

**Agenda: NCL Board Curriculum, Student Affairs and Outcomes (CSAO) Committee
31st August 2026 at 12.30pm – Coatbridge Campus and on line Via Teams**

- 1. Chair's welcome**
- 2. Apologies for absence**
- 3. Declarations of Interest**
- 4. Minute of CSAO Meeting 19th May 2026 (FA) Minutes Posted**
- 5. Matters Arising (FI)**
 - 5.1 Committee Name Verbal Update – BP**
 - 5.2 Green Skills Gap Verbal Update – JR**
 - 5.3 Student Outcomes Verbal Update – RG**
 - 5.4 Student Feedback Paper Posted – JL**
 - 5.5 National Qualification Results Verbal Update – JL**
- 6. Modern Apprenticeships (FI) Paper Posted – JL**
- 7. Student Association (SA) Report (FI) Verbal Update – JA**
- 8. Quality Assurance Authority/TQER (FI) Paper Posted – JL**
- 9. Committee Updates (FI)**
 - 9.1 Strategy 2030 – Implementation and Feedback Verbal Update – 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 Recruitment Tracking 2026/2027 Paper Posted – NM**
 - 9.5 Complaints Report Paper Posted – JL**
 - 9.6 College Leaver Destinations Paper Posted – JL**
 - 9.7 NCL News Summer 2026 Paper Posted – JL**
- 10. Approval of Publication of Committee Papers (FA) Verbal Report – BS**
- 11. AOB**
- 12. Date of Next Meeting of the New College Lanarkshire Board: The scheduled date for the next meeting is Monday 9th November 2026 at the Cumbernauld Campus and on-line.**

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, JA = Joel Alvarez, Student President
NCL, BS = Board Secretary, RG = Ronnie Gilmour; ES = Elliot Scott



**Minute: NCL Curriculum and Student Affairs and Outcomes Committee (CSAO)
12.30 19 May 2026 at Motherwell Campus and via Teams**

Present: Barbara Philliben (Chair), Ruth Allison (Academic staff representative), Christopher Moore,

Apologies: Elizabeth Arogbafa, Chelsea McCue (NCL Student Association and Wellbeing Volunteer),
Ronnie Gilmour Delphi Parker, Joanne Rosie

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

1. Chair's welcome

Barbara Philliben (BP) opened the meeting and introduced herself as the new Chair of the CSAO and welcomed Ruth Allison to her first meeting. BP thanked members for accommodating her request to change the date of this meeting on this occasion.

2. Apologies for absence

As noted above.

3. Declarations of Interest

Jennifer Lowe declared that she is the Chair of the Cumbernauld Nursery Board. Ronnie Smith declared his place on the Board of AMCOL, and that he was Chair of Fusion Assets. He indicated he was now Chair of the Hamilton PIP (Pride in Place) Initiative

4. Minute of the CSAO meeting 16 February 2026

The minute was agreed.

5. Matters arising:

- 5.1 Green Skills Gap:** Christopher Moore (CM) reported that following his meeting with ScottishPower representatives reported at the last meeting he was hoping to catch up with Joanne Rosie (JR) to take forward discussions on the Business Leadership degree through The Learning Well. It was unfortunate that JR was unable to attend this meeting. Ronnie Smith (RS) advised that he had spoken to her recently and JR had advised that it was proving difficult to pinpoint the right people at SP but she would continue to pursue this.

Action: CM/JL to update the CSAO at its next meeting.

- 5.2 Retention rate in Construction Programmes** (para 6.4 in her report for the previous meeting of the CSAO): Nicola Mulholland (NM) said this had been done.

- 6. Student Association Report:** Delphi Parker (DP) had sent her apologies for this meeting and no paper had been submitted. This was to have been DP's last CSAO meeting. Members would be able to thank her for her contribution at the Board meeting on 8 June.

The usual voting arrangements for the next NCL Student President are currently in hand. CM said that the new Student President would be made aware of their obligations to the CSAO and the value of their contribution.

Diane McGill (DMcG) said that as a regional college there are places on the Board for 2 student representatives. JL said that NCL was developing a Student Council and that representatives



could be sought through that. The job description focuses on TQEF (Tertiary Quality Enhancement Framework) requirements.

7. **SEAP:** NCL's submission to SFC had been made by the closing date. At the OFAM (Outcomes Framework and Assurance Model) meeting in March SFC had given positive feedback on NCL's submission. The students who were involved in this meeting performed well. Earlier in the month there had been a Liaison Meeting as part of the Scottish Tertiary Quality Evaluation Framework (TQEF) at which a plan for the external review next year was discussed. NCL is awaiting feedback. Heads of Departments are having an awayday re departmental strategies next year.

8. **Themes**

8.1 **HMle External Review of Modern Apprenticeship Delivery by NCL – Report by HMle 21 April 2026**

JL reported that a team of 10 from HMle had visited the College in February; they spoke to members of the Executive Board, the Chair, staff and students. They made classroom visits and off-site visits to students. The occupational areas covered in the inspection were engineering, automotive, dental health, social care and business.

The new self-evaluation framework was introduced in September 2025. NCL had already set up a Community of Practice for Work-Based Assessors to encourage the sharing of best practice.

The report noted some highly effective practice but also a number of challenges.

