



Agenda: NCL Board Curriculum, Student Affairs and Outcomes (CSAO) Committee
16th Feb 2026 12.30 pm – on line Via Teams

1. Chair's welcome
2. Apologies for absence
3. Declarations of Interest
4. Minute of CSAO Meeting **(FA)** Minutes Posted
5. Matters Arising **(FI)**
 - 5.1 Green Skills Gap – Industry View Update Verbal Update - JR.
 - 5.2 Update Strategising for Success Verbal Update -JL/ES
6. Student Association (SA) Report **(FI)** Papers Posted
7. SEAP/ Institutional Lead Quality Review (ILQR) Update **(FI)** Verbal Update – JL
8. Themes and Project Showcase – Brain Health Developments **(FI)** Paper Posted - JL
9. Committee Updates **(FI)**
 - 9.1 Strategy 2030 – Implementation and feedback Verbal Update – CM/ES
 - 9.2 Students, Education, Learning and Teaching Update Paper Posted – JL
 - 9.3 Developing the Young Workforce and Undergraduate School Paper Posted - NM
 - 9.4 Complaints Report Paper Posted – JL
 - 9.5 Initial Perception Study Paper Posted – JL
10. CSAO Committee Business Papers Posted - BS
 - 10.1 Terms of Reference of the CSAO Committee **(FR)**
 - 10.2 A) External Evaluation and B) approach to Self- Evaluation 2026
 - 10.3 Committee Self- Evaluation 2026 Questionnaire **(FA)**
 - 10.4 Board Development Plan **(FI)**
11. Approval of Publication of Committee Papers **(FA)** Verbal report - BS
12. AOB
13. Date of Next Meeting of the New College Lanarkshire Board: The scheduled date for the next meeting is Monday 11th May 2026 at the Motherwell Campus.

FA = For Approval FI= For Information; *= non – disclosable item # = published on SLC website ~ = for future publication

Key Abbreviation: NM= Nicola Mulholland, CM = Christopher Moore, JL= Jenifer Lowe, Student President NCL, BS = Board Secretary, DW= Dave Winning; RG – Ronnie Gilmour; ES = Elliot Scott



**Minute: NCL Curriculum and Student Affairs and Outcomes Committee (CSAO)
12.30 10 November 2025 at NCL Cumbernauld via Teams**

Present: Dave Winning (Chair), Chelsea McCue (NCL Student Association and Wellbeing Volunteer), Christopher Moore, Barbara Philliben, Joanne Rosie

Apologies: Elizabeth Arogbofa, Fraser Hainey, Eileen Imlah, Sandra McLoughlan, Delphi Parker, Ronnie Smith

In attendance: Jennifer Lowe, Nicola Mulholland, Elliot Scott, Diane McGill, Penny Neish

1. Chair's welcome

Dave Winning (DW) opened the meeting and welcomed Chelsea McCue (CMcC).

2. Apologies for absence

As noted above.

3. Declarations of Interest

There were no declarations of interest.

4. Minute of the CSAO meeting 1 September 2025

The minute was agreed.

5. Matters arising:

5.1 Green Skills Gap: Industry View Update: Joanne Rosie (JR) reported that she is working with the team at ScottishPower on the dates for their meeting as provided by the Principal.

5.2 Regional responsibilities and the SEAP: Jennifer Lowe (JL) reported that NCL's SEAP submission will be at SFC by the deadline date of 2 December 2025. Under the SEAP, the College is required to consider the actions identified in their Action Plan as well as reporting on the main principles:

- Excellence in Learning and Teaching
- Supporting Student Success
- Enhancement of Quality Culture
- Student Engagement and Partnership

JL will keep the CSAO updated on progress.

5.3 Staff issues and the new quality model: JL reported that she had met with heads of all academic departments, academic leaders, curriculum teams, and professional services to provide an update on SEAP and the reporting principles. All academic teams have engaged in Strategising for Success and SWOT analyses to support the SEAP. Each department will devise its own strategy for accountability and training for staff to write SEAP submissions.

Barbara Philliben (BP) asked how the departmental activities will be kept under review. JL advised that KPIs are reviewed annually; outcomes are part of the strategy and that there will be data analysis and meetings on this throughout the year to ensure departments are on track. JL assured the CSAO that the process would be helpful rather than a burden. Christopher Moore (CM) added that the structure the process would provide would support the consolidation of current actions.



Elliot Scott (ES) said that each department's strategy would feed into the overall College strategy and agreed that while this was a big undertaking it was a necessary step as it would help to address where the current curriculum was outdated.

JL offered to share with the CSAO Strategising for Success and its themes. DW and BP welcomed this suggestion.

Nicola Mulholland (NM) said that this process would ensure that all departments take ownership of KPIs and the themes set out in the SEAP. She added that it would underline that everyone has a part to play.

Action: Board Secretary to circulate the 'Strategising for Success' document

6. Student Association Report

In the absence of the Student President, JL gave a brief overview of the Student Association and Wellbeing Report submitted by the NCLSA.

Joanne Rosie (JR) asked about student satisfaction surveys. JL advised that the College had just completed a perception survey; there had been a 58% response. The information provided by this survey provided useful insights into the students' first impressions of the College as well as reasons why some students chose to not to take up their place or withdrew early, (e.g. some took up university places at the last minute).

The annual SFC survey is more in-depth. The surveys show that there is an improvement in student outcomes, including retention, which is very encouraging given the amount of work NCL is putting into this.

7. SEAP update (Self Evaluation and Action Plan)

JL said that the final version of the NCL SEAP will come to the next meeting of the CSAO (February 2026). It will go to the full Board in December 2025 for noting.

BP asked when the College expected to receive feedback from SFC. JL said that this was unknown but that NCL's next scheduled meeting with QAA is in March 2026.

8. Themes and Project Showcases

8.1 Update on the launch of the Brain Health Scotland Centre

JL reported that the Centre, launched on 29 October 2025, represented a partnership between the College and Alzheimer Scotland. A Memorandum of Agreement between the two organisations has been signed. Media coverage had been significant. Interest had been wide ranging, including members of the public writing to the Principal, positively welcoming this initiative.

BP asked about the involvement of NHS Lanarkshire. CM said that he had a follow up meeting scheduled with the NHS and reported that Local Authorities are also establishing working groups on collaboration and joint working in this area. This is a huge opportunity for NCL to demonstrate what the College can do for Local Authorities and its community.

DW commented on wider general involvement. JL said that 117 staff have already completed a unit on brain health. Work on next steps to encourage further participation is ongoing. A 'Brain Health Week' is planned in December.



9. Committee Updates

9.1 KPIs, Curriculum and Committee Update:

JL spoke to her paper and updated the CSAO:

- The figures for national college PIs for 2023/24 have now been published by SFC. NCL followed this with a series of meetings with academic and professional heads of departments, academic leaders, and individual meetings with heads of departments to discuss low performing programmes. The initiative Strategising for Success was introduced alongside SWOT analyses (see para 5.3 of this note). Course Assessment Panels were also part of this efficiency measure. These actions have led to real improvement in success rates in 2024/25:
 - FE full time has increased by 11.2%
 - HE full time has increased by 3.8%
 - FE part time has increased by 8.1% (the best in the sector)
 - HE part time has increased by 2.4%
- KPIs form part of every team meeting. There is a strong focus on data and taking follow up action immediately.

CM added that during the year 2023/24 NCL had undertaken a number of voluntary severance schemes, resulting in a 25% reduction in staff while student numbers increased by 22%. Across the sector, NCL's head count reduction is 4 times the national average. This was a traumatic period of disruption for the College. There were no VS schemes in 24/25; in this more settled period NCL's results had shown a dramatic increase demonstrating the relationship between that and the results.

9.1.3 Students, Education, Learning and Teaching (SELT)

A number of new initiatives have been developed:

- Prepared for Work, Ready for Life campaign
- Teach Less Learn More campaign
- You Belong Here pledge
- Brain Health Strategy

9.2 Student Satisfaction and Engagement Survey

This is the national (SFC) survey to monitor student satisfaction. The results for 2024/25 were published in October:

FE full time: NCL response rate was 71.8% with a satisfaction rate of 92.2%

HE full time: NCL response rate was 57% with a satisfaction rate of 91.2%

These are excellent results for NCL. Student feedback is a main focus for the College which responds to any issues as well as it can.

9.3 Developing the Young Workforce and Undergraduate School Update

Nicola Mulholland (NM) spoke to her paper.



School-College partnership: NM highlighted the increase of 9% in success rate for AY 2024/25, alongside a reduction in further withdrawals. NM said that NCL was returning to pre COVID levels of engagement with schools.

The course/s of most concern were those in social sciences which had a low take up. For AY 25/26 NCL is offering business courses at HNC level instead.

Criminology at level 6 has proved extremely successful. The College is working with North Lanarkshire Council on areas/topics which schools cannot deliver.

National Progression Awards: these courses were usually provided in college, however NCL is now delivering some in schools. This is an opportunity for the College to do something different.

Level 6 HNC is the most successful area for NCL; vocational subjects have not been so successful.

BP suggested this could give NCL the opportunity to look at vocational level 4.

NCL has 6000 credits more than at the same time last year because:

- NCL has revitalised the curriculum
- The enhanced reputation of the NCL brand
- Improved partnership working with local authorities and other organisations (eg NHS Lanarkshire) in the area.

Undergraduate School: NM reported that the success rate for AY 24/25 for full time students was 75% and for part time students 79%. Overall all of the degree courses offered have excellent results, with the exception of the BEng Cyber Security (Year 2 entry) at 50%. However, that same degree at Year 3 entry has a 100% success rate. NM and her team are investigating and will address the issues to ensure greater success for the Year 2 entrants.

The target of 300 students for AY 25/26 has been reached.

The team continues to develop a range of new programmes including in sport and in law.

