Joani Reid, to celebrate the work of the College's Hair and Beauty students as part of British Beauty Week. This event is the start of a wider effort from the College to engage with political stakeholders in the run up to the 2026 Scottish Elections and beyond.

4.6 Future planned events include:

4.7 *Table 1 Future Planned Events 2025 – 2026:*

EVENT DATE	TARGET MARKET	PURPOSE
11 November 2025 Graduation Class of 2025	Graduands, friends and families	To celebrate graduate success
19 November 2025 HE Event	SLC Students.	To showcase the campus and facilities and promote courses starting from December 2025 and into 2026.
25 November 2025 Winter Recruitment Open Evening	School leavers, influencers, those looking to upskill, retrain and friends and family.	To showcase the campus and facilities and promote courses starting from December 2025 and into 2026.
13 January 2026 Winter Recruitment Open Evening	School leavers, influencers, those looking to upskill, retrain and friends and family.	To showcase the campus and facilities and promote courses starting from December 2025 and into 2026

5 CAMPAIGN ACTIVITY

5.1 The following campaign plans (**with a focus on 'Take your career to another level with South Lanarkshire College'**) have taken place in the past 3 months to support recruitment and brand awareness:

- Start of 3-month digital recruitment campaign for winter courses, with a focus on new creatives and video-focused output for video-based platforms.
- Open Evening (25 November).
- Go Radio advertising in collaboration with the Podstars competition.
- Exploring uses for material and content gained following the Sky TV Ad in August.

- Continued promotion of student and staff activity to promote a positive College atmosphere online and in print.

6 STAFF RECRUITMENT

- 6.1 The appointment of an interim Marketing and Communications Manager has been confirmed; the appointee having taken up the post at the start of October 2025.
- 6.2 The appointment of a new Marketing and Schools Coordinator has been confirmed, with an internal applicant being selected. The aim is for the appointee to take up the post by early December 2025.
- 6.3 The Marketing and Communications team structure and output will remain under review over the next quarter, to identify if any other skills gaps exists and if any other appointments are needed to maximise the positive output of the team.

7 DIGITAL AND WEBSITE IMPROVEMENTS

- 7.1 Promotion of the new [‘Browse by Industry’](#) section of the website remains under review, to establish what support it has given to commercial courses.
- 7.2 An ongoing priority is to begin a review of the website’s UX (user experience), with an initial focus on the user journey for course selection and the presentation and design of course curriculum and fees.
- 7.3 Work continues internally to enhance meta (search engine optimization, SEO) data on all pages on the website. This includes research, reporting and input of key words to ensure the website appears as high up the search rankings as possible.

8 BRAND ROLL OUT

- 8.1 The corporate brand identity continues to be rolled out. This remains an ongoing priority for the team, ensuring the College is building a positive customer image and delivering clear, concise messaging linked to the College’s vision and strategic aims.
- 8.2 The branded sail has been installed above the reception desk on the ground floor atrium. The staff, student and visitor lanyards have now been replaced with new branding and have been available from August.
- 8.3 Reviewing messaging on the newly installed digital screens throughout the College remains a priority, with plans to standardise both operational information/instructions and key messaging.

9 GRADUATION

- 9.1 The next Graduation date is planned for Tuesday 11 November 2025. Graduation planning remains a priority in order to deliver the most effective and positive event for both the College and graduands. 192 graduands are confirmed, with an attendance of over 750 expected to take part and view the ceremony at the Town House Hamilton.

10 STAKEHOLDER ENGAGEMENT

- 10.1 The development, support and delivery of a stakeholder engagement strategy, in line with the strategic goals of the College and Principalship, is a planned objective for this annual period of work for the Marketing and Communications team.

11 STAFF COMMUNICATION

- 11.1 A fortnightly staff communication continues to be sent by the Marketing and Communications team to update staff on good news stories, events, and activities across the College. All staff can contribute to this newsletter.

12 IN THE PRESS

- 12.1 An ongoing priority for the Marketing and Communications team is to generate as many positive news stories and case studies as possible, to promote courses, relay the key brand messages and to continue to combat any negative press arising from ongoing potential industrial action.

- 12.2 Examples of some positive press coverage over the past few months include (please note articles are hyperlinked):

[Skilled Trades Network debut in Lanarkshire is voted a big success](#) 13 October 2025.

- 12.3 There has not been any recurrence of negative press at a national level from the previous committee meeting.

13 SOCIAL MEDIA

- 13.1 Since August 2025 the following figures have been recorded across SLC's social media platforms (all increase and decrease percentages are in comparison to the April-July period):

- **Facebook:** Audience growth steady (+1.2% new follows). Strong increase in link clicks (+49.7%), but content interactions dropped significantly (–36%), suggesting engagement quality is an area to address.
- **Instagram:** Views surged (+95.1%), driven by organic reach. However, link clicks fell sharply (–61.4%) and reach declined (–20.8%), indicating visibility is up but conversion is weak.