Following informal feedback from the Review NCL took immediate action was taken to address areas of weakness identified by HMle. An Action Plan was put in place and JL met with the lecturers on what went well and what had not gone as well as expected. As a result, a list of actions was drawn up including the recruitment of a unique Work-Based Assessor (WBA) Project Management post within Engineering to strengthen leadership capacity and enhance MA delivery. Other measures include mandatory briefing sessions and workshops for Work-Based Assessor staff have strengthened staff understanding of KPI data, reinforced how MA provision contributes to the delivery of NCL's Strategy 2030 and clarified expectations regarding their role in achieving strategic priorities. Regular meetings and updates have been scheduled for Heads of Departments involved in MA delivery. HMle will pay a return visit to NCL in within 6 months.

RS commented that NCL's response to HMle's findings had been excellent but that it was important to acknowledge the problems which had arisen. JL confirmed that staff were fully engaged with the recovery plan. She said that some changes are already evident but agreed that it will take time to embed the full suite of remedial actions.

RS asked if further action would be required and supported the development of the Institute of Apprentices and an alumni. JL advised that she was working with Heads of Departments on absence management.

BP said that while it was important to acknowledge the weaknesses, areas of good practice must be appreciated as the trend is positive and the CSAO is keen to see progress.

RS said that he was confident that NCL's senior management could remedy this situation.

BP asked what NCL's target outcomes for the apprentices is, to which CM responded that it had to be the national average at the very least; below this was unacceptable.

BP commented that especially with regard to technical areas such as automotive, construction and engineering that it was possible that the wider job role had not been appreciated. JL said that the actions now in place would address understanding the self-evaluation process and expectations.



JL and BP agreed to meet at a later date to discuss the types of reports which would be helpful for the CSAO and when would be most useful for the committee to receive them.

Action: BP and JL to meet to discuss reports for the CSAO

BP suggested further development of NCL's relationship with employers involved with MAs to help promote the positives. CM said that the relationships with employers are good but that he would not expect them to understand the complexities of the current self-evaluation process.

BP concluded that there was no action for the CSAO on this at the current time. JL will update the Board at its meeting in June. HMIE inspectors felt it was not necessary for them to be represented at the Board or the CSAO Committee and indicated that they were content for JL to give feedback on the HMIE review.

9. Committee Updates

9.1 Strategy 2030 - implementation and feedback

ES reported on his spreadsheet on Strategy 2030 KPIs and how he would report progress to the relevant Board committee. The overall objective is to ensure that all areas in the College achieve at least the national average set out in the Baseline 24/25 and reviewed each year. Targets will be ambitious and will encourage focus and drive towards their achievement.

9.2 Students, Education, Learning and Teaching Update

JL spoke to her paper and highlighted 3 major campaigns which, under Strategy 2030 are driving student outcomes:

- Prepared for Work, Ready for Life Campaign to develop work-ready graduates;
- Teach Less, Learn More Campaign investing in teaching improvement to maximise student learning;
- You Belong Here Pledge.

SELT has developed a Staff Guidance Handbook aligned with the core provisions of TQEF (Tertiary Quality Enhancement Framework) and provides a visual representation of all the campaigns. SELT is supporting the 'NCL's Got Talent' event scheduled for 19 June. This year there is a strengthened focus on health and wellbeing and aims to extend the student experience beyond the classroom.

9.3 Developing the Young Workforce and Undergraduate School Update

Nicola Mulholland (NM) spoke to her paper and highlighted:

School-College partnership:

There has been increase of overall enrolments in 2025/2026 of 15 pupils, mainly due to two new programmes this year in Social Science and Business. HNC Social Services was removed from the portfolio for 2025/2026 due to poor KPIs in the previous academic session.

The number of pupils withdrawing early has stayed the same at 2 in 2025/2026. There was only 1 further withdrawal in 2025/2026.

There is 100% retention in HNCs in Social Science, Business and CADD.

RS asked NM about the role of SDS in relation to college referrals. NM reported that she had been made aware that college referrals were apparently not considered appropriate until the new year detracting from all the work undertaken by NCL with schools, students and parents in the autumn term. The meeting agreed that this could be partly attributed to the focus on the



complexities of the UCAS application process in addition to the traditional nature of education departments.

Events: NCL hosted the regional final for the Creating Engineers Competition in collaboration with the Glasgow Science Festival and the University of Glasgow. This event gives P5 and P6 pupils a chance to demonstrate their creativity, design and build skills by solving set engineering challenges. NCL hosted 24 pupils from 12 different schools across Lanarkshire on 1 May in Motherwell, as well as associated teachers and parents. Six staff members were judges on the day and there will be opportunities to host future regional finals.

Undergraduate School Update: NM reported that UGS continues to excel: overall retention for full time degree programmes is 88.2% and for part time degrees 95%.

- 9.4 2026/2027 Recruitment:** there are 443 students in the system already while some programmes have not started recruiting. One programme has been withdrawn, 'Business Enterprise and Marketing', but NCL is considering modularising this degree and delivering through The Learning Well.

RS asked about the launch of the UGS Blantyre Campus but was advised that both UWS and NCL were keen to ensure the involvement of a high-profile politician so were content to wait until the new Cabinet Secretary and Ministers are announced following the recent Scottish election.

9.5 Complaints Report

JL spoke briefly to her paper and asked the CSAO how they wished to see the information presented: annually, key themes, action plans?

CM said that if the figures were presented quarterly or annually, SPSO requirements must be met.

BP suggested an overview of complaints, actions taken, lessons learned including seasonal effects would be useful. While the numbers are low it does not preclude underlying big issues.

RS commented that the Board needs to scrutinise complaints made against it.

BP suggested that JL should check with the SPSO and bring recommendations to the next meeting of the CSAO.