NCL is keen to develop programmes which maximise the use of the Kirkintilloch Campus and are in discussion with East Dunbartonshire Council on this. Discussions are also ongoing with South Lanarkshire Council and East Dunbartonshire Council to extend the S6 HNC Pathway Portfolio.

A full proposal paper was submitted to the Executive Board and Deans on the opportunity to review and introduce new programmes, creating efficiencies or looking at hybrid/online modes of delivery such as in dental nursing, exploring part time and evening courses.

The proposal paper has been approved and appropriate actions are being initiated. NM will keep CSAO updated on progress.

9.4 Complaints Report

JL spoke to her paper: during the period 23 complaints were received, 22 of which have been closed and 1 is in progress.

JL advised that action is being taken to drill into the reasons for the complaints in an attempt to identify and address potential issues before they became complaints,



10. Approval of Publication of Papers

- i) Agenda of the meeting 10 November 2025
- ii) Minutes of the meeting of 1 September 2025
- iii) Students' Association Report
- iv) DYW and Undergraduate School Update
- v) Complaints Report

11. There was no AOB.

12. Date of next meeting: the next meeting of the CSAO will be held on **Monday 16 February 2026** at Cumbernauld Campus and via Teams.



Board self- evaluation 2026

“The Board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness every three to five years.”

Extract from the Code of Good Governance for Scotland’s Colleges

Committees

Against the following background we are seeking the views of the members of the CSAO Committee for the annual self-evaluation exercise for 2026. We propose to do this through discussion at the February meeting of the CSAO Committee.

Self-evaluation report 2024

“Curriculum, Student Affairs and Outcomes Committee (CSAO)

Overall members think this is a strong committee which is well run. There was one comment regarding ‘Ensuring Colleges’ funds to support students’ welfare including Bursaries, Hardship Funds and Access Funds are utilised effectively’ which indicated that this member felt the CSAO should give more attention to this area. Another member thought there were several areas, scoring “3”, where the committee’s work could be strengthened. It is important to follow this up to ensure the CSAO works most effectively on behalf of the students.

Comments include:

What we have done well in the last 12 months:

- The revised format of the committee works very well and is a very thorough committee;
- Ensured that the main focus has been to facilitate a student led committee to prioritise the key issues pertaining to students;
- The committee has developed an approach which enables and encourages curriculum leads to demonstrate improvements in the quality of learning and teaching and the positive impacts on students. Reports and presentation demonstrate approaches which reflect critical/honest reviews and plans for improvement.

Development I would like to see in the next year:

- More work required to streamline course provision to ensure the courses which are more likely to have positive outcomes are resourced. Work to be done to secure more student buy-in to this;
- In this last year the committee has begun to develop a growing awareness of the financial challenges within the Region. This should continue.”

External evaluation review 2025

- “The Curriculum, Student Affairs and Outcomes Committee has oversight of the quality and inclusivity of student experience and ensuring that learning provision meets the skills requirements of both local and national economies. To ensure the student perspective is considered membership of the CSAO committee includes student members.



Reports are presented to the Curriculum and Student Affairs Committee and the Board from both NCL and SLC student associations. As part of the transition to the new structure, and in recognition of the importance of the student input, consideration should be given to moving the Student Association Report up the Board and committee agendas to be the first item after the minutes and declarations of interest.

Resources have been invested in a range of activities to support students and enhance the student experience, as well as improving retention of students at risk of leaving, such as the Wellness Academies.

The Undergraduate Programme, in partnership with the University of the West of Scotland, is evidence of an innovative approach which allows students to study a range of industry focussed degree programmes designed to meet specific skills needs in the region.

- The Curriculum, Student Affairs and Outcomes Committee monitors the delivery of the regional outcomes agreed with the SFC and reports back to the Board.”

Summary of Board committees

“The committee structure works well; all committees are effectively led by experienced and skilled Chairs and have an excellent range of skills and experience in the members. All committees have Terms of Reference which are updated and reviewed on a three yearly basis.

Committee Chairs provide feedback to the Board, highlighting any items that might require further discussion by the Board.

There is an appropriate level of trust in the committees to scrutinise and provide assurance to the Board.

There is an effective and mature relationship between the committee members and the senior staff that support the relative committees.

Co-ordination of the work of the committees is done through the Chairs Committee. To avoid any overlap or duplication the Chairs Committee should monitor which reports are submitted to each committee.

Consideration should be given to the ARC and Finance committee meeting, annually, to discuss issues that are common to the work of both committees.

Management of risk is robust, the Regional Strategic Risk Register is reviewed and updated on a regular basis by the Regional Strategic Risk Management Group and the Audit and Risk Committee. Any changes in the RAG status are highlighted for Board attention.

The Board has effective financial monitoring arrangements in place. However financial sustainability is an ongoing challenge and a concern for the Board and the college in the current financial climate.

New income streams such as the Undergraduate School have created additional income which have resulted in an improvement in the college’s projections for the underlying operating position for 2024/25.”



Points members of the CSAO may wish to consider:

- 1. Through informal feedback, we understand that the introduction of themed meetings in the last year, have been well received.**
- 2. Have you found these expanded sessions interesting/useful?**
- 3. How can we continue to develop members' understanding of the work carried out by the college?**
- 4. How can we take forward further interaction between committee members, staff and students to enhance understanding of college curriculum activities?**
- 5. Any other points you wish to make with regard to the committee structure currently in place?**
- 6. Are there any other points we should be taking into consideration to ensure that the CSAO serves the college's strategy 2030?**



FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum and Student Affairs and Outcome		
Presented by	Jennifer Lowe		
Author/Contact	Jennifer Lowe	Department / Unit	Executive
Date Created	5 th February 2026	Telephone	7265
Appendices Attached	Students, Education, Learning and Teaching Update		
Disclosable under FOISA		No	

1. PURPOSE

To update CSAO on Students, Education, Learning and Teaching information.

2. BACKGROUND

Report provided to CSAO to update on the progress of Students, Education, Learning and Teaching.

3. DETAIL

The information provides an extensive summary on the Students, Education, Learning and Teaching progress.

4. BENEFITS AND OPPORTUNITIES

Information has been shared with the Committee.

5. STRATEGIC IMPLICATIONS

The Board retains an overview of NCL activity in the interests of good governance.

6. RISK

N/A.

7. FINANCIAL IMPLICATIONS

There are no financial implications.

8. LEGAL IMPLICATIONS

There are no legal implications.

9. WORKFORCE IMPLICATIONS

There are no workforce implications.

10. REPUTATIONAL IMPLICATIONS

There are no reputational implications.

11. EQUALITIES IMPLICATIONS

There are no equalities implications.

CONCLUSIONS/RECOMMENDATIONS

CSAO are asked to note the information contained in this report and raise or discuss any issues which may prevent publication.

Students, Education, Learning and Teaching

Strategy 2030 – Driving Student Outcomes is now underway, driven by the following campaigns:

Prepared for Work, Ready for Life Campaign to develop work-ready graduates by:

- Providing meaningful placements that build student confidence, competence and career readiness;
- Connecting students with alumni mentors for guidance, insight and professional support;
- Partnering with industry experts to share current trends and essential 21st century skills;
- Collaborating with employers to align programmes with real industry needs and future workforce demands.

Teach Less, Learn More Campaign investing in teaching improvement to maximise student learning by:

- Adopting a “Teach Less, Learn More” approach to transform teaching practice, fostering deeper learning and meaningful student engagement;
- Establishing an Education Innovation Hub as a catalyst for transformative teaching driving creativity, collaboration and the exchange of bold ideas that reimagine pedagogy and elevate the learning experience;
- Promoting industry placements for staff across partner organisations, enabling educators to engage with emerging technologies and best practices that bring real-world relevance and innovation into the classroom.

You Belong Here Pledge to provide:

- A personalised student experience that recognises each students’ individual goals, needs and strengths within and beyond the classroom;
- Build meaningful relationships that nurture confidence, trust and a deep sense of belonging;
- Support every student to develop their own identity, encouraging authenticity, self-expression and pride in who they are;
- Design a ‘Sense of Belonging Blueprint’ that guides how we welcome, support and include every student throughout their time at college and beyond;
- Creates student-owned spaces across our campus, places where students can connect, collaborate and feel that this college truly belongs to them;
- Celebrates achievements big and small as a community that lifts one another up.

New Approach to Performance Accountability

Strategising for Success focuses on targeted interventions and continuous improvement actions, informed by themed SWOT analysis. This approach supports the development and implementation of a clear departmental strategy, ensuring priorities are evidence-based, outcomes-focused and aligned to learner and employer needs.

Course Assessment Panels provide robust in-year monitoring of learner progress, enabling early identification of risk and prompt, targeted action planning. This process strengthens learner support, improves retention and achievement and promotes shared accountability across delivery teams.

Education Scotland

The NCL Education Scotland review of Modern Apprenticeships (MAs) will take place from 9th until 13th February 2026. A team of 10 reviewers will engage with staff involved in the delivery of MAs, as well as employers and apprentices, as part of the review process.

As part of this review, NCL will submit three examples of Highly Effective Practice for consideration:

- Celebrating MA Success – recognising and promoting apprentice achievements and progression;
- Community of Practice events for Work-Based Assessors – supporting consistency, quality improvement and professional learning;
- Institute of Apprenticeships – providing mentorship opportunities and strengthening connections with alumni.

Court Medal

Congratulations to Mark Anderson, a graduate of NCL's undergraduate school, on winning the prestigious UWS Court Medal in recognition of his outstanding performance in the BA in Business & Sustainability degree.



FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum and Student Affairs and Outcome		
Presented by	Jennifer Lowe		
Author/Contact	Jennifer Lowe	Department / Unit	Executive Board
Date Created	5 th February 2026	Telephone	7625
Appendices Attached	Complaints Report Update		
Disclosable under FOISA		Yes	

- 1. PURPOSE**
To update CSAO with information on complaints handling within the college.
- 2. BACKGROUND**
Quarterly reporting required to meet compliance as stipulated by the SPSO.
- 3. DETAIL**
Report shows current college performance in relation to complaints handling for the second quarter.
- 4. BENEFITS AND OPPORTUNITIES**
Opportunity for CSAO members to understand the patterns of activity recorded within CHP.
- 5. STRATEGIC IMPLICATIONS**
The Board retains an overview of NCL activity in the interests of good governance.
- 6. RISK**
That the College does not comply with the SPSO procedures and timelines.
- 7. FINANCIAL IMPLICATIONS**
There are no financial implications.
- 8. LEGAL IMPLICATIONS**
There are no legal implications.
- 9. WORKFORCE IMPLICATIONS**
There are no workforce implications.
- 10. REPUTATIONAL IMPLICATIONS**
There are no reputational implications.
- 11. EQUALITIES IMPLICATIONS**
There are no equalities implications.

CONCLUSIONS/RECOMMENDATIONS

CSAO are asked to note the information contained in this report.
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1. INTRODUCTION

- 1.1 This paper provides an update on the number of complaints received and outcome in Quarter 2 at New College Lanarkshire.

2. GOVERNANCE

- 2.1 As required to comply with the governance of the Scottish Public Services Ombudsman (SPSO), all complaints received are logged within the college Complaints Handling Process (CHP) and an annual report submitted to the SPSO.

3. COMPLAINTS UPDATE

- 3.1 In the second quarter there were 18 complaints.

COMPLAINTS HANDLING PROCEDURE INDICATORS	Q1		Q2		Q3		Q4		YTD		2025/2026	
Total number of complaints received & complaints received per 100 population												
Number of complaints Received	23		18		0		0		41		41	
College Population and Number of Complaints received per 100 population	10994	0.2	10102	0.2	8988	0.0	8097	0.0	11485	0.4	11485	0.4
Number of complaints closed at each stage and as a % of all complaints closed												
Number of complaints closed at Stage 1 and % of total closed	20	87.0%	14	77.8%	0	0.0%	0	0.0%	34	82.9%	34	82.9%
Number of complaints closed at Stage 2 and % of total closed	3	13.0%	3	16.7%	0	0.0%	0	0.0%	6	14.6%	6	14.6%
Number of complaints closed after Escalation and % of total closed	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Open	0	0.0%	1	5.6%	0	0.0%	0	0.0%	1	2.4%	1	2.4%
Number of complaints upheld, partially upheld and not upheld at each stage and as a % of complaints closed at that stage												
Stage 1												
Number and % of complaints upheld at Stage 1	6	30.0%	2	14.3%	0	0.0%	0	0.0%	8	23.5%	8	23.5%
Number and % of complaints not upheld at Stage 1	5	25.0%	4	28.6%	0	0.0%	0	0.0%	9	26.5%	9	26.5%
Number and % of complaints partially upheld at Stage 1	8	40.0%	8	57.1%	0	0.0%	0	0.0%	16	47.1%	0	0.0%
Stage2												
Number and % of complaints upheld at Stage 2	1	33.3%	0	0.0%	0	0.0%	0	0.0%	1	16.7%	1	16.7%
Number and % of complaints not upheld at Stage 2	0	0.0%	1	33.3%	0	0.0%	0	0.0%	1	16.7%	1	16.7%
Number and % of complaints partially upheld at Stage 2	2	66.7%	2	66.7%	0	0.0%	0	0.0%	4	66.7%	4	66.7%
Escalated												
Number and % of complaints upheld after Escalation	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Number and % of complaints not upheld after Escalation	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total working days and average time in working days to close complaints at each stage												
Total working days and average time in working days to close complaints at Stage 1	73	3.6	44	3.1	0	0.0	0	0.0	117	3.4	117	3.4
Total working days and average time in working days to close complaints at Stage 2	122	40.7	40	13.3	0	0.0	0	0.0	162	27.0	162	27.0
Total working days and average time in working days to close complaints after Escalation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Number and % of complaints closed within set timescales (S1=5 workings days; S2=20 working days ; Escalated = 20 working days)												
Number and % of Stage 1 complaints closed within 5 working days	16	80.0%	13	92.9%	0	0.0%	0	0.0%	29	85.3%	29	85.3%
Number and % of Stage 1 complaints not closed within 5 working days	4	20.0%	1	7.1%	0	0.0%	0	0.0%	5	14.7%	5	14.7%
Number and % of Stage 2 complaints closed within 20 working days	1	33.3%	3	100.0%	0	0.0%	0	0.0%	4	66.7%	4	66.7%
Number and % of Stage 2 complaints not closed within 20 working days	2	66.7%	0	0.0%	0	0.0%	0	0.0%	2	33.3%	2	33.3%
Number and % of Escalated complaints closed within 20 working days	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Number and % of Escalated complaints not closed within 20 working days	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Number and % of complaints closed at each stage where extensions have been authorised												
Number and % of Stage 1 complaints closed within 10 working days (extension)	3	75.0%	1	100.0%	0	0.0%	0	0.0%	4	80.0%	4	80.0%
Number and % of Stage 1 complaints not closed within 10 working days (extension)	1	25.0%	0	0.0%	0	0.0%	0	0.0%	1	20.0%	1	20.0%
Number and % of Stage 2 complaints closed within 40 working days (extension)	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%
Number and % of Stage 2 complaints not closed within 40 working days (extension)	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%
Number and % of Escalated complaints closed within 40 working days (extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Number and % of Escalated complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Q2 – 18 Complaints

Category	Number
Application, Admission, Interview, Enrolment, Induction	2
Assessment & Exams, Certification	3
Course Management	3
Diversity and Equality	2
Finance	1
Maintenance, Lifts, Car Parking	1
Other	3
Staff Conduct	3
TOTAL	18

**** 1 - open stage 2 complaint 28/01/2026**

EXAMPLES OF LESSONS LEARNED AND ACTIONS IDENTIFIED:

- Upon receipt of fee waiver documentation, the account must be credited immediately. Reminder letters are to be sent exclusively by the campus to which the student belongs.
- Always put in writing the forward plan and assessment dates well in advance of completion.
- Revise the plan if anything changes.
- Motivate students with positive feedback.
- Staff member to be more aware of perceptions of the students he works with.
- We need to ensure correct details are advertised on all platforms.
- Staff should keep interactions calm, kind and neutral at all times. There must be a clear rule about phone charging so decisions are consistent and situations like this are avoided. When a student has no way to get home, staff should offer alternative solutions such as checking emergency contact details, staying patient and supportive and in some cases arranging a taxi if needed.
- That teaching staff should have regular leaning conversations with their students to monitor progress.
- Lecturer should be more mindful of communications when dealing with students/school groups to prevent any misunderstanding.
- Process review with Student records regarding the submission of group awards to SQA.



FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum and Student Affairs and Outcome		
Presented by	Ann Baxter		
Author/Contact	Ann Baxter	Department / Unit	Executive
Date Created	26 th January 2026	Telephone	2359
Appendices Attached	Did We Get It Right? - Initial Perception Student Survey Report		
Disclosable under FOISA		Yes	

1. PURPOSE

To update CSAO on the output from annual monitoring of initial student satisfaction.

2. BACKGROUND

College to distribute survey as a means to evaluate early experience of students at NCL.

3. DETAIL

The report shows departmental, level and mode of attendance and campus completion rates.

4. BENEFITS AND OPPORTUNITIES

Information has been shared with staff and actions for improvement identified.

5. STRATEGIC IMPLICATIONS

The Board retains an overview of NCL activity in the interests of good governance.

6. RISK

N/A.

7. FINANCIAL IMPLICATIONS

There are no financial implications.

8. LEGAL IMPLICATIONS

There are no legal implications.

9. WORKFORCE IMPLICATIONS

There are no workforce implications.

10. REPUTATIONAL IMPLICATIONS

There are no reputational implications.

11. EQUALITIES IMPLICATIONS

There are no equality implications.

CONCLUSIONS/RECOMMENDATIONS

CSAO are asked to note the information contained in this report and raise or discuss any issues which may prevent publication.



**NEW
COLLEGE
LANARKSHIRE**

Did We Get It Right?

Initial Perception Student Survey Report

Session 2025/2026

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Survey Rationale & Methodology

The invitation to complete the initial perception study “Did We Get It Right?” was provided to all enrolled students regardless of the number of credits within their programme and data collected was analysed on student mode of attendance. Given that this is the third full academic year all students have returned to learning on campus at the start of the session, the data gathered will be benchmarked against information gathered in session 2024/2025.

As far as possible, students are encouraged to complete the survey online and to facilitate this online links are distributed via MyNCL App and Academic Departments, however, for many students who prefer to complete the survey on paper, this is accommodated and data is entered on their behalf. Daily updates on participation levels are provided to the Academic Heads of Departments and Academic Leaders, who in turn, encourage class groups to complete the survey.

Early identification of issues does enable the College to adjust support for students or update systems that would benefit students commencing in January 2026. The College recognises that this feedback is an early indicator of the student journey at NCL and can lead to enhanced learning outcomes, improved performance and increased motivation among students.

Information in relation to actions taken as a result of this feedback will be shared with students via a number of modes, such as part of class rep discussions, MyNCL App, electronic displays and noticeboards.



Departmental completion rates

Department	Actual Response	Possible Response	Response Rate % in 2025/2026	Response Rate % in 2024/2025
Access and Progression	385	538	71.6	74.5
Automotive Studies	295	534	55.2	53.4
Beauty, Aesthetics and Hair Design	535	745	71.8	65.8
Computing and Digital Technologies	805	1170	68.8	67.2
Construction Trades Technology	651	1161	56.1	58.5
Culinary Arts	153	263	58.2	62.7
Dental, Science, Health and Social Care	717	1348	53.2	54.1
Education and Sport	589	1124	52.4	62
Humanities	535	814	65.7	58.7
Lanarkshire Business School	353	665	53.1	65.9
Music Industries and Performing Arts	362	641	56.5	78.9
Supported Learning	156	414	57.5	71.2
Visual and Creative Arts	294	500	58.8	66.9
Total	5912	9917	59.6	63.5

All Departments achieved at least 50% response rate in session 2024/2025.