- **Twitter/X:** Limited analytics now available. Followers rose slightly to 3,355, but platform relevance is declining industry-wide due to userbase reduction.
- **LinkedIn:** Strong growth (+21.7% followers, +14.1% impressions). Outperforming competitors on engagement despite fewer posts — a clear opportunity to consolidate professional audience leadership.
- **TikTok:** Consistent growth across all metrics, especially audience reach (+29.5%). Engagement trajectory is positive, suggesting this platform is becoming a valuable channel for younger demographics.

13.2 Engagement continues to be high across all platforms, driven by a variety of engaging content. Top performing organic posts include the promotion of Childcare courses, commercial course promotion of Water Byelaws, video and photographic content surrounding our student Halloween, and the appointment of Douglas Morrison as chair of SLC's board of management.

13.3 A focus for continuing improvement across digital platforms remains a priority as a key promotional, awareness and conversion tool.

13.4 An on-going review of the College's content strategy regarding social media will be implemented as part of updating the College's current Marketing and Communications (2022-27) strategy.

14 AWARDS

14.1 The College are proud to have been shortlisted for two awards at the upcoming CDN College Awards 2025 - Professional Services Colleague of the Year Award (Chris Sumner) Inclusive College Award (We Promise to Care campaign).

15 MARKET RESEARCH AND DATA ANALYSIS

15.1 Market research remains a priority for ensuring that our advertising, campaigns, promotion, and curriculum meet the needs of stakeholders.

15.2 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.

16 MISCELLANEOUS

16.1 As part of the College's engagement strategy concerning the 2026 Scottish elections. The interim Marketing and Communications Manager has agreed to take part in a Colleges Scotland working group – with the aim to support political stakeholder engagement in the elections and pre-election period.

16.2 The working group has met briefly once to discuss Colleges Scotland's overall campaign concerning the 2025 Scottish Budget, and the key asks for more financial support to colleges.

17 KEY PRIORITIES

17.1 Some key priorities over the next 3 months include:

- Continued promotion of the College brand and courses to drive applications to places in January 2026 starts courses.

- Enhance internal and external comms to highlight good news stories to stakeholders.
- Review of Winter recruitment content with aims to provide an enhanced recruitment campaign for August courses.
- Review of website UX and user journey, with a focus on course curriculum.
- Continued engagement with curriculum teams.
- Engagement with other Colleges as part of a sector-wide stakeholder engagement push during the 2026 Scottish elections.
- Digital improvements on SEO and analytics tracking.
- Continued promotion of new SLC Strategy 2030.

18 RISK

18.1 That the College will experience negative press.

19 EQUALITIES

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

20 RECOMMENDATIONS

20.1 Members are recommended to note:

20.1..1 the success of the August Open Evening and ongoing social media strategies;

20.1..2 update on Winter Recruitment Campaign; and

20.1..3 planned review of Website UX and User Journey.

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	20 November 2025
TITLE OF REPORT	2025-2026 Quarter 1 Complaints Handling Report
REFERENCE	Agenda Item 13
AUTHOR AND CONTACT DETAILS	Wilma MacLeod wilma.macleod@slc.ac.uk
PURPOSE:	To provide Committee Members with an overview of the: complaints received by the College during Quarter 1 (1 August 2025 to 31 October 2025), and an update on the continuing governance of the complaints handling process.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to note: <ul style="list-style-type: none"> all complaints are logged on the College complaints handling system; the College complies with Scottish Public Service Ombudsman (SPSO) governance;
RISK	<ul style="list-style-type: none"> That the College does not deal with complaints within the time scales required by the SPSO resulting in a poor experience for our learners and stakeholders.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> To provide a responsive, high-quality and entrepreneurial, destination focussed curriculum embedding holistic support services, and lifelong learning opportunities for the communities the College services. To recruit, retain develop and recognise talented staff who will enable students to reach their full potential.
SUMMARY OF REPORT:	<ul style="list-style-type: none"> Eight complaints were received, and all closed within the SPSO timescales. This is a slight decrease in number of complaints compared to Quarter 1 2024/2025. Lessons learned and actions to improve are identified and addressed. Seven complaints were not upheld and one was upheld.

1. INTRODUCTION

1.1. This paper provides an overview of the complaints received during Quarter 1 2025/2026, the continuing governance of the complaints handling process and complaint trends

2 DISCUSSION

2.1 The College complies with the governance of the Scottish Public Service Ombudsman (SPSO), ensuring that all complains are recorded and closed within the required timescale. In addition to publishing the four mandatory Key Performance Indicators (KPIs) quarterly, the College also provides reports on complaint trends and any actions taken to improve service delivery.

2.2 The tables below report for Quarter 1:

- SPSO KPIs
- category and outcome of complaints with actions to improve; and
- complaint trends.