Action: JL to check with SPSO their requirements and to bring recommendations to the next meeting of the CSAO on ways to achieve this.

9.6 NCL News Spring 2026

JL introduced the document put together by Daniel Byron, Brand Trainee. Members of the CSAO welcomed this development and said that the collation of success stories was a quick informative easy read for busy Board members. JL highlighted that the good news stories included staff achievements and offered congratulations to new Board and CSAO member Ruth Allison on completing her BA in Business and Leadership. The cohort will graduate in the summer at UWS.

Action: NCL News document to be distributed at board meeting on 8 June.

10. Approval of Publication of Papers

- i) Agenda of the meeting 19 May 2026
- ii) Minutes of the meeting of 16 February 2026
- iii) Committee updates



11. AOB

‘A Guide to Scots Law’: This widely welcomed publication is the result of a collaborative project with HND Legal Services students from NCL, Crimestoppers, Scottish Refugee Council, Scottish Government and Police Scotland. In recognition of the work the college has done, CM reported that he and the NCL law lecturers have been invited to a memorial lecture being given by Lord Doherty, Justice of the UK Supreme Court, during the period the UK Supreme Court sits in Glasgow for the first time.

The CSAO congratulated CM on the College’s recognition for its excellent work. BP asked about distribution of the publication and suggested that public libraries could be a useful outlet.

12. Date of next meeting: the next meeting of the CSAO will be held on **Monday 31 August 2026** at 12.30 at the Coatbridge Campus and via Teams.

Student Satisfaction & Engagement Survey Report

Session 2025/2026

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Survey Rationale & Methodology

The Scottish Funding Council (SFC) require all Colleges to distribute the Student Satisfaction & Engagement Survey (SSES) as a means to evaluate and enhance college provision in Scotland. The survey provides a national approach to monitoring student satisfaction and engagement in Scotland's College and annual guidance issued by SFC¹ to colleges includes the selection criteria and questions. Statement 1 from the SSES 'Overall, I am satisfied with my college experience' will be used as a measure under the Outcomes Framework & Assurance Model.

The survey is directed at students on a programme of study that are four credits or more and includes coverage of full and part-time groups including school pupils. Data collected is analysed on level and student mode of attendance.

SFC do propose online completion of the survey by students and to facilitate this online links are distributed via MyDay 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.

Departmental completion rates in 2025/2026 and 2024/2025

Department	Actual Response 2025/26	Possible Response 2025/26	Response Rate % 2025/26	Response Rate % 2024/25
Access & Progression	296	426	69.5	80.6
Automotive Studies	164	499	32.9	52.6
Beauty, Aesthetics & Hair Design	325	518	62.7	59.7
Computing & Digital Technologies ²	530	787	67.3	61.4
Construction Trades Technology	518	913	56.7	72.1
Culinary Arts	97	178	54.5	53
Dental, Science, Health & Social Care	455	846	53.8	50.4
Education and Sport	407	783	52	61.7
Humanities	331	562	58.9	43.3
Lanarkshire Business School	204	329	62	69.1
Music Industries & Performing Arts	237	448	52.9	50.7
Supported Learning	211	274	77	88.7
Visual & Creative Arts	183	399	45.9	59.8
Total	3958	6962	56.9	60.8

Almost all Academic Departments achieved overall target of +50%, however two did not achieve target. Six Academic Departments increased the response rate to the survey from the levels achieved in 2024/25.

¹ [College Student Satisfaction and Engagement Survey Guidance 2025-26 - Scottish Funding Council](#)

Level and Mode of attendance completion rates

Level and Mode	Response Rate % - 2025/2026	Response Rate % - 2024/2025
Further Education – Full Time	64.6	71.88
Further Education – Part Time	42.5	46.24
Further Education – Distance/Flexible		31.43
Higher Education – Full Time	58.7	56.97
Higher Education – Part Time	55.2	62.03
Higher Education – Distance/Flexible		56.14
Overall Total	56.9	60.8

Complete rates in relation to campus

Campus	Response Rate % - 2025/2026	Response Rate % - 2024/2025
Broadwood	66.1	53.7
Coatbridge	58.6	58.7
Cumbernauld	59.1	67.3
Kirkintilloch	60.8	76.1
Motherwell	55.1	59.7
Online/Various		
Total	56.9	60.8

Satisfaction rates in relation to individual questions and level of study

Percentage of students agreeing with the statement.

Question	FE satisfaction %	HE satisfaction %	Overall satisfaction 2025/2026 %	Overall satisfaction 2024/2025 %
Overall, I am satisfied with my college experience	93	90.1	92.2	93.3
Staff regularly discuss my progress with me	88.9	85.5	87.9	87.4
Staff encourage me to take responsibility for my learning	94.8	94.7	94.8	96
I am able to influence the learning on my course	90.5	86.3	89.3	90.6
I receive useful feedback which informs my future learning	90.5	86.9	89.4	90.8
The way I am taught helps me learn	89.1	86.3	88.3	89.5
My time in college has helped me develop knowledge and skills for the workplace	91.7	90.1	91.2	92.5
I believe student suggestions are taken seriously	86.4	79.9	84.5	86.8
I believe all students are treated equally and fairly by staff	90.1	85.1	88.7	90.1
Any changes in my course or teaching has been communicated well	88.2	83.1	86.5	88
The online learning materials for my course have helped	87.1	88.8	87.6	88.2
I feel part of the college community	89.1	81.5	86.7	87.9
The college Students' Association influences change for the better (including don't know respond)	64.3	49.6	60	58.3
The college Students' Association influences change for the better (excluding don't know respond)	94.3	92.8	93.9	92.7

Actions to take forward

All Heads of Academic Departments were aware that the SFC would like all colleges to achieve at least 50% return rate and when this was not achieved feedback was requested from the Department. A summary of the feedback is below:

Are there any actions that the College, e.g. Quality Team/Students' Association/Learner Engagement could have taken that would have helped the Department achieve 50% completion of the survey?