Level and Mode of attendance completion rates

Level and Mode	Response Rate % 2025/2026	Response Rate % 2024/2025
Further Education – Full Time	69.1	69.7
Further Education – Part Time	47	47
Higher Education – Full Time	67.4	72.8
Higher Education – Part Time	35	49.1
Overall Total	59.6	63.5



Complete rates in relation to campus

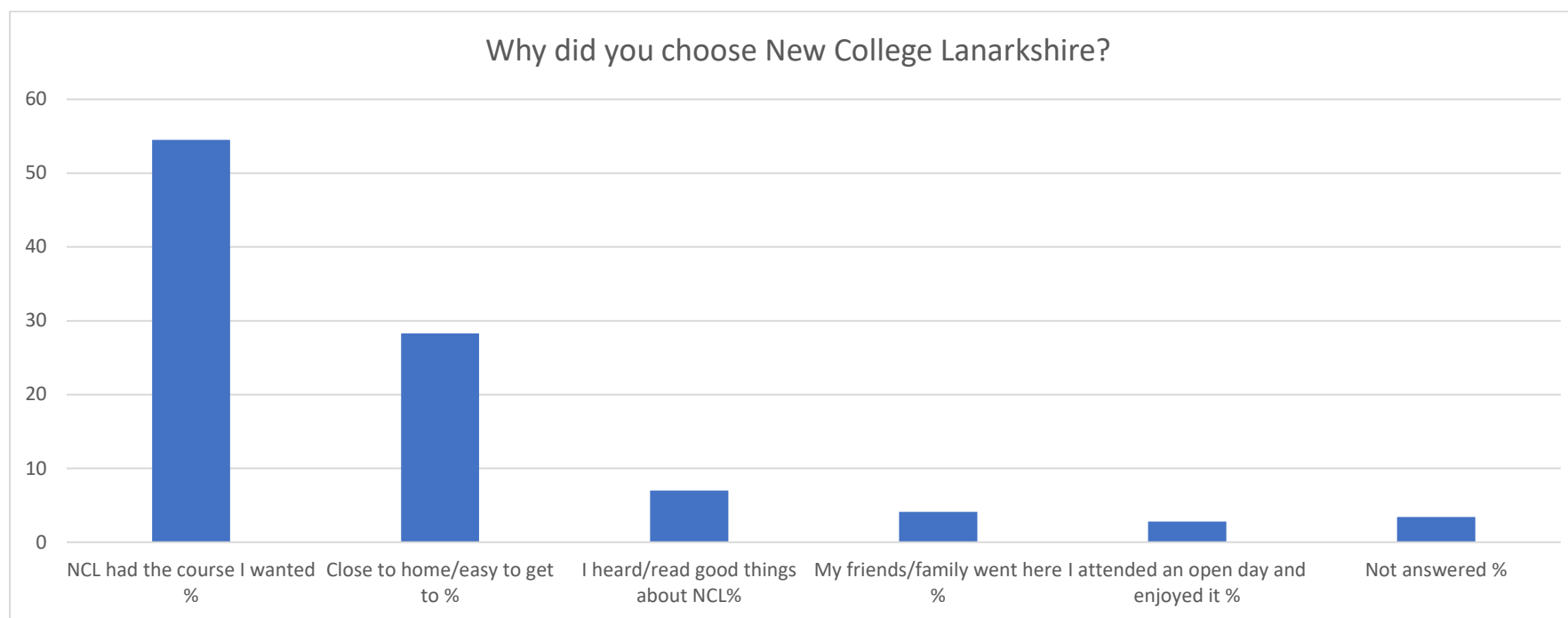
Campus	Response Rate % 2025/2026	Response Rate % 2024/2025
Broadwood	83.1	85.7
Coatbridge	58.1	68
Cumbernauld	65.3	68.9
Kirkintilloch	65.6	72.2
Motherwell	58.5	59.9
Online/various	17	39.1
Total	59.6	63.5

With the exception of online activity, all campuses achieved at least 50% completion.

Satisfaction rates in relation to individual questions and level of study

Additional questions were included in the initial perception study in 2025/2026 with students asked to select one response on why they choose to attend New College Lanarkshire.

In response to the question “Why did you choose New College Lanarkshire instead of another college?”





Percentage of students who responded that they agreed with the statement.

Question	FE FT satisfaction % - 2025/2026	FE PT satisfaction % - 2025/2026	HE FT satisfaction % - 2025/2026	HE FT satisfaction % - 2025/2026	Overall satisfaction % - 2025/2026	Overall satisfaction % - 2024/2025
When I applied I was dealt with promptly	91.5	95	92.2	92.5	92.6	91.6
I know about the help I can get if I have a learning problem	93	94.9	91	92.6	93	92.2
If I needed it, I received good advice on financial help	85.9	90.1	84.4	93.2	86.6	86.1
It was easy to enrol	91	93.7	91.9	81.7	91.8	89.6
The Induction/Introduction helped me settle in to College	89.7	95.5	90.4	91.8	91.4	91.1
I was clear about the support I can get from the College	91.5	94.2	89.3	89.6	91.6	91.2
The expected standards of attendance and punctuality were made clear to me	94	95.5	94.2	91.4	94.3	94.6
I feel I am on the right study programme	92.2	95.6	93.8	95.5	93.6	94.4
The arrangements for any extra activities/enrichment were made clear to me	82.8	87.8	77.4	78.8	82.5	81.8
All students are treated fairly and with respect	91.5	96.1	92.1	97.8	93	94.5
I enjoy coming to the College	90.9	95.4	91.5	92.7	92.2	93.4
Overall, this is a good College	94	96.5	94.7	95	95.3	94.7

There were new additional questions, one set for school students and another for Modern Apprentices.



School Students

Question	Satisfaction % - 2025/2026
My lecturer has explained the course details	93.4
The subject was my first choice	87.6
The course will assist me in my chosen career	90.8

Modern Apprentices

Question	Satisfaction % - 2025/2026
My trainers/assessors support me to plan my learning in line with my job role	90
Assessment task support the development of skills, knowledge and behaviours I need for my job role	91.1
I know what I have to do to complete my apprenticeship	89.2

Actions to take forward

When a question has 85% or less overall satisfaction key actions are identified and will be taken forward.

The arrangements for any extra activities/enrichment were made clear to me

- 1. Improve Communication of Activities and Enrichment Opportunities**
 - Provide clearer, earlier information about available activities.
 - Ensure details (dates, times, sign-up instructions, purpose of the activity) are communicated through consistent channels, such as email, Moodle, Class rep platforms and Student Association newsletters.
- 2. Increase Visibility During Induction and Key Touchpoints**
 - Introduce a section in induction week specifically dedicated to explaining enrichment opportunities.
 - Provide reminders at the start of each semester so students know what is available.
- 3. Provide updates to staff ensure consistent messaging**
 - Brief all relevant staff on what enrichment activities are offered and how students can get involved.
 - Encourage Lecturers and Academic Leaders to share up-to-date and current information with students.
- 4. Invite student feedback to shape Improvements**
 - Gather feedback from students on what information was unclear or missing.
 - Use this input to refine communication, scheduling, and the accessibility of activities.
- 5. Monitor engagement and adapt as needed**
 - Track student participation to identify which activities attract interest and which may need better promotion or redesign.
 - Review progress regularly to ensure students feel well-informed moving forward.



Terms of Reference of Curriculum and Student Affairs Committee

1. Membership/Attendance

1. The Committee shall comprise of at least two non-executive Board Members, one of whom will be appointed Chair. The Principals of NCL is also a member of the Committee as are the teaching staff representatives and student representatives of NCL. The Chair of the NCL Board is also a member. Any other member of the Colleges' Senior Management Teams must not be a member of the Committee though they may be in- attendance at Committee meetings at the discretion of the Committee.
2. The Committee may, if it considers it necessary or desirable, co-opt non-executive members who are not members of the Board of Management but have particular relevant experience or expertise. Such members will not normally be appointed Chair of the Committee and will not have a vote.
3. Members may be excluded from membership of the Committee if (based on objective criteria) their membership is perceived as compromising the Committees objectivity or independence. Such a decision will require the approval of the Board of Management.
4. Individuals may remain members of the Committee for as long as they are Board Members.

2. **Quorum:** The quorum for meetings of the Curriculum and Student Affairs Committee shall be three Board members.

3. Proceedings of the Committee

1. The Committee shall meet not less than three times per year timed to coincide with the reporting deadlines for meetings of the Lanarkshire Board.
2. The Committee has the authority to investigate any matters within its Terms of Reference.

4. Reporting by the Committee

1. The Chair of the Committee will report on every meeting of the Committee to the Board of Management. This will include circulation of Committee Meeting minutes to Board Members.

5. Duties of the Curriculum and Student Affairs Committee

The Committee shall be responsible for the following matters:

1. The committee will take cognisance of the requirements of the Code of Good Governance.
2. Ensure that NCL provides a curricular provision which supports both local and national economic and skills requirements.
3. Ensure and monitor the delivery of the SFC performance and outcome agreements.
4. Analyse and evaluate appropriate market research information and provide advice on future regional curricular activity.
5. Ensure that resource requests for curricular growth are supported by demonstrable market research and are focused on the needs of students.
6. Oversee and promote initiatives to widen access and extend progression opportunities.
7. Monitor quality improvements throughout the college's activities with particular reference to services to students.



8. Receive and discuss student feedback on the quality of provision provided to the range of student groups within the College and to receive reports on the effective running of the Student association and student elections.
9. Ensure College funds to support students' welfare including Bursaries, Hardship Funds and Access Funds are utilised effectively.
10. Analyse appropriate performance indicator data on the College's performance and promote quality improvement initiatives where need is identified.