2.3 *Table 1 Quarter 1 SPSO KPIs*

KPI 1: The total number of complaints received and as a % of college population	KPI 2: The total number of complaints closed at each stage within the required timescale	KPI 3: The average time in working days for a full response to complaints at each stage	KPI 4: the outcome of each complaint and the % closed at each stage
8 (0.24%)	Stage 1 7 received 100% closed in full within the required timeframe Stage 2 1 received 100% closed within required timeframe	5 days	Stage 1 Not upheld 6 (86%) Upheld 1 (14%) Not upheld 1 (100%)

2.4 The lessons learned from each complaint are identified and addressed, with follow-up actions managed by the Complaints Handler.

2.5 Table 2: Quarter 1 2025-2026 category of complaint, outcome of complaint and actions to improve:

Complaint Category	Complaints Received	Outcome of Complaint	Actions to improve
Customer Care	0		
Applications to Progression	6 (75%)	Resolved: 0 Partially upheld: 0 Upheld: 1 (17%) Not upheld: 5 (83%)	Improve communication between staff and students at Open Evenings Ensure all team members are reviewing application timeously
Course Related	0	0	0
Services	2 (25%)	Not upheld 2 (100%)	0
Facilities	0	0	0
Other	0	0	0

2.6 Quarter 1 of 2025–2026 shows a decrease in the total number of complaints received compared with Quarter 1 of 2024-2025, representing a 0.14% decline. The proportion of upheld complaints decreased from 20% to 12.5%, while the number of complaints not upheld increased from 40% to 87.5%. This suggests that while fewer complaints were submitted overall, a greater proportion were found to be unsubstantiated.

2.7 Table 3 Quarter 1 2025-2026 and 2024-2025 comparison of complaints received and outcomes:

	2025-2026	2024-2025
Total complaints received	8 (0.24%)	10 (0.38%)
Complaints received resolved	0	3 (30%)
Complaints received partially upheld	0	1 (10%)
Complaints received upheld	1 (12.5%)	2 (20%)

2.8 A comparison of complaint categories for Quarter 1 between 2025-2026 and 2024-2025 shows that Application to Progression remained the highest category. Complaints related to services increased, while those concerning Customer Care decreased. Overall, the data suggest a stable pattern of complaint categories.

2.9 Table 4 Quarter 1 2025-2026 and 2024-2025 comparison of category of complaints received:

	2025-2026	2024-2025
Customer Care	0	1 (10%)
Applications to progression	6 (75%)	8 (80%)
Course Related	0	0
Services	2 (25%)	1 (10%)
Facilities	0	0
Other	0	0

3 EQUALITIES

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

4 RISK AND ASSURANCE

4.1 That the College does not deal with complaints within the time required by the SSPO procedures resulting in a poor experience for our learners and stakeholders.

5 RECOMMENDATIONS

5.1 Members are asked to note:

5.1.1 all complaints are logged on the College complaints handling system; and

5.1.2 the College complies with Scottish Public Service Ombudsman (SPSO) governance.

LEARNING, TEACHING AND THE STUDENT EXPERIENCE COMMITTEE

DATE	20 November 2025
TITLE OF REPORT	Student Safeguarding and Welfare Annual Report
REFERENCE	Agenda item 14
AUTHOR AND CONTACT DETAILS	Rose Harkness Head of Student Services rose.harkness@slc.ac.uk
PURPOSE:	To provide members with an annual overview of the safeguarding and welfare activity that took place in the academic year 2024-25.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: <ul style="list-style-type: none"> • Discuss any questions or implications for future planning, delivery, and performance monitoring • Note the continued development of a learner-centred integrated support model aligned with national policy and College strategy • Note the activities undertaken with key stakeholders
RISK	<ul style="list-style-type: none"> • The College does not comply with child/adult protection/ safeguarding legislation and national guidelines. • Safeguarding disclosures/incidents are not dealt with appropriately leaving the College at risk of legal challenge and reputational damage.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • Culture and People Development • Growth and Innovation • Sustainability
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • Annual safeguarding and welfare arrangements in place during AY 2024-25. • Outline the range of safeguarding and welfare policies, procedures and documents in place. • Summary of legislation and the College response. • Summary of reports made during AY 2024-25 through the Report and Support reporting tool. • Outline activities and collaboration with external partners and statutory agencies.

1. INTRODUCTION

- 1.1 This paper provides a summary update on the safeguarding, welfare, legislative landscape and the activity that took place in the College during academic year 2024-25. It will also outline the provision of key services and support central to the retention of vulnerable individuals and priority groups.
- 1.2 The College is committed to providing a safe, supportive learning environment for all to ensure the safety of staff and students, whilst widening access and promoting inclusiveness and diversity. The College recognises that it has a moral and statutory duty to promote the health and welfare of those receiving education and training through the College.
- 1.3 The College aims to work effectively and collaboratively with partner agencies to ensure we fully comply with safeguarding legislation and national guidance.