As this is a student survey, it is felt that if it was student-led by the Students' Association it would raise the value and importance of the survey itself.

Sending the survey link directly to the students NCL email account and personal email account (used at the application stage) would assist with gathering information.

What additional actions could the Department have taken to enable the Department achieve 50% completion of the survey?

Although the Departments promoted the survey and encouraged students to complete it in class, it was felt that there was very little less to promote the survey.

Question 13 – “*The college Students' Association influences change for the better*” is the only question that has a don't know option response. The outcome from the survey was shared with the outgoing Students' Association, as well as the new Student President. For those students who knew about the Students' Association, the level of satisfaction to this question, was comparable to the other questions within the survey.

The profile of the Student Association is changed for session 2025 – 2026, with one Student President covering all campuses. The Student Association will continue with one elected Student President for session 2026 – 2027. Going forward, there will be a closer working relationship between the Students' Association and the Learner Engagement Teams based within the Wellbeing Academies to promote more jointly planned activities and highlighting the role of the Students' Association and how they influence change. Other activities organised by the Students' Association will be supported and promoted by the Brand Team, Heads of Department, Deans and Executive Team.

Additional questions

In addition to the survey question from the SFC additional questions were included in the study related to various services within the college. The response to these questions is not returned to the SFC, but shared with staff and can contribute to self-evaluation and review of services.

Satisfaction rates in relation to college devised questions and level of study

Percentage of students agreeing with the statement.

Question	FE satisfaction %	HE satisfaction %	Overall satisfaction 2025/2026 %	Overall satisfaction 2024/2025 %
The course information on the website accurately reflects the contents of the course I'm doing.	92.3	90.9	91.8	92
The IT resources and facilities provided have supported my learning well.	91.3	90.6	91.1	91
The College's MyNCL app is a useful tool in reporting absence, monitoring attendance, results, etc.	88.2	83.9	86.9	90
The library services (e.g. books, online services and learning spaces) have supported my learning well.	88.8	87.8	88.5	90
I know about the help I can get if I have a learning problem.	92.1	89.3	91.2	92
I know that I can get help from Student Services.	90.8	85.7	89.2	90
The support the college provides for my personal wellbeing is good.	90.5	86.3	89.2	91
The café/canteen provide a good range of food and service.	81.6	77.1	80.2	81
The College is an inclusive community where diversity is valued.	92.8	92.6	92.7	94



FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum, Student Affairs and Outcomes Committee		
Presented by	Jennifer Lowe		
Author/Contact	Michelle Hamilton	Department/Unit	Quality
Date Created	20 th August 2026	Telephone	2697
Appendices Attached	Modern Apprenticeships (MA) Report		
Disclosable under FOISA		Yes	

1. PURPOSE

To provide CSAO with an update on progress with the Modern Apprenticeship (MA) improvement action plan, including current performance, emerging impact, key risks and readiness for the HMIE return review.

2. BACKGROUND

CSAO has previously received an update on the outcomes of the HMIE external review and the improvement activity established in response.

Since the previous update, the College has moved into a clearer phase of implementation, monitoring and evaluation of impact.

Improvement activity has been consolidated within a central MA Project Plan, providing a single source of truth for strategic, operational and departmental actions, ownership, RAG status, progress and evidence.

3. DETAIL

The overall position continues to improve, with positive movement in apprenticeship achievement alongside stronger performance monitoring, departmental accountability and targeted intervention.

3.1 Achievement Performance

MA achievement has continued to improve:

Reporting Year	Achievement Rate
2024/2025	62.3%
2025/2026	70.4%
2026/2027 current in-year position at 19 th August 2026	86%

The current 2026/2027 position is based on **48 achievers and eight early leavers**. With 517 apprentices currently in training, this should be treated as an early in-year indicator rather than directly comparable with a completed-year achievement rate.

Current framework performance as of August 2026:

Framework	In Training	Achievers	Early Leavers	Current Achievement Rate
Engineering	159	7	2	78%
Automotive	146	9	3	75%
Security Systems	145	11	0	100%
Dental Nursing	23	12	1	92%
Business Administration	17	6	2	75%
Health & Social Care	27	3	0	100%
Total	517	48	8	86%

The direction of travel is encouraging. Achievement remains subject to close monitoring, particularly within frameworks that have historically experienced lower performance.

3.2 Performance Monitoring and Accountability

Monthly KPI Performance Monitoring meetings with Heads of Department have been embedded since April 2026, supported by Departmental Dean-level oversight.

The central MA Project Plan now brings together departmental actions, RAG status, evidence and progress updates, improving visibility and accountability.

Fortnightly engagement with SDS is also established, providing external support and challenge and helping identify any gaps in the College improvement response.

Departmental engagement continues to strengthen, with the priority now being consistent recording of actions, evidence and impact across all MA areas.

3.3 Retention and Apprentice Support

Targeted intervention for apprentices identified as at risk of withdrawal or underachievement has been strengthened.

A total of 67 Cheerful Chats have been completed, with findings reported to Heads of Department and Academic Leaders to support curriculum-level intervention.