6. **Effectiveness of the Curriculum and Student Affairs Committee**

Assessment of the effectiveness of the Committee will comprise:

1. Self-assessment by the Committee on an annual basis and feedback from the New College Lanarkshire's senior management. The self- assessment will be reported to the NCL Board.
2. The assessment will include checking compliance with the Code of Good Governance.
3. Feedback from Internal and External Auditors

The assessment may be carried out by external consultants though the Governance External Review (GER) process every 3-5 years provided that they are not the provider of the internal or external audit service.



New College Lanarkshire Self – Evaluation Framework

1. Introduction

1.1 The Code of Good Governance for the College Sector sets out that the Board must keep its effectiveness under annual review and have in place a robust self – evaluation process (see Appendix 1).

1.2 The New College Board – formerly the Lanarkshire Board – has undertaken annual self-evaluations as required by the Code of Good Governance. The framework for the self- evaluation has been conducted using questionnaires which have been derived from CDN templates as follows:

- Review Questionnaire for each of the main Committees – CSAO, ARC, RGP and Finance – sent out to each of the Committee members asking them to complete the questionnaire and send it back to the Board Secretariat.
- A second Committee questionnaire sent out to each of the Committee Chairs again asking for this to be returned to the Board Secretariat.
- A Review Questionnaire on the Board sent out to each member of the Board asking them to complete it and send it to the Board Secretariat.
- A Review Questionnaire on the performance of the Chair sent out to each member of the Board asking them to complete and to send back to the Board's SIM.
- One to one sessions annually with the Chair and each Board Member to agree a Personal Development Plan (PDP) for each Board Members with follow up training mentoring arranged if required.

1.3 This Framework results in the following outputs:

- A self - evaluation report which is collated from the Committee and Board Review Questionnaires returned from the Board Members.
- A review of the Chair which is produced from returned questionnaires by the SIM.
- A Board Development Plan for the Board.
- Individual PDPs.

2. Self- Evaluation Issues

2.1 The basic issue is that the completion and return of the questionnaires from Committee and Board Members is decreasing despite the best efforts of the Board Secretariat to have this prioritised and persistent follow up from them with Board Members. This is also the case with the questionnaire on the Chair's performance from the SIM.

2.2 Board Members feel that they have no longer completed one set of forms when they are asked to complete another and there is no defined period for implementation of any suggested improvements.



2.3 This has been an ongoing issue for some time now and there have been suggestions from Board Members in the past that there should be an approach which is cyclical over a longer period. A year of the evaluation questionnaires followed by an implementation period / focus on issues identified and then external review after 5 years.

2.4 CDN undertook an external evaluation of the Lanarkshire Board in 2025 and they were specifically asked to review and comment on the Self - Evaluation framework. The comments from CDN in their external evaluation report are as follows:

The Code requires that the Board must keep its effectiveness under annual review and that there is a robust self-evaluation process in place. Members are asked to evaluate the performance of the Board and any committees they are members of. However, there does seem to be an element of 'survey fatigue' and concerns around the frequency that members are expected to complete questionnaires.

The self-evaluation process could be simplified by reducing the number of questionnaires and introducing a workshop-based approach to self-evaluation. These could be independently facilitated and would be aimed at producing more meaningful results based on discussion between members.

Rather than repeating the same exercise each year, annual self-evaluation could be achieved within the context of a three-year cycle of

- self-evaluation
- action planning and the production of the Board Development Plan,
- workshops to review progress review against the Board Development Plan and the identification of further areas for development to be included for the coming year.

This would provide a more dynamic and effective approach to annual self-evaluation, reduce 'survey fatigue' and present further opportunity board member engagement and team building.

2.5 There are also new factors to take into consideration: the first is the document from the SFC on its expectations from Good Governance and the CDN's document in response to that and secondly there is also the recommendation from the external auditors in their annual report that there is a review – post dissolution as follows:

The Strategic Regional Board was dissolved on 30 July 2025. Under the Strategic Regional Board arrangements, South Lanarkshire College officers attended committee meetings. The dissolution provides an opportunity for the college to review and re-assess governance arrangements to ensure these remain appropriate for NCL. There is a risk that committee arrangements are not revised to suit the needs of NCL. **Details of agreed action:** Committee structure will be included in the evaluation for 2026 and this will start in the February / March 2026 Board cycle



2.6 The SFC expectations document places emphasis on external evaluations (calling them Governance Effectiveness Reviews (GERS) as opposed to external evaluations) with the view that at the moment they are focussed on Board Development but that they should also give financial assurances. The SFC sets out the availability of following documents under the OFAM:

- Internal audit reports
- Corporate Governance Statements within the external auditor's annual reports and the Financial Statements
- Annual Reports and accounts meeting the FM and sector good governance
- Governance Effectiveness Reviews

The SFC will now consider the opinions in the external audit reports and monitor the timely response to recommendations. It will enhance contact with the internal and external auditors, look to whistleblowing policies being in place and that there is scrutiny of institutional strategies with consistency of information to Boards. There will also be assessment of the quality of financial oversight exercised by the Finance Committee and the Board. This should be a clear component of the GERS process and revised guidance should highlight this requirement.

2.7 The SFC notes the need for additional guidance on what assurances are required and notes that there is no standard approach to the GERS. On Board who were asked by the SFC to undertake a desk exercise reviewing the GERS have recommended document review, observation of Committees and the Board meetings. A survey or questionnaire, Board Member interviews and a workshop to give Board Member reviews. This is in fact exactly what CDN did in the Lanarkshire Board/NCL external review last year.

2.8 The SFC highlights the need for improved Board Training and CDN have highlighted the training that is available on their website. The SFC will work with CDN and Advance HE on supplemental training on SFC expectations of Board Members.

2.9 There is also reference to the OFAM meetings engaging with institutions about the On Board review findings and at the NCL OFAM meeting the SFC manager stated that governance would be on the agenda for at least one of the four OFAM meetings held with the SFC each year. This may be with Board Members included in future.

3. Proposed Revised Self- Evaluation Format for 2006.

3.1 It is proposed that the framework is adjusted this year as follows:

- **Undertaking the review of the Committees by setting out time in each Committee to go over the last collated return from that committee thus holding a workshop within the committee rather than separately organising another meeting unless there is a need to do this. In other words, the committee will look at what it said collectively the last time and update or amend. There will be an additional section in the questionnaire for the comments from the Chair of the Committee instead of asking them to complete a further questionnaire.**
- **The same approach would be taken for the Board review with an additional section in the questionnaire for the Board Chair to make comment.**
- **The SIM review will stay as usual with a questionnaire sent out to all Board Members and a separate report compiled by the SIM.**
- **The one to ones with the Board Members would be conducted as usual.**
- **An updated Board Development Plan will be produced for the Board.**



3.2 There has already been discussion of the SFC expectations document in the NCL ARC and Audit Scotland were asked if they had been consulted on this requirement for additional financial assurance. It would appear that there hasn't been consultation at this stage. Audit Scotland already undertake a review of Board documentation – Committee and Board Minutes, whistle blowing and other policies, the Register of Interests. There is a Governance Statement in the Financial Statements which has been formatted on Audit Scotland's advice. There are potential approaches to provide the financial assurance that the SFC want (once they have come to a view on what this is) and this could come through the external audit process and be incorporated into the GERS when it is undertaken. For example, this could be in terms of an enhanced governance statement in the accounts or an additional letter from both auditors as part of the annual audit process. This would be provided with the accounts in December and this could then be incorporated into the self- evaluation process in the following board cycle in February March which will be reported to the Board in June. The Code of Good Governance checklist could be reviewed by the Executive Board and also go to the Board in June. The OFAM meeting in March or June could have the Financial Assurances on its agenda and this completes the inclusion of the SRC in the process. This would keep any additional work to a minimum and give an annual review which can then be incorporated to a three or five year cycle with the GERS.

3.3 There should be dialogue with the auditors, the SFC, Colleges Scotland, CDN on the simplest and least burdensome and effective way of getting the assurance required and incorporating this into the accounts/self- evaluation process/

4. Recommendation

4.1 It is recommended that this approach set out at para 3.1 above is trialled for this year and is part of a cyclical approach that would require a full review every third year with an external evaluation every 5th year. It is noted that the SFC may look to a GERS every 3 years – the Good Governance Steering Group will determine this. In this case, there would be a GER very third year with the new follow up arrangements proposed above in years 2 and 3.



Appendix 1 Extract from the Code of Good Governance

D 24 The board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness every three to five years. The board should determine the timing for this externally facilitated review as part of the annual effectiveness review. The board is not required to conduct a self-evaluation of its effectiveness in the same year as an externally facilitated evaluation. The board must send its self-evaluation (including an externally facilitated evaluation) and board development plan (including progress on previous year's plan) to its funding body and publish them online.

D.25 The board must agree a process for evaluating the effectiveness of the board chair and the committee chairs. The evaluation of the board chair should normally be led by the senior independent member.

D.26 The board must ensure all board members are subject to appraisal of their performance, conducted at least annually, normally by the chair of the board.

D.27 The performance of regional college chairs will also be evaluated by the Scottish Government, as regional college chairs are appointed by the Scottish Ministers and are personally accountable to them.

D.28 The performance of assigned, incorporated college chairs will also be evaluated by the regional strategic body, as they are appointed by the regional strategic body and are personally accountable to them.

Lanarkshire Board Development Plan 2025/26

CDN carried out an External Effectiveness Review of the Lanarkshire Board from January 2005 presenting its final report at the 9th June 2025 meeting of the Board.

It was an external effectiveness review of the combined Lanarkshire Board (Regional Strategic Body) and the New College Lanarkshire Board (Regional College) with South Lanarkshire College assigned to the Lanarkshire Board.

The Lanarkshire Board (RSB) was to be dissolved on 31st July 2025 by Scottish Government and New College Lanarkshire (NCL) and South Lanarkshire College (SLC) would then become two distinct Regional Colleges.