2 SAFEGUARDING AND WELFARE POLICY AND DOCUMENTS

- 2.1 South Lanarkshire College has a wide range of safeguarding, welfare, conduct and behaviour and disciplinary policies to support college safeguarding and welfare arrangements. The College is committed to recognising and reporting all concerns related to child/adult protection, welfare and wellbeing and staff are appropriately trained to remain vigilant to spot signs of all forms of abuse and maltreatment.
- 2.2 The College is guided by the [National Guidance for Child Protection in Scotland 2021](#) and adhere to key legislation, [The Children \(Scotland\) Act 1995](#), [The Adult Support and Protection \(Scotland\) Act 2007](#), [The Children and Young People Act \(Scotland\) Act 2014](#) and [Section 26 of the Counter –Terrorism and Security Act 2015](#).
- 2.3 The College has a [Safeguarding Policy and Procedures](#) document, which is annually reviewed and approved by the Board. This policy clearly states that safeguarding is the responsibility of all staff. It articulates the College's approach to ensure the safety and wellbeing of children, young people and adults at risk and that all College users should have a safe and supportive environment within which they can prosper and thrive.
- 2.4 While the Board and Principal has overall strategic responsibility for the policy the Vice Principal's are the Executive Safeguarding Leads. The operational lead for Safeguarding within the College is the Head of Student Services and the Curriculum Quality Manager Inclusive Learning and Languages is the Depute. The policy outlines clearly defined roles where there are named Safeguarding Officers within both the Curriculum Areas and Professional Services. This provides a robust structure to help and support in the delivery of the College's Safeguarding Policy and Procedures.
- 2.5 The College has incorporated the following terms under the Safeguarding umbrella to include: child/adult protection, Prevent Duty, GBV prevention and support, corporate parenting, support for vulnerable students including those experiencing mental health and wellbeing issues as well as supporting priority groups such as care experienced,

carers, estranged, LGBTQIA+, those with disabilities or learning support needs, ethnic groups and veterans and their families).

2.6 Mandatory safeguarding training is provided to all staff across all levels and areas of the College, with regular refresher training undertaken every two years. Specific training on Safeguarding and Prevent issues are provided to those within the Safeguarding Network who perform a Safeguarding role.

2.7 The College's arrangements for supporting students in relation to safeguarding are included in the Learner Induction Process. This includes the Student Handbook, Safeguarding our Community document, Police Scotland Student Safety Guides including online safety. Videos are also included on [Safeguarding](#) and [Health and Wellbeing](#), [Support for Priority Groups](#). During the 2024-25 academic year the College delivered a successful safeguarding campaign that included posters (digital and hard copy), articles in the newsletters and toilet door campaigns.

2.8 Other college policies and documents that are in place to support safeguarding and student health and welfare include:

- [Gender Based Violence Prevention and Support](#)
- [We Promise to Care Corporate Parenting Plan](#) and [We Promise to Care Infographic](#)
- Fitness to Study
- [Caring for Carers – Strategic Outcomes](#) and [Student Carers Policy](#)
- Student Code of Conduct
- Student Disciplinary
- [Student Mental Health and Wellbeing – Supported Pathways to Wellness](#)
- [Counselling Service Information](#)

3 PREVENT DUTY

3.1 As of July 2015, [Section 26 of the Counter –Terrorism and Security Act 2015](#) placed a new duty on education institutions. Under Section 26 of the Act, colleges are required, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty.

3.2 In Scotland, this duty is met through Prevent Multi-Agency Panels (PMAP). The term 'Prevent Multi-Agency Panels' (or 'PMAP') refers to the local authority led support. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions. The PMAP process forms a key part of Prevent. The process adopts a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

3.3 The College consider its Prevent Duty under Safeguarding and is incorporated into the Safeguarding Policy and Procedures. The Head of Student Services is the College's Prevent Lead with staff made aware of their responsibilities regarding Prevent through mandatory training.

3.4 The UK Government has published a National Prevent Referral Form (August 2024) which the College also use to report Prevent-related concerns to Police Scotland and the relevant local authority. The College has a designated Police Scotland Prevent Point of Contact who the College consults directly with for guidance and advice on any issues or concerns raised.

4 CORPORATE PARENTING

4.1 The College is committed to fulfilling legislative duties outlined in the Children and Young People (Scotland) Act 2014 (Corporate Parenting) and fully support the vision of Scotland's The Promise. We are passionate about making sure care experienced students have the best possible chance at achieving their qualification and that they receive the care, nurture, and support to help them do this. To achieve this the College has a Corporate Parenting Plan that is aligned to strategic priorities and reflects College values.

4.2 It is the College's ambition: -

- For there to be no difference in the outcomes of care experienced students compared to their peers.
- Recognise and understand lived experiences to improve our culture of compassion and care.
- To establish success throughout the student journey.

4.3 The College was delighted to publish our refreshed [We Promise to Care - Corporate Parenting Plan](#) and [We Promise to Care Infographic](#) in January 2025 following Board approval. This plan sets out the vision and direction to support care experienced students and outlines new commitments for the period 2024-28. It describes what it hopes to deliver over the next four years to ensure care experienced students can achieve their full potential and have the opportunities they need to thrive and succeed in life.

4.4 Improving retention and attainment for care experienced students is a key focus of the plan. Figure 1 below outlines the attainment levels for care experienced students over the past three years. The College was delighted to see an increase in attainment from the period 2022-23 to 2023-24. This showed a significant 16.9% increase in attainment indicating that the supportive measures the College had introduced were making a positive difference.