The process continues to be refined to ensure findings are considered alongside Work Based Assessor support, progress reviews and other existing interventions.

Ready, Set, Apprentice also continues to support early engagement. Planned activity has been postponed due to low numbers, with alternative approaches being considered to ensure the programme remains accessible and effective, including digital options where appropriate.

3.4 Employer Voice, Data and Improvement Activity

An employer survey has been issued to more than 300 employer contacts. Feedback received has been positive; however, response rates remain low and further approaches to employer engagement are being explored.

The emphasis is now on demonstrating how employer feedback results in identifiable improvements to provision.

Work is also progressing to strengthen MA data and systems. National Insurance number recording has now been enabled, supporting future linkage with SDS/FIPS and development of enhanced MA dashboard functionality.

Tracking of early leavers and sustained destinations remains an area for further development.

Progress is also being made with meta-skills recording, with emerging practice in Health and Social Care and Dental being shared through the Work-Based Learning Community of Practice.

3.5 SDS Contract Performance

Performance against SDS KPL requirements is being monitored alongside achievement and quality measures.

Measure	August Target	Current Position
New Starts	71	77
Volume	£456,686	£322,191

The College has exceeded the August new-start target, and the Apprentice and Commercial Lead remains confident the volume target will be achieved by month end.

4. KEY PROGRESS SINCE THE PREVIOUS UPDATE

Key developments include:

- achievement increasing from 62.3% to 70.4%, with a positive early 2026/27 position of 86%;
- monthly KPI performance meetings and the central MA Project Plan now embedded;
- 67 targeted learner interventions completed;
- fortnightly SDS support and challenge established;
- employer voice, data linkage and destination tracking continuing to develop; and
- emerging effective practice in meta-skills recording being shared across provision.

5. BENEFITS AND OPPORTUNITIES

The strengthened arrangements provide a more consistent and evidence-led approach to MA performance and improvement.

Improved data visibility, regular KPI scrutiny and clearer departmental ownership provide greater opportunity to identify underperformance early, target intervention and share effective practice.

6. STRATEGIC IMPLICATIONS

Modern Apprenticeship provision supports the College's strategic priorities relating to skills, employment, economic development and employer responsiveness.

The strengthened focus on performance, learner support and employer voice supports a more evidence-led contribution to Strategy 2030.

7. RISK

The principal risk is that recent improvement in achievement and the strengthened improvement arrangements are not sustained or evidenced consistently across all MA frameworks ahead of the HMIE return review.

Areas requiring continued focus include:

- consistency of departmental implementation;
- employer response rates;
- destination tracking;
- data consistency;
- embedding of meta-skills practice; and
- framework-level capacity and performance.

8. FINANCIAL IMPLICATIONS

There are no direct additional financial implications arising from this report.

Performance against the SDS contract continues to be monitored, with management confident that the August volume target will be achieved.

9. LEGAL IMPLICATIONS

There are no direct legal implications arising from this update.

10. WORKFORCE IMPLICATIONS

Appropriate assessor capacity and ongoing staff development remain important to sustaining improvement.

Recruitment of an additional assessor within Fabrication and Welding has been completed, with caseload and capacity continuing to be monitored.

11. REPUTATIONAL IMPLICATIONS

Continued improvement in apprenticeship achievement and a strong response to the HMIE action plan are important to the College's reputation with apprentices, employers, SDS, HMIE and other stakeholders.

The improvement in the completed-year achievement rate, together with the positive early 2026/2027 position, provides an encouraging direction of travel.

12. EQUALITIES IMPLICATIONS

There are no new equalities implications arising directly from this report.

CONCLUSIONS/RECOMMENDATIONS

CSAO members are asked to:

- note the continued progress with implementation of the MA improvement action plan;
- note the improvement in annual achievement from **62.3% in 2024/25 to 70.4% in 2025/26**, alongside the positive early 2026/27 in-year position of **86%**;
- note the strengthened governance, performance monitoring, departmental accountability and SDS engagement arrangements; and
- note that further work will continue to focus on employer voice, destinations, data consistency, meta skills and sustained framework-level improvement ahead of the HMIE return review.



**NEW
COLLEGE
LANARKSHIRE**

Bringing **Education** Closer



FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum, Student Affairs and Outcomes Committee		
Presented by	Jennifer Lowe		
Author/Contact	Michelle Hamilton	Department/Unit	Quality
Date Created	20 th August 2026	Telephone	2697
Appendices Attached	TQEF and ILQR Update		
Disclosable under FOISA		Yes	

1. PURPOSE

To provide CSAO with an update on progress in developing and implementing the College's Institution-Led Quality Review arrangements within the TQEF.

2. BACKGROUND

During 2025/2026, the College has continued to align its existing and developing quality arrangements to create a more coherent approach to review, evaluation and enhancement.

The focus has been on establishing the framework, operational arrangements and evidence base required to support implementation during 2026/2027.

3. DETAIL

3.1 Review, Evaluation and Enhancement Framework

The Review, Evaluation and Enhancement Framework (REEF) has been developed as the College's overarching quality and enhancement framework.

REEF brings together the College's existing review, performance, student voice, assessment, scrutiny and enhancement activity within a single institutional cycle, providing a clearer line of sight from evidence and evaluation to action, impact and strategic assurance.

The framework is currently at final draft stage pending completion of the appropriate internal approval arrangements.