CDN noted that the transition from an RSB to a smaller and simpler structure as a Regional College presents a range of opportunities for the New College Lanarkshire (NCL) Board to spend more time on strategic decision making, operate as a team, and continue to innovate and focus on the needs of NCL students.

It was also noted that the transition was being carefully planned and that it will be important to ensure that the Board of NCL has the right number of members with the blend of skills and experience required by the college. This will require succession planning and building the 'new' Board as a team, which should be a priority.

CDN made the following observations:

- This is a strong Board with an excellent range of skills and experience amongst the membership.
- The launch of the NCL Strategy 2030 is an opportunity to harness the enthusiasm and commitment of the Regional College Board around the new strategic plan. Board members have been engaged in the development of the new strategic plan.
- The Board benefits from strong leadership from an experienced and skilled Chair who encourages contribution from all members, builds consensus, and effectively sums up Board discussions and decisions.
- There is a constructive working relationship between the Board and the executive team based on respect and a mutual understanding of each other's roles. This is an engaged and supportive Board.
- Compliance with the Code of Good Governance is monitored and reported to the Board through a compliance checklist which is maintained by the Governance Professional.

Recommendations and Board Development Plan 2025/26

1. Strategic KPIs

- The Board should agree on a set of strategic KPIs to underpin the strategy.
- Members should receive regular reports on progress against the agreed KPIs with a supporting narrative highlighting any variances and executive team interventions.

Comment: There were special meetings of the Board on the 3rd February and 3rd November 2025 to consider Strategy and this will come to the Board for final discussion and approval on the 8th December 2025. KPI's for the strategy will be discussed at the Board meeting.

2. Build the new Board team

- The transition to a smaller regional board and the development of the new strategy presents an opportunity to harness the enthusiasm and commitment of NCL board members around the strategic plan and build the 'new' board team.
- Succession planning is important to ensure the Board, and the committees have the skills and experience required by the 'new' Board.

Comment: There is enthusiasm for the new structure and there is now the capacity to focus solely on NCL issues. There is more time in committee and the Board now that there are no SLC items and papers on the agenda. The Chair has a focus on succession planning and this will be a feature of the next recruitment round in January /February 2026.

3. Student Association Reports to the Board

- As part of the transition to the new structure consideration should be given to moving the Student Report up the Board and committee agendas to be the first item after the minutes and declarations of interest.

Comment: The Student Report has now been moved up the agenda for the CSAO Committee and the Board.

4. Board and Committee Papers

- Board papers can be lengthy; the volume of papers should be kept under review. Board papers would benefit from a brief introduction highlighting the purpose of the paper and the Board action required, for discussion, for noting or for decision.
- Board and committee minutes should be more succinct, referencing the papers presented to the Board or committee, and recording the decisions made and action points.
- Finance committee and Board papers would benefit from greater structure, clarity, and narrative, especially for members who do not have a background in finance or accountancy.

Comment: There are now fewer papers post dissolution and this will be monitored. There is a Board cover sheet and its use will be further promoted with the Executive Board. The Board Minutes are under discussion. It had been agreed at the Finance Committee on the 17th November 2025 that the Finance reports will be reviewed for future meetings.

5. Committees

- Consideration should be given to the ARC and Finance committees meeting, annually, to discuss issues that are common to the work of both committees.
- To avoid any overlap or duplication the Chairs Committee should monitor which reports are submitted to each committee.

Comment: There will be a joint meeting of the ARC and the Finance Committee on the 1st December 2025 to recommend the accounts and financial statements. This is the first joint meeting and this could become a standing arrangement.

6. Board Member Development

- Members would benefit from the opportunity to hear directly from key stakeholders. Consideration should be given to introducing informal stakeholder engagement sessions before Board meetings.
- A key stakeholder mapping exercise would enable members to better understand the wider operating environment and support effective decision making.

Comment: There have been presentations to the strategic board meetings from wbj and CDN as well as presentations to the CSAO. The strategic board day on the 3rd November was held the UWS site in Blantyre with a tour of the facilities by UWS. There will be a presentation to the February 2026 meeting of the CSAO committee. There will be other presentations organised during 2026. There will be a paper on partnerships going to the Board on the 8th December 2025 along with Strategy 2030.

7. Annual Board Self Evaluation

- A more dynamic approach could be considered based on a three-year cycle of evaluation, as detailed above.

Comment: This is under discussion and any impact from the recent SFC paper on expectations of governance is being considered along with the CDN response. There will be further discussion with CDN and with the SFC.

8. Website

- Post dissolution, review the Board section of the college website to add biographies for all members and to ensure that all the governance documentation is up to date.

Comment: The website has been refreshed with some last adjustments still to be made for new photographs etc.

Progress on Previous Plan 2024/25

A number of constructive suggestions were put forward by Board members:

- **To strengthen the Induction programme for new Board members;** Inductions are now held with the Regional Team including the Chair and not just the Board Secretary. Recent inductions have also included other Chairs. Linking in with the new CDN induction approach for Board Members with on-line materials. Campus visits around key meetings.
- **To revise and reintroduce the mentoring/buddying programme;** paper setting out mentoring partners recommended by the Chairs Committee on the 16th May 2024 and approved by the Board on the 10th June 2024.
- **To have Information sessions on:**
 - Partner agencies, their structure and how they interact with colleges; launch of the undergraduate school, special meeting of the Board in February 2024 to consider Forward Plan which includes key strategic partnerships. Updates to committees and the Board throughout the year on key partnerships and projects. Special strategy meetings of the Board on 3rd February 2025 and 3rd November 2025. There were presentations from wbj on risk and CDN on Being a Board Member at the February meeting. At the November meeting there was a session on the training resources on the VDN website including jargon busting and college sector finance.
 - Sector jargon and acronyms; There is a CDN resource on this which Board members can access through the CDN website. CDN is welcoming all college Board Members across Scotland to their on – line induction materials. Copies of jargon Busting and college sector finance given to Board members at the November 2025 strategy meeting.
 - Sector finances and how they are constructed; paper produced by Iain Clark and presented to Finance Committee and the Board. CDN also now have an on-line video on this and Board Members will be referred to this. Training given and copied handed out at the November 2025 meeting and these have been posted to the Board Teams site,
 - Cyber security; presentation to the Board 12th June 2024. There are updates at the RGP Committee.
- Risk appetite; Risk Register is presented to the Board at each meeting. Wbg gave a presentation to the Board on 3rd February 2025. The risk register has been refreshed following dissolution so that it is now NCL only with all risks reviewed.
- **To work with the senior team at NCL to ensure members have sufficient and appropriate information to enable them to participate in discussions at the Board and in committees;** Senior managers are in attendance at all committee and Board meetings to provide support to Board Members. Chairs of Committee and the Board encourage participation in meetings and in the work of the Board. For example, the CSAO has reviewed its format and has agreed to have a theme at each meeting and presentations on the theme.
- **To consider better interaction between the Board Committees on key issues** especially in relation to finance and risk where crossover meetings between the Finance and Audit and Risk Committees could be beneficial; RGP papers on estates, IT, and ICT development are now included on the Finance Committee agenda as standard items. This was reviewed by the Chairs committee on the 24th March 2025 and will be reviewed again through the RGP committee.
- **How to involve more Board members in important matters;** Board Members have attended key events, key meetings with the SFC, participated in key procurements and in recruitment

of key senior officers. There will be a Board Calendar of Events which will facilitate further engagement

- **Having strategy sessions outwith the regular Board meetings** which of necessity are heavily laden with process issues leaving little time for discussion and the generation of new ideas; further to strategy events in 2024 and a familiarisation event there have been two strategy events in 2025 on the 3rd February and on the 3rd November.
- **Closer collaboration between the Lanarkshire colleges and the region's agencies;** there are close links with local agencies in any case but the undergraduate school in particular has forged closer links with UWS and with the local authorities with the participation of schools over this year. There is also the SMART Hub with the University of Strathclyde and North Lanarkshire Council. There has been the recent launch of the Brain Health Hub and this is a partnership with Alzheimer's Scotland and collaboration with NHS Lanarkshire and also with a range of companies through the Learning Swell. A partnership paper will come to the Board on the 8th December 2025.
- **Setting a defined annual meeting date for the Remuneration Committee;** This is an ad hoc committee of the Board. It has met throughout the year to consider a number of issues. The Committee will meet to review a number of issues including the setting of an annual date.
- **To review how papers are presented to the Board and to ensure there is a cover sheet setting out the context with clear direction for the Board on the action needed.** Progress has been made with papers now being posted on Teams and cover sheets being used by senior managers and this will be further promoted and is in the 2025/26 plan.



FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum and Student Affairs and Outcome		
Presented by	Nicola Mulholland		
Author/Contact	Nicola Mulholland	Department / Unit	SMT
Date Created	February 2026	Telephone	2734
Appendices Attached	Developing the Young Workforce/School College Partnership/ Undergraduate School		
Disclosable under FOISA		Yes	

1. PURPOSE

To update CSAO on all School-College Partnership Activity and Undergraduate School Developments.

2. BACKGROUND

This paper gives a detailed overview of the core School-College Partnership Activity that operates across the college. NCL has worked in partnership with local authorities for a number of years to support young people to engage with vocational education and provide opportunities for these individuals to experience work-based learning in a variety of modes.

In addition, the paper will also provide information on the progress and development of the Undergraduate School and all related activities. As a new initiative launched in AY2024/2025, the Undergraduate School is a key strategic objective for NCL and building capacity for the future.

3. DETAIL

New College Lanarkshire offer a varied programme to schools in five Local Authorities: North Lanarkshire, South Lanarkshire, East Dunbartonshire, Falkirk and Stirling. Our courses range from level 1 to level 7 and cover over thirty disciplines. For AY 2025/2026, we have 1718 pupils from 120 class groups, bringing in a current total of 6547 credits and an estimated separate income of circa £400k.