4.5 Table 1: Scottish Funding Council (SFC) published college PI data for CE / enrolments over 160 hours.

Academic Year	Students enrolled who indicated they were (CE students)	Attainment/ Completed successfully (CE students)	Attainment/ Partial success (CE students)	Attainment/ Completed successfully (All students)	Scottish Average (CE students)
2021-22	173	51.4%	23.7%	67.6%	52.5%
2022-23	145	51.7%	28.3%	73.4%	55.4%
2023-24	140	68.6%	12.1%	75.9%	60.5%

4.6 An Implementation and Action Plan is included in the Corporate Parenting Plan 2024-28. A key theme of the plan is the need for continuous review and updating to improve the services in place to support care experienced students.

4.7 The College partner with other corporate parents, to ensure that the commitments outlined in the updated plan deliver improved outcomes to make a sustainable and positive difference. This includes Social Work, Throughcare and Aftercare teams, housing and health. We also work collaboratively to support successful educational transitions such as school-college and college-university. The College has membership on the Care-experienced, Estranged & Carers West Forum which helps supports smooth transitions for CE learners who are progressing to university.

5 MENTAL HEALTH AND WELLBEING

5.1 The College has an important role in supporting the mental health and wellbeing of students and staff. Mental health problems can, in some cases, be an indicator that a person has suffered or is at risk of suffering abuse, violence, neglect, exploitation or personal difficulties. Staff at the College also have an awareness that when children have suffered abuse, neglect or other potentially traumatic adverse childhood experiences (ACE's), this can often have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, staff take a trauma-informed, integrated approach when supporting students who are experiencing poor mental health and wellbeing to takes steps to ensure a referral to internal/external support services takes place.

5.2 The College Network (identified Safeguarding Officers) within Curriculum Areas and Professional Services) act as the day-to-day point of contact for providing support and have expertise and advice to support both students and staff.

5.3 The College has staff trained in Mental Health First Aid (MHFA) and Applied Suicide Intervention Skills Training (ASIST) providing immediate help and support when required especially where the individual immediate safety is a concern. This may include contacting emergency services to conduct a welfare check or accessing medical support through the GP or Health and Social Care Partnerships, creating a safety plan and/or contacting the individual's designated emergency contact.

5.4 The College offer a wide range of services aimed at supporting good mental health and wellbeing to help improve academic performance, retention, and overall student success.

5.4.1 This includes the following:

- An onsite Student Counselling Service where students can explore issues more effectively and confidentially on a 1:1 basis in a safe space. This can be delivered face to face, online or by telephone. In 2024-25, we provided 613 counselling sessions to 106 students.
- Free weekly mindfulness class which is delivered on campus for staff and students which is also recorded and available online on the Student / Staff Health and Wellbeing Teams 24/7.
- Free online access to yoga classes for staff and students through Teams. These classes can be accessed at any time providing staff and students the opportunity to make use at a time that suits best. The College also provided free yoga mats for students who signed up for a class.

- The College offered a wide range of drop-in study skills workshops that include help and support with numeracy and literacy, report and essay writing, referencing. Workshops can cover a variety of topics, helping students improve and refine their methods for studying and completing academic work.
- The Coping with College workshop was delivered to 30 class groups in 2024-25. This workshop deals specifically with identifying likely stressors in students' lives and recommending ways of coping, as well as highlighting the many support systems within the College.

6 COLLEGE SAFEGUARDING NETWORK

- 6.1 Supporting safeguarding arrangements in the College is the Safeguarding Network. As detailed in the Safeguarding Policy the network consists of the Curriculum Quality Manager for each Curriculum Area and designated Safeguarding Officers in each of College's Professional Services. The network equates to around 20 members of staff across the College. This network manages safeguarding referrals / incidents, which are received either through Report and Support or via the Reporting Forms. This process is overseen by the Safeguarding Lead/Depute who distributes the referrals to the Safeguarding Officers to investigate and monitors progress to completion in line with policies and procedures.
- 6.2 There is a formal quarterly meeting for the College Safeguarding Network, where members share knowledge and good practice, discussing lessons learned and what areas could be improved.
- 6.3 The Network make excellent use of a Safeguarding Network Teams page which acts as a repository for safeguarding and welfare information. Regular updates and alerts are published here for wider college dissemination. Safeguarding also features regularly in both the staff and students' newsletters ensuring that safeguarding and welfare awareness remains high across the College.
- 6.4 There continues to be strong links with sector forums and the College's Safeguarding Lead (Head of Student Services) is the Chair of the CDN Safeguarding Network as well as the Chair of the College's Safeguarding Network. This provides an excellent opportunity for the College to be at the forefront of safeguarding activity where emerging issues and trends can be discussed and where the College can help shape future sector guidance. Through the collaboration with other partners, it provides relevant, specialised training opportunities for staff and allows for the sharing of good practice which can support future development activity.