3.2 Institution-Led Quality Review

Two aligned ILQR routes have been developed:

- Academic ILQR, for academic departments and curriculum provision; and
- Student Experience Enhancement Review (SEER), for professional services contributing to the student experience.

Both models are enhancement-led and use evidence generated through annual monitoring, student voice, performance data and externality to support deeper periodic review. Operational toolkits have been developed for both routes, including self-evaluation, evidence requirements, panel arrangements, student participation, external review, reporting and enhancement planning.

3.3 Annual Evidence and Review Activity

Work has also focused on strengthening the annual evidence base that will underpin ILQR. CCRE, KPI/PI review, Course Assessment Panels, Strategising for Success, enhanced scrutiny, student feedback and external verification will provide cumulative evidence for future review activity.

This approach ensures ILQR builds on annual monitoring rather than duplicating it, consistent with QAA guidance.

Student partnership and externality are also being strengthened within the developing arrangements, including student reviewer participation and the use of the sparqs Student Learning Experience Model.

3.4 Current Position and Next Steps

The College is now moving from framework development into implementation and embedding. Priorities for 2026/2027 are to:

- complete internal approval of REEF and associated toolkits;
- confirm the Academic ILQR and SEER schedules;
- commence formal review activity;
- train panel members, student reviewers and external reviewers;
- strengthen consistency of self-evaluation and evidence;
- improve the use of longitudinal data and evidence of impact; and
- develop institutional thematic reporting to inform SEAP and governance.

4. BENEFITS AND OPPORTUNITIES

The developing arrangements provide an opportunity to create greater consistency across quality activity, reduce duplication, strengthen evidence-informed decision-making and improve the College's ability to demonstrate the impact of enhancement activity.

They also provide a clearer connection between academic provision, professional services and the wider student experience.

5. STRATEGIC IMPLICATIONS

The development of REEF and ILQR supports the College's wider strategic priorities by strengthening the evidence available on:

- student outcomes;
- student experience;
- curriculum effectiveness;
- learning, teaching and assessment;
- inclusion;
- progression;
- employability; and
- institutional enhancement.

It also strengthens the evidence base available to CSAO in its oversight of curriculum quality, student experience and learner outcomes.

6. RISK

The main risks relate to implementation and embedding, including inconsistent understanding, variable quality of self-evaluation and evidence, reviewer capacity and ensuring that review findings translate into measurable improvement.

These areas will continue to be monitored during implementation.

7. FINANCIAL IMPLICATIONS

There are no significant direct financial implications at this stage.

There may be resource implications associated with staff time, reviewer development, student reviewer support and external reviewer participation.

8. LEGAL IMPLICATIONS

There are no legal implications.

9. WORKFORCE IMPLICATIONS

Implementation will require continued briefing, training and support for staff, reviewers and student participants.

10. REPUTATIONAL IMPLICATIONS

Effective implementation will strengthen institutional assurance and readiness for future external review.

11. EQUALITIES IMPLICATIONS

Equality and inclusion are embedded within the developing arrangements, including consideration of differential outcomes, accessibility, support needs and barriers to participation.

CONCLUSIONS/RECOMMENDATIONS

CSAO members are asked to:

- note progress in developing the College's ILQR arrangements;
- note the development of REEF and the Academic ILQR and SEER routes;
- note the implementation priorities for 2026-27; and
- support the continued implementation and evaluation of the College's institution-led quality arrangements.

FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum and Student Affairs and Outcome		
Presented by	Jennifer Lowe		
Author/Contact	Jennifer Lowe	Department / Unit	Executive Board
Date Created	21 st August 2026	Telephone	7265
Appendices Attached	Students, Education, Learning and Teaching Update		
Disclosable under FOISA		Yes	

1. PURPOSE

To provide CSAO members with an update in terms of Students, Education, Learning and Teaching.

2. BACKGROUND

To provide an update on progress and key developments.

3. DETAIL

The report highlights the progress and key developments to CSAO members for information.

4. BENEFITS AND OPPORTUNITIES

Opportunity for CSAO members to receive information on the progress from the Students, Education, Learning and Teaching Committee.

5. STRATEGIC IMPLICATIONS

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

6. RISK

There are no risk implications.

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.

PROGRESS AND KEY DEVELOPMENTS

1. Student Health and Wellbeing

Meningitis B Immunisation Programme

The College has supported the implementation of a Meningitis B immunisation programme, reinforcing its commitment to student health, safety and wellbeing. The programme aims to raise awareness of the risks associated with Meningitis B and improve access to preventative healthcare interventions for students.

Cervical Cancer Elimination Initiative

The College has strengthened its engagement in the national cervical cancer elimination agenda. Through a substantial philanthropic donation, New College Lanarkshire has been able to enhance health promotion activity and develop innovative approaches to awareness raising and prevention.

As part of this work, the College has developed an **accredited Cervical Cancer Activist Qualification**, designed to equip participants with the knowledge, skills, and confidence to advocate for cervical screening, HPV vaccination and wider women's health awareness within their communities.

2. Development of SCQF Accredited Health Qualifications

In support of the College's ambition to improve health outcomes and contribute positively to reducing health inequalities, work has commenced on the development of new **SCQF-accredited qualifications** including:

- Women's Health Champion;
- Men's Health Champion.

These qualifications will support learners and community representatives to become informed advocates for health and wellbeing, promoting preventative health measures and encouraging informed healthcare decision-making.

The initiative reflects the College's aspiration to exceed national expectations and make a measurable contribution to improving population health outcomes.