The Undergraduate School offers both full-time and part-time study options across 13 undergraduate course options. Almost all of our higher education students now have a degree pathway at NCL with multiple entry points to support articulation from a variety of different NCs and HNC/Ds.

4. BENEFITS AND OPPORTUNITIES

- Recruitment to FT college programmes.
- Enhanced reputation in our local communities.
- Fulfilling national agenda obligations.
- Participating in the widening access agenda.

5. STRATEGIC IMPLICATIONS

The Board retains an overview of NCL activity in the interests of good governance.

6. RISK

Pupils will not sustain the course, which will lead to low PIs.

Pupils will not progress on to full time programmes.

Pupils do not have the correct entry requirements.

Students will not sustain their place on an undergraduate programme.

Competition from partner HEIs.

Challenges with regards to infrastructure across Lanarkshire to allow for travel to our main campuses.

7. FINANCIAL IMPLICATIONS

It is hoped that these courses will be feeder courses for the full-time programmes of the future.

The Undergraduate School provides an alternative income source for the college and scope for growth both locally and internationally.

8. LEGAL IMPLICATIONS

There are no legal implications.

9. WORKFORCE IMPLICATIONS

There are no workforce implications.

10. REPUTATIONAL IMPLICATIONS

Engaging with pupils from our local communities can help to enhance and improve our reputation.

11. EQUALITIES IMPLICATIONS

There are equalities implications.

CONCLUSIONS/RECOMMENDATIONS

CSAO are asked to note the information contained in this report and raise or discuss any issues which may prevent publication.

1. INTRODUCTION

- 1.1 This paper seeks to provide an update on the School-College Partnership Activity for academic year 2024 – 2025.

2. North Lanarkshire and East Dunbartonshire

- 2.1 The S3-6 vocational courses and delivered in partnership with North Lanarkshire Council and East Dunbartonshire Council.

- 2.2 Table 1: S5/6 Vocational Programmes:

S5/6 Vocational Courses

Course Title	Location	No's Enrolled 2025/2026	No's Withdrawn 2025/2026
Early Learning & Childcare	Cardinal Newman	16	0
Early Learning & Childcare	St Aiden's	20	2
Early Learning & Childcare	Cumbernauld	16	2
Early Learning & Childcare	Coatbridge	16	1
S4 Early Learning & Childcare	St Ambrose	19	4
Criminology	St Andrew's High	16	1
Make-Up Artistry	St Aidan's	14	3
Beauty Care	Coatbridge	17	4
Beauty Care	OLHS M	14	1
Beauty Care	St. Andrew's	9	0
S4 Beauty Care	St. Andrew's	15	0
S3 Beauty Care	St. Andrew's	16	1
SFW in Hairdressing	Kirkintilloch	15	1
S3 Hairdressing	Kirkintilloch	14	2
S4 Hairdressing	Kirkintilloch	15	1
S4 Hairdressing	St Ambrose	15	1
L6 Sports Coaching, Health and Fitness	Kirkintilloch	16	0
L6 Exercise and Fitness Leadership	Broadwood	15	0
L5 Football Performance A	St Maurice's	14	1
L5 Football Performance A	St Maurice's	16	3
Football Performance S3 St Maurice's A	Broadwood	28	2
Football Performance S3 St Maurice's A	Broadwood	14	1
Football Performance S4 St Maurice's	Broadwood	22	0
Wednesday Sports Course 9-12 noon	Ravenscraig	16	0
Wednesday Sports Course 1-3pm	Ravenscraig	12	0
L6 Engineering Design Challenge	Motherwell	16	0
L4 Hospitality	Motherwell	7	3
Intro to Scots Law	Motherwell	15	4
Total		438	38

2.3 There has been a 28% increase in students enrolled on vocational programmes in S3-6 vocational programmes for 2025/2026, however, there has been an additional six classes added to this provision. Current retention is 91%, which is a 1% improvement on this time last year. It is our ambition to keep retention above 80% for this year.

2.4 There is some great success with some classes having no withdrawals to date.

3.1 Our ASN courses are delivered in partnership with Buchanan High School.

3.2 Table 3: ASN Courses Buchanan High:

ASN Courses

Course Title	Location	No's Enrolled 2025/2026	No's Withdrawn 2025/2026
Digital Media	Buchanan High	10	0
Early Learning & Childcare	Buchanan High	10	0
Hairdressing	Buchanan High	10	0
Hospitality - Wed	Buchanan High	10	2
Hospitality - Fri	Buchanan High	11	1
Sport & Fitness	Buchanan High	8	0
Total		59	3

3.3 Buchanan High have a great partnership with us: the pupils are very engaged and many of them progress into college upon leaving school. We are no longer able to accommodate the request for Vex Robotics.

3.4 There is dip in enrolments this year, mainly due to being unable to accommodate the request for Vex Robotics, however withdrawals have improved and retention is 95%.

4.1 Our HNC Schools Pathway is delivered in partnership with North Lanarkshire Council.

4.2 Table 5: HNC Schools Pathway:

HNC Schools Pathway

Course Title	Location	No's Enrolled 2025/2026	No's Withdrawn 2025/2026
Cyber Security	Motherwell	17	2
CADD	Motherwell	11	0
Business	Coatbridge	19	0
Social Science	Coatbridge	17	0
Total		64	2

4.3 There has been an increase in the number of enrolments this year by 15 pupils, mainly due to the addition of two new pathways in Business and Social Science. Cyber Security has reduced numbers enrolled by three pupils and there has been a significant dip in the numbers for CADD, which is now a two-year trend. Current retention is 97%, a 5 % increase on this time last year.

4.4 All HNC pathways have either hosted or are going to host a parents' evening in the current weeks to promote progression pathways, particularly on to Y2 degree programmes in Cyber Security and Business. The overall applications from our HNC Schools Pathways are at 13 to date.

5.1 Our extra-curricular programmes are delivered in partnership with North Lanarkshire Council and Hamilton Grammar.

5.2 Table 6: Extra-curricular Activity:

Extra-curricular Activity

Course Title	Location	No's Enrolled 2025/2026	No's Withdrawn 2025/2026
FF BSL	St Ambrose	16	1
NQ Level 4 Into to Dance	Hamilton Grammar	23	0
Total		39	6

5.3 L4 Into Dance is a partnership directly between the Music Industries and Performing Arts Department and Hamilton Grammar. There is 100% increase on enrolments from last year with retention remaining at 100%.

5.4 We no longer accommodate the Vex Robotics programme that we delivered in the evening to North Lanarkshire Schools.

5.5 There has been in a significant reduction in the number of extra-curricular courses that NCL delivers, equating to almost a 50% reduction in headcount in 1 year. This is mainly due to changes in direction regarding Future Friday activity across North Lanarkshire and the removal of programmes associated with DYW Live.

6.1 Foundation Apprenticeships are offered in partnership with North Lanarkshire Council, South Lanarkshire Council and Skills Development Scotland.

6.2 Table 7: Foundation Apprenticeships:

Foundation Apprenticeship Courses

Course Title	Location	No's Enrolled 2025/2026	No's Withdrawn 2025/2026
FA – Social Services Children & Young People	Cumbernauld	19	6
FA – Social Services Children & Young People	Motherwell	14	0
FA – Social Services & Healthcare	Motherwell	23	0
Construction	Cardinal Newman	14	3
Construction	Bellshill Academy A	11	1
Construction	Bellshill Academy B	13	4
Construction	OLHS A	15	2
Construction	OLHS B	11	2
Construction	Coatbridge A	14	3
Construction	Coatbridge B	14	3
Construction	St Aidan's High A	13	1
Construction	St Aidan's High B	15	6
Construction	Greenfaulds	13	2
FA – Engineering Y2	SLC	11	0
FA – Creative & Digital Media	NLC	10	0
	Total	210	33

6.3 There has been an increase in the total number of enrolments for Foundation Apprenticeships by a total of two pupils. There has been an increase of two for the SLC Engineering Y1 intake and we have managed to recruit for the first time to all planned nine Construction classes. This being said, we have reduced the number of classes for Social Services Children & Young People by one. There has also been a significant reduction in average class size in the Construction classes, with only four out of five classes recruiting to target.

6.4 Overall retention for Foundation Apprenticeships is 85%, which is the same as this time last year. This being said, however, there has been significant increase in the retention rate for Construction: retention for these programmes is 80%, which is an 8% decrease on this time last year. This equates to 27 pupils in total across all Construction programmes, however, it should be noted that 26 of these withdrawals were processed before the first milestone payment at the end of September.

6.5 Our Foundation Apprenticeships Programmes will continue to be included in our Apprenticeship Awards to celebrate Scottish Apprenticeship Week. There will be one winner awarded Apprentice of the Year for each framework we deliver.

7.1 Our Supported Learning Department work with ASN schools in North Lanarkshire, South Lanarkshire, Falkirk, Stirling and East Dunbartonshire.

7.2 Table Support Learning School Programmes:

Supported Learning

Course Title	Location	No's Enrolled 2025/2026	No's Withdrawn 2025/2026
Steps to Work	Motherwell	29	2
Supported Link	Motherwell	34	3
Partnership Link	Coatbridge Cumbernauld Motherwell	63	9
L4 Hospitality	Motherwell	13	0
Total		139	14

- 7.3 These programmes are designed to support enhanced transition pathways for some of the most vulnerable learners in our society. Throughout the year, students visit our college sites to ensure that they become comfortable and confident with college staff and the environment to ensure the successful transition to a college course once they leave school.

Numbers are up for AY2025/2026, with an increase of 29 pupils. This is mainly due to a reconfiguration of activity across the campuses and an additional class. Retention rates have increased, however, last year to date, retention was 100%, but this year it is 90%. To support efficiency of delivery in these programmes, nine pupils were infilled in January across three programmes in Partnership Link.

- 8.1 Our Access and Progression Department works with a variety of schools across North Lanarkshire, South Lanarkshire, Falkirk, Stirling and East Dunbartonshire.