7 REPORT AND SUPPORT – REPORTING TOOL

- 7.1 Report and Support is a reporting software tool that allow students to make formal reports to the Student Services team about a variety of issues including gender-based violence, harassment and bullying or safeguarding and mental health support directly through the Student Portal. These reports can be created at any time either by providing contact details or reporting anonymously.
- 7.2 The three main ways in which the College are using Report and Support are:
- Reporting Tool (Named and Anonymous)
 - Case Management (Support Services and College Safeguarding Network)
 - Analytics
- 7.3 The webpage also provides support articles available on topics including mental health and wellbeing, gender-based violence and safeguarding, etc. In addition, when

students make a report, they will receive an automated email address linking back to support articles relevant to the disclosure made.

7.4 Some of the key benefits of having a reporting tool in place are that it helps increase reporting rates across the College, it encourages a culture of proactive prevention and support and builds trust and empowers individuals to know concerns and issues are taken seriously. All reports are responded to by Support Services in a timely manner.

7.5 In AY 2024-25, there were a total of 89 reports made on Report and Support (see Table 1 for breakdown on incident type). 79 reports were on a named basis and 10 on an anonymous basis. This is in comparison to AY 2023-24 where there were 104 total reports made. 101 were named and 3 on an anonymous basis.

7.6 Some of the reasons sitting in General Concern/Other include the following: timetabling, transport, learning support, IT devices, immigration, substance misuse.

7.7 Table 2: Incident type (AY 2023-24 and AY 2024-25)

Year	General Concern	Mental Health and Wellbeing	Safeguarding or Prevent Concern	Other	Sexual Misconduct or Gender-based Violence	Homelessness (unstable housing)
2023-24	21	37	21	34	4	-
2024-25	27	23	15	19	8	3
Year	Harassment	Bullying	An Assault	Financial Crisis	A Hate Crime	Estrangement (Family Breakdown)
2023-24	3	1	3	-	1	-
2024-25	3	2	2	2	1	1

To note:

1. Students will disclose multiple issues/concerns through one disclosure
2. Most incidents in relation to sexual misconduct/gender-based violence/assault are taking place off campus

8 AWARDS AND ACCREDITATIONS

8.1 The College actively participates in charters and accreditation that positively impacts the safeguarding and health and wellbeing of the College community. It is particularly proud to have achieved the following awards and accreditations in previous years:

- LGBT Youth Scotland Silver Award 2019
- Armed Forces Covenant 2019
- Going Further for Student Carers Recognition Award 2019
- CDN Highly Commended Inclusive College Award 2020
- Estranged Student Standalone Award 2020
- EmilyTest GBV Charter for Colleges and Universities 2023

8.2 During the AY 2024-25, the College carried out a Student Welfare (Duty of Care) audit which was undertaken by the internal auditor Henderson Logie. The audit took place in May 2025. This review focused on the controls in place to mitigate risks identified on the South Lanarkshire College Strategic Risk Register (Risk 11 – that there is a failure to safeguard the health and wellbeing of staff and students and Risk 12 – that

the College cannot provide a robust learner experience) as agreed by the Senior Leadership Team on the 24 April 2025 and presented at the Audit and Risk Committee on 6 May 2025.

8.3 The audit management summary concluded that the Overall Level of Assurance was graded as Good (System meets control objectives) with no recommendations or follow on actions required. As part of the audit summary of findings, the College were delighted to have received a significant number of key strengths identified.

9 EXTERNAL ENGAGEMENT AND COLLABORATION

9.1 The College work with a wide range of external stakeholders and statutory agencies throughout the academic year. These partnerships actively help support safeguarding and welfare arrangements. Alongside providing guidance and advice where relevant they also influence and shape future development to continually improve safeguarding and welfare support across all areas of the College. In AY 2024-25 the College engaged with the following key partners:

- College Development Network (CDN) Safeguarding Network and Access and Inclusion Group
- Police Scotland including Prevent and Lanarkshire Multi-Agency Strategic Serious Organised Crime (SOC)
- Criminal Justice - Multi-Agency Public Protection Arrangement (MAPPA) and Social Work
- NHS Health and Social Care Services
- South Lanarkshire Council – Child/Adult Protection and The Promise
- EmilyTest – GBV Charter for Colleges and Universities
- Third Sector Organisations - Lanarkshire Rape Crisis, Women's Aid, Samaritans, Breathing Space, Addaction.

10 EQUALITIES

10.1 There are no implications for people with protected characteristics or from areas of multiple deprivation which arise from consideration of the report. The College will continue to work to ensure equal opportunities for all in our students' experiences at the college.

11 RISK AND ASSURANCE

11.1 That the College does not meet safeguarding and welfare (duty of care) legislative or statutory duties.

11.2 That the College does not meet its attainment targets due to increased safeguarding and mental health and wellbeing withdrawals.