3. Learning and Teaching Enhancement

Revised Learning and Teaching Strategy

The College has successfully launched its revised **Learning and Teaching Strategy**, providing a renewed framework for educational excellence and innovation.

The strategy reinforces the College's commitment to:

- High-quality learning and teaching experiences;
- Outstanding student outcomes;
- Inclusive and accessible learning;
- Digital innovation;
- Continuous improvement and enhancement.

3. Learning and Teaching Enhancement (continued)

Implementation planning is now underway to ensure the strategy is embedded consistently across all curriculum areas.

4. Student Experience and Belonging

"Setting You Up for Success" Digital Qualification

To strengthen the student induction experience and promote a sense of belonging from the outset of the learner journey, the College has launched the **"Setting You Up for Success"** digital accredited qualification.

The programme has been designed to:

- Support successful transition into college life;
- Build learner confidence and resilience;
- Improve awareness of College support services;
- Promote engagement and retention;
- Foster a strong sense of community and belonging.

5. Academic Year Engagement Calendar

A comprehensive **annual calendar of events** is being produced to co-ordinate and promote key College activities throughout the academic year.

The calendar will provide a strategic framework for:

- Health and wellbeing campaigns;
- Student engagement activities;
- Equality, diversity and inclusion events;
- National awareness campaigns;
- Quality enhancement activities.

This approach will improve visibility, co-ordination and participation across the College community.

6. Quality Enhancement and TQER Readiness

Introduction of QAA Champions

The College is introducing a network of **QAA Champions** to support institutional readiness for the upcoming Tertiary Quality Enhancement Review (TQER).

The Champions will:

- Promote understanding of quality processes;
- Support self-evaluation and enhancement activities;
- Build awareness of the TQER process among staff and students;
- Encourage sector-leading practice and evidence gathering;

6. **Quality Enhancement and TQER Readiness (continued)**

This initiative is intended to strengthen quality culture across both academic and professional service areas and ensure that students are fully engaged in quality enhancement activity.

7. **Staff Development and Professional Learning**

Staff Development Prospectus

The College has launched a comprehensive **Staff Development Prospectus**, providing a co-ordinated and accessible programme of professional learning opportunities.

The prospectus aims to:

- Enhance professional capability;
- Support leadership development;
- Promote continuous professional learning;
- Facilitate the sharing of best practice;
- Ensure workforce preparedness for future strategic priorities.

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

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 for AY24/25, 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 25/26, we had 1829 pupils from 139 class groups, bringing in a current total of 5925 credits and an estimated separate income of circa £300k.

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. In total, for AY25/26, we had 305 FT students and 38 PT, with an income of circa £2.3M

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 and Undergraduate School activity for academic year 2025 – 2026.

2. SCHOOL-COLLEGE PARTNERSHIP 2024 – 2025 KPIs

FE PT

	Number of Pupils	Percentage	2023/2024
Early Withdrawal	111	8%	121(8.5%)
Further Withdrawal	149	10.6%	206 (10.4%)
Total number of students	1829		1897

There has been a decrease of overall enrolments in 2025/2026 of 75.

There has been decrease in early withdrawals in 2025/2026 of 10 pupils and an overall Credit loss of ~480. Areas with high early withdrawals were Early and Sport, Construction and courses within Beauty, Aesthetics and Hair Design. Courses within Access and Progression had no early withdrawals, as well as individual courses in other departments.

The 5% improvement in further withdrawals in 2024/2025 has been maintained in 2025/2026.

HE PT

	Number of Pupils	Percentage	23/24
Early Withdrawal	2	3%	2 (4%)
Further Withdrawal	1	1.6%	5 (10%)
Total number of students	64		49

There has been an increase of overall enrolments in 2025/2026 of 15 pupils. This is due to two new HNC pathways: Business and Social Sciences.

The number of pupils withdrawing early has stayed the same at 2 pupils in 2025/2026.

The number of further withdrawals has decreased in 2025/2026 to 1 pupil.

All withdrawals came from HNC Cyber Security.

3. PROPOSED SCHOOL-COLLEGE PARTNERSHIP ACTIVITY FOR 2026 – 2027

SLC

Course	No. of class groups	No. of pupils per class	Total
Beauty	3	16	48
Construction	6	14	84
Creative and Digital Media	2	16	32
Early Learning & Childcare	4	16	64
Engineering Skills	2	16	32
Hair and Barbering	3	16	48
Health and Social Care	2	16	32
Hospitality	2	16	32
MUA	1	16	16
Sports	2	16	32
UES	1	16	16
SWAP Access to Engineering	1	16	16
Winter Leavers	1	16	16
Summer Leavers	1	16	16
			484

NLC

Course	No. of class groups	No. of pupils per class	Total
HNC Cyber Security	1	16	16
HNC CADD	1	16	16
HNC Architectural Technology	1	16	16
HNC Social Science	1	16	16
HNC Business	1	16	16
FA Construction	9	14	126
FA Creative and Digital Media	1	16	16
FA Social Services Children & Young People	3	16	48
FA Social Services Healthcare	2	16	32
Engineering Design Challenge	1	16	16
Intro to Scots Law	1	16	16
L5 Engineering	1	16	16
Beauty	6	16	80
Hairdressing	3	16	48
Early Learning & Childcare	5	16	80
Make-Up Artistry	1	16	16
L7 Sports Leadership	1	16	16
NPA Sports	1	16	16
L6 in Public Health	1	16	16
Football Participation, Coaching and Performance	4	20	80
Criminology	2	16	32
L6 Cyber Security	1	16	16
			750

NCL ASN

Course	No. of class groups	No. of pupils per class	Total
Hospitality	1	10	10
Vex Robotics	1	10	10
Digital Media	1	10	10
Childcare	1	10	10
Sport & Fitness	1	10	10
Hairdressing	1	10	10
Hospitality	1	10	10
			70

EDC

Course	No. of class groups	No. of pupils per class	Total
Construction	1	16	16
Hairdressing	3	16	48
Football Performance	2	16	32
			96

We also have a number of courses recruiting for delivery in AY2025/2026 via the [DYW Live Platform](#). This is also in partnership with e-Sgoil, a national e-learning service established in 2016 in the Western Isles of Scotland. Courses available for pupils across Scotland are: Introduction to Psychology and Criminology and a National Progression Award.