8.2 Table: Access and Progression Courses:

Access and Progression

Course Title	Location	No's Enrolled 2025/2026	No's Withdrawn 2025/2026
Winter Leavers	All campuses	30	0
School Link K	Kirkintilloch	13	0
St Philip's School Partnership	Motherwell	19	0
School Link MW	Motherwell	121	0
School Link CB	Coatbridge	29	0
School Link CU	Cumbernauld	73	0
Total		285	0

- 8.3 School Link courses have been delivered by the college for a number of years and provide those who are disengaged with school or who require an alternative curriculum to attend college and compete taster sessions in lots of different subjects, including vocational disciplines, such as construction.

There has been an increase of 51 pupils enrolled across all of these courses, despite there being a reduction in those attending Winter Leavers courses of ~20. This is mainly due to a reconfiguration of activity across the campuses. Retention rate for these courses is 100%, 8% up on this time last year.

- 8.4 The Access and Progression Department also work directly with schools to provide transition programmes and personal development courses for pupils with SEBN and other additional support needs.

- 9.1 The Gradu8 Programme is delivered exclusively from our Motherwell campus in partnership with South Lanarkshire Council.

- 9.2 Table: SLC Gradu8 Programme and Winter/Summer Leavers:

South Lanarkshire Council Gradu8 Programme

Course Title	Location	No's Enrolled 2025/2026	No's Withdrawn 2025/2026
Beauty A	Motherwell	16	0
Beauty B	Motherwell	15	6
Construction A	Motherwell	13	1
Construction B	Motherwell	13	1
Construction C	Motherwell	13	0
Construction D	Motherwell	9	0
Construction E	Motherwell	11	5
Construction F	Motherwell	11	3
Creative and Digital Media	Motherwell	14	0
ELCC	Motherwell	19	1
ELCC	Motherwell	17	3
ELCC	Motherwell	16	2
ELCC	Motherwell	11	2
Engineering A	Motherwell	16	0
Engineering B	Motherwell	13	2
SWAP Engineering	Motherwell	4	0
Hair and Barber	Motherwell	12	5
Hair and Barber	Motherwell	12	1
Hair and Barber	Motherwell	13	0
Health and Social Care	Motherwell	17	5
Hospitality	Motherwell	14	1
Hospitality	Motherwell	15	6
Hospitality	Motherwell	2	0
Make up Artistry A	Motherwell	13	2
Make up Artistry B	Motherwell	12	2

South Lanarkshire Council Gradu8 Programme (cont).

Course Title	Location	No's Enrolled 2025/2026	No's Withdrawn 2025/2026
Sports Fitness (Ravenscraig)	Motherwell	16	6
Sports Fitness (Ravenscraig)	Motherwell	11	1
UES A	Motherwell	19	1
UES B	Motherwell	11	2
Winter Leavers Engineering	Motherwell	14	6
Winter Leavers Construction	Motherwell	15	6
Summer Leavers Engineering	Motherwell	13	0
Summer Leavers Construction	Motherwell	13	0
Total		422	70

- 9.3 South Lanarkshire Council (SLC) have expanded their provision and the pupils are well supported by the Gradu8 team whilst they are in college. Class size vary in numbers and discussions are underway with SLC regarding this and, perhaps, reducing multiple classes in some subject areas.

For AY2025/2026, the decision was made to reduce the number of classes on offer because of historic poor recruitment. There has been a reduction in three core classes and two leavers class in each semester. The Sports Winter/Summer Leavers choice was no longer viable and those who would usually enrol in the Creative Winter/Summer leavers pathway are now infilling in to the Independent Link in Access and Progression. While this has led to a reduction of 121 pupils overall, the current retention rate for the Gradu8 programmes is 84%, which is up 2% on this time last year (27 less withdrawals in total to date).

- 9.4 In addition to this programme there is a partnership with Strathclyde University's Engineering Academy, which sees the pupils attend college two afternoons per week and study the SWAP Access to Engineering course. This is a very successful course with the pupils progressing on to our HNC Engineering.

10.1 Other School-College Partnership Activity.

10.2 Career Events.

To date, we have been present at 28 school career events across Lanarkshire, East Dunbartonshire, West Lothian, Stirling and Falkirk. In addition, we are planning a series of spotlight events on strategic areas for recruitment, reaching out to key influencers across North Lanarkshire in the first instance. There will be one each month from February onwards, promoting subject areas such as Dental, Health and Social Care and the Lanarkshire Business School.

10.3 CAD School Engagement.

Building on last year's success, Vivien Townsley, CADD Lecturer, once again, organised for schools to come to NCL to engage with CAD activities. 440 students across 22 schools in North and South Lanarkshire attended our Motherwell campus over three days. The students took part in hands-on CAD activities including 3D house modelling in Revit, LEGO and car design using Inventor and a team-based spaghetti-and-marshmallow tower challenge. The event aimed to inspire S2 pupils to choose Graphic Communications and return to NCL in the future to study one of our CAD courses.

10.4 East Dunbartonshire.

East Dunbartonshire Council has agreed to offer two HNCs to school pupils in their region. Delivery will take place on our Kirkintilloch campus from August 2026. Both HNC Business and Social Science are currently being recruited to across the region with numbers to be confirmed in May 2026. In addition, a Winter Leaver's programme, facilitated by Access and Progression, will be on offer to run from August 2026. This will also be delivered from our Kirkintilloch campus. To support our Built Environment and Engineering Academy ambitions, two school's sites have been confirmed for Construction delivery from August 2026 and planning is underway for this. Other discussions are also taking place with East Dunbartonshire regarding post-school employability programmes from August 2026 to boost footfall in our Kirkintilloch campus.

10.5 Full-time Post-school Construction Programme in Hamilton.

As a result of our relationship with the vocational team at South Lanarkshire, we have a full-funded, full-time Construction programme being delivered in Hamilton. In a bid to secure positive destinations for those Winter Leavers leaving school with ambitions to enter in to the construction sector, South Lanarkshire has granted us permission to use workshops in the Hillhead Industrial estate and is fully funding all teaching on the programme.

11.1 Undergraduate School Update.

11.2 Figures to Date:

Full-time Degree Students

Total Enrolled	Enrolled to Date	Retention
306	279	91%

Part-time Degree Students

Total Enrolled	Enrolled to Date	Retention
60	0	100%

Nine of the degree courses within the Undergraduate School have had no withdrawals to date.

11.3 Robertson Trust.

We are proud to confirm that 12 of our Undergraduate School students were successful in their application to receive a new Articulation Scholarship from the Robertson Trust. The Robertson Trust approached us to partner with them to pilot a new type of scholarship that they were launching to support individuals who complete a degree within a college setting. This means that our students will get an additional 4k of funding for the remainder of their degree journey, as well as the wrap around support from the Robertson Trust.

11.4 Awards.

The Undergraduate School won Highly Commended in the recent CDN Awards in December 2025. The Changemaker category was hotly contested this year, with CDN remarking that 2025 had witnessed a record number of submissions for the awards.

Mark Anderson, a graduate of the Undergraduate School BA school won the prestigious University West of Scotland Court Medal for their 'outstanding performance' in the BA in Business & Sustainability. The Court Medal is the highest academic honour bestowed by UWS, and it recognises 'exceptional achievement and dedication throughout an undergraduate degree'.

11.5 2026/2027 Recruitment.

The spreadsheet shows recruitment to date for 2026/2027 with some programmes already over their recruitment target. There are some programmes that are still to begin recruitment and a there a few programmes that are a cause for concern. Additional capacity within the Brand team means that there is campaigns underway focusing on: Social Science, Collaborative Health and Social Care and Business Enterprise and Marketing. In addition, there is some market research being undertaken in to alternative modes of delivery for both Dental Nursing and Collaborative Health and Social Care to support in-work attainment of these to these degree pathways. The Robertson Trust had made 28 scholarships available across three partner institutions, with NCL securing 13 in total (almost 50%).

New pathways for 2026/2027 have been secured for:

- BA Law Y3;
- BA Creative Practice (replacing BA Filmmaking and Scriptwriting);
- BA Business Y2 (feeder for BA Business and Sustainability).

It has been agreed that these can now recruiting (subject to approval), but it is hoped that it would increase FTE target to ~400 (not including PT).



Degree	Target	No. of Live Applications	Applied	No. of Conditional Offers	No. of Conditional Acceptances	No. of Unconditional Offers	No. of Unconditional Acceptances
BSc Computer Networking	12	6	1	1	4	0	0
BA Childhood Practice	0	0	0	0	0	0	0
BA Accountancy	15	20	0	0	20	0	0
Creative Practrice Y3	15	0	0	0	0	0	0
BA Business with Sustainability	16	15	0	1	14	0	0
BA Business with Sustainability Hons	10	5	0	0	5	0	0
BEng Cyber Security Y3	25	26	0	0	26	0	0
BEng Cyber Security Y2	25	34	0	0	34	0	0
BA Social Sciences Y3	12	9	2	0	6	0	1
Business Enterprise with Marketing Y2	15	1	1	0	0	0	0
Business Enterprise with Marketing Y3	15	1	1	0	0	0	0
BSc Digital Development with...	15	23	0	0	23	0	0
BA Music Performance	15	7	7	0	0	0	0
BA Music Performance (Hons)	7	1	0	0	1	0	0
BA Music Sound Production	15	15	2	0	13	0	0
BA Music Sound Production (Hons)	8	5	0	0	5	0	0
BSc Dental Nursing Y1	60	16	4	0	12	0	0
BSc Dental Nursing Y2	25	2	1	0	1	0	0
BSc Dental Nursing Y3	15	10	1	5	4	0	0
BSc Collaborative Health and Social Care Y2	25	13	2	0	11	0	0
BSc Collaborative Health and Social Care Y3	12	5	0	1	4	0	0
BSc Collaborative Health and Social Care Y4	20	0	0	0	0	0	0
Totals	377	214	22	8	183	0	1