12 RECOMMENDATIONS

12.1 Members are recommended to:

12.1.1 Discuss any questions or implications for future planning, delivery, and performance monitoring

12.1.2 Note the continued development of a learner-centred integrated support model aligned with national policy and College strategy

12.1.3 Note the activities undertaken with key stakeholders

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

DATE	20 November 25
TITLE OF REPORT	Developing the Young Workforce
REFERENCE	Agenda Item 15
AUTHOR AND CONTACT DETAILS	Joanne Beever, Curriculum Quality Manager Joanne.beever@slc.ac.uk
PURPOSE:	To provide the Committee members with an update on senior phase and school activity.
KEY RECOMMENDATIONS/ DECISIONS:	Members are asked to: <ul style="list-style-type: none"> • note the updates on retention and achievement for all senior phase activity delivered in 2024/2025 and 2025/2026.
RISK	<ul style="list-style-type: none"> • That the engagement for GradU8 and Winter Leaver programmes decreases leading to low achievement and a drop in students progressing. • That poor retention and achievement could negatively impact the College's overall target.
RELEVANT STRATEGIC AIM:	<ul style="list-style-type: none"> • The Student Experience • Culture and People Development. • Growth and Innovation and • Sustainability.
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • Gradu8 enrolment and achievement across all programmes for 24/25 and 25/26. • Foundation Apprenticeship (FA) provision has sustained growth with 6 frameworks in session 24/25. This has reduced in 25/26. • Foundation Apprenticeship (FA) enrolment and achievement across all programmes for 24/25. • The College continues to engage with schools to showcase SLC as a viable next step in their education and attends a range of school events where possible. • The College will continue to engage with our DYW regions stakeholders.

1. INTRODUCTION

- 1.1. The College continues to work closely with South Lanarkshire Council 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 the Local Authority, delivered in college. This paper outlines the activity taking place in these four pathway options.

2 PATHWAY ONE: SENIOR PHASE GRADU8 PROGRAMME

2.1 Table 1: GradU8 Programme enrolment and achievement:

Programme	Enrolment 2023/2024	Achievement 2023/2024 (Completed Successful (CS) and Partial Successful (PS))	Enrolment 2024/2025	Achievement 2024/2025	Enrolment 2025/2026
Beauty Therapy	32	(CS) 75% (PS) 22%	30	CS 33% PS 7%	31
Make-up Artistry	27	CS 44% PS 37%	29	CS 97% PS 3%	26
Hairdressing	29	CS 62% PS 31%	29	CS 83% PS 14%	34
Childcare	30	CS 43% PS 40%	32	CS 47% PS 25%	29
Health & Social Care	27	CS 44% PS 56%	23	CS 87% PS 9%	28
Hospitality	13	CS 62% PS 31%	24	CS 54% PS 21%	21
Horticulture	N/A	N/A	6	CS 83% PS 17%	5
Uniformed & Emergency Services	29	CS 72%	26	CS 58% PS 15%	27
Construction	28	CS 79%	24	CS 71%	30
Creative & Digital Media	15	CS 87% PS 7%	19	CS 95%	15

- 2.2 The Gradu8 Pathway Programmes recorded a total of 263 enrolments across 17 cohorts for the academic session 2025/2026. This represents a decrease of eight students compared with the 2024/2025 session. The Gradu8 pathway programmes realised 263 enrolments across 17 cohorts for academic session 2025/2026, a reduction of 8 students in session 2024/2025.
- 2.3 There were no early withdrawals during the 2025/2026 session. By comparison, early withdrawals accounted for 8.66% in 2023/2024 and 5.54% in 2024/2025, reflecting a positive trend in student retention.
- 2.4 Construction provision is being expanded from one cohort on Mondays and Fridays to two cohorts per day. In addition, the introduction of CCEA provision in 2026/2027 is currently under discussion. This initiative will align with the existing CCEA model and is projected to increase senior phase provision from 17 cohorts to potentially 21 cohorts.

3 PATHWAY TWO: SENIOR PHASE INDEPENDENT OPTIONS

- 3.1 This academic session there are no senior phase independent options being offered.

4 PATHWAY THREE: SENIOR PHASE WINTER AND SUMMER LEAVER PROGRAMMES

- 4.1 The winter and summer leaver programmes in Construction and Creative Industries are open to pupils across South Lanarkshire who are intending to leave school either in December 2025 or June 2026. The course delivery model for both programmes is three full days in college.
- 4.2 These programmes provide progression pathways to January and August programmes, and all progressing pupils will receive a guaranteed interview to a college course. Course content and name changing in session 2026/2027 for Creative Industries.

4.3 *Table 2: Winter Leavers Programme enrolment and achievement*

Programme	Enrolled 2023/24	Achieved 2023/24	Enrolled 2024/25	Achieved 2024/25	Enrolled 2025/26
Construction	12	CS 17% PS 83%	13	CS 70% PS 30%	14
Creative Industries	12	CS 33% PS 67%	16	CS 44% PS 19%	14

- 4.4 Both winter leavers programmes recruited a total of 28 pupils this session, this is a slight reduction from 2024/2025. There are no early withdrawals in session 25/26. Creative Industries currently has 2 further withdrawals (14%)
- 4.5 There is a plan to review the winter leaver programme within creative industries in session 2026/2027. The title of the programme is not suitable, and it is not attractive to our school learners. We are in discussions with our council partners on how we shape this programme moving forward into session 2026/2027.