4. EVENTS

NCL attend a large variety of school career events across the academic year.

In 2025/2026, In 2025/2026, we attended 33 school career events across four local authorities: East Dunbartonshire, Falkirk, North Lanarkshire, South Lanarkshire, Stirling and West Calder. This was supported by over 20 staff members from academic departments and the Schools team. Requests are already coming in to college for these events to be supported for 2024/2025, with some events already having taken place.

There are plans for NCL to have a presence at the forthcoming UCAS events in September 2026 to promote our core curriculum and provide pathway information for school-leavers.

5. STEM EVENTS

Our annual STEM event in partnership with Developing the Young Workforce regional group for East Dunbartonshire and Lanarkshire will take place on 28th October 2026. We are planning for 300 pupils to visit the college in total: 150 S4 pupils and 150 S2 pupils. There will be a mix of workshops, provided

by NCL and an opportunity for pupils to meet with STEM industry leaders.

8. QUALIFICATION DEVELOPMENT

Year two of presenting pupils for the Engineering Design Challenge Award has went well, with the first cohort being presented from North Lanarkshire Council. All pupils have been accredited for successfully completing the qualification and their success captured on Insight to support participating schools in evaluating its performance.

There is now interest from Dollar Academy in adopting this qualification for 2026/2027 creating another income stream for the College and extending our educational reach.

8. SCHOOL-COLLEGE PARTNERSHIP ENROLMENT

Work continued this year on the enrolment process for school-college partnership activity. The process from 2025/2026 was more successful than in years before and continues in to 2026/2027. In August 2026, over 943 pupils were pre-enrolled for their course ahead of it formally beginning with over 100 fully enrolled.

We are building on the success of 2025/2026 by adopting the confirmation process for full enrolment that we use for all other activity. It is hoped that this will help eradicate duplication of enrolment forms and speed up the full enrolment process.

9. UNDERGRADUATE SCHOOL RECRUITMENT

Recruitment for the Undergraduate School for August 2026 is outlined in the attached spreadsheet.

10. NEW PROGRAMMES

We have been approved to deliver two new programmes for 2026/2027. We were successfully approved to deliver Y3 of BA Law, with 17 students recruited to date. This provides an articulation pathway for our HND Legal Services students.

We have also been approved to deliver the BA Creative Practice from Y2-4, although it is only Y3 will be delivering in 2026-2027 with 14 students recruited to date. This is primarily a pathway for students in our VCA department.

Additionally, our provision in Musical Theatre and Acting will now be validated by UWS bringing all of our degree provision within the Undergraduate School.

11. INDUCTION

After the success of last year's event, our Undergraduate School students will, once again, attend West Fest at the UWS Blantyre campus. West Fest is UWS's annual welcome festival and NCL Undergraduate School students will attend on Tuesday 9th September 2025, 11am – 1.30pm.

The students will take part in a welcome session, and have the opportunity to engage in a variety of activities, including games, stalls and freebies. Students will also be able to access information on student support, development opportunities and extra-curricular activities.

Thanks to UWS as they have kindly agreed to transport our students via bus to Blantyre from both our Motherwell and Coatbridge campuses.

13. ACADEMIC PARTNERSHIPS OFFICE

Purpose and strategic role

The Academic Partnerships Office is now established and operational as a central strategic function of the College, supporting delivery of Strategy 2030 through coordinated oversight of the College's academic partnership activity.

The Office provides a single point of coordination across partnership activity that was previously distributed across a range of functions. Its role is to strengthen governance, strategic alignment, quality assurance and performance monitoring, while ensuring that partnerships contribute to learner pathways, recruitment, progression, widening access, student experience and sustainable income generation.

Current areas of responsibility

The Office is operating across five core strategic pillars, alongside responsibility for coordinating activity at the Blantyre Campus:

- School–College Partnerships – including Senior Phase pathways, Foundation Apprenticeships, local authority relationships, transition planning and school engagement.
- Undergraduate School and University Partnerships – including academic planning, recruitment, quality assurance, university relationships, articulation agreements and progression opportunities.
- Community and Educational Partnerships – working with community, third-sector and public-sector organisations to widen participation, develop learner pathways and identify funding and income opportunities.
- Internationalisation of the Curriculum – supporting international perspectives within curriculum delivery, COIL activity, international collaboration and associated income opportunities.
- International Mobilities and Competitions – coordinating student and staff mobility, Erasmus+ activity, international delegations and competition participation, alongside appropriate compliance and risk management.

The Office also has responsibility for coordinating activity associated with the Blantyre Campus, supporting the College's regional presence, learner pathways and engagement with university, public, private and third-sector partners.

Strategic focus and added value

With the Office now operational, the focus is on embedding a consistent and strategic approach to partnership management