5 PATHWAY FOUR: SENIOR PHASE FOUNDATION APPRENTICESHIPS (FA)

5.1 This academic session, all courses being delivered are within the FA Consortium Agreement with the Local Authority and will provide a baseline income of approximately £250,000. There are no credit baring Foundation Apprenticeship programmes for academic session 2025/2026.

5.2 The College continues to maintain strong links with South Lanarkshire Council and local employers to provide work experience for students.

5.3 *Table 4: Foundation Apprenticeship enrolment and achievement 2024/25 and enrolment 2025/26:*

Programme	Enrolled 2024/2025	Achieved	Enrolled 2025/2026
Accounting	13 enrolled in 23/24, 6 returned 24/25	83.33%	0
Business skills (year 1 of 1)	6	66.67%	6
Business Skills (year 2 of 2)	7 enrolled in 23/24, 4 returned 24/25.	50%	0
Social Services and Healthcare (year 1 of 2)	15	93%	11
Social Services and Healthcare (year 2 of 2)	27 enrolled in 23/24 and 14 returned in 24/25	93%	15 enrolled in 24/25 and 14 returned in 25/26
Social Services and Healthcare (1 year)	10	90%	8
Creative and Digital Media (year 1 of 2)	13	65.63%	12
Creative and Digital Media (year 2 of 2)	19 enrolled in 23/24, 17 returned in 24/25	65.63%	13 enrolled in 24/25 and 3 returned in 25/26
Creative and Digital Media (1 year)	10	60%	7
IT Software Development	13 enrolled in 23/24 and 9 returned in 24/25	100%	10
Children and Young People (year 1 of 2)	27	82.61%	16
Children and Young People (year 2 of 2)	30 enrolled in 23/24 and 22 returned in 24/25	82.61%	27 enrolled in 24/25 and 19 returned in 25/26
Children and Young people (1 year)	10	90%	10

5.4 This year the College is delivering a total of five Foundation Apprenticeship frameworks across eleven class groups: Business Skills (one-year), Social Services and Healthcare (one year and two-year options), Social Services Children and Young People (one year and two-year options), Creative and Digital (one year and two-year options) and Information Technology Software (returners group only).

5.5 In session 24/25: 118 students completed their programme. In session 25/26: 67 students are due to complete. This includes returners.

6 SCHOOL EVENTS 2025-26

6.1 As part of Modern Apprenticeship Week working in partnership with Developing the Young Workforce (DYW), the College hosted its Step into Future Jobs Event which aimed to provide a positive experience of pathways into future and green jobs market to secondary school pupils. Over 200 pupils attended on the day along and their teachers from schools across South Lanarkshire.

6.2 During the event staff provided career insights into future jobs for young people delivering a range of information workshop sessions and demonstrations. The event was supported by 35 of partner employers and external suppliers who took the time to exhibit, interact and inspire our students, potential students and guests.

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

6.4 Table 8: School Event Schedule 2025-26:

School	Date	Time
St Ninians (Careers and Progression event: College)	07/10/2025	9.35am – 12.00pm
St John Ogilvie (Careers and Progression event: College)	07/10/2025	5.00pm – 7.00pm
Lanark Grammar (Careers and Progression event: College)	23/10/2025	6.00pm – 8.00pm
Clyde Valley High School (Volunteers event, College stands)	29/10/2025	1.15pm – 2.55pm
Williamwood (Career Fayre)	11/11/2025	6.00pm-8.00pm
Shawlands Academy (Career Fayre)	11/11/2025	11.45am -3.30pm
Calderglen High School (Focus on interviewing skills for college)	12/11/2025	12.30pm – 3pm
Holy Cross High School (Career Fayre)	12/11/2025	6pm-7.30pm
Rutherglen High (Career Fayre)	13/11/25	3:30pm – 5 pm
Lesmahagow High (Career Fayre)	19/11/2025	1.30pm - 3.15pm
Hamilton Grammar (Career Fayre) 16–18-year-olds.	26/11/2025	6.00pm-8.00pm
Larkhall Academy Careers Night	02/1/2025	4.30pm – 6.30pm

Carluke High School (Career Fayre)	09/12/2025	5.00pm -7.00pm
Stonelaw High School (Career Fayre)	08/01/2026	7.00pm – 9.00pm
Cathkin High School (Career Fayre)	12/01/2026	5.00pm -7.00pm

7 RISK

7.1 That the engagement for GradU8, Winter and Summer Leaver programmes decreases leading to low achievement and a drop in students progressing.

7.2 That further withdrawals could negatively impact the College's target.

8 EQUALITIES

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

9 RECOMMENDATIONS

9.1 Members are recommended to:

9.1.1 Note the contents of this report which updates on the recruitment and retention for all senior phase activity delivered at the College in 2024/2025 and 2025/2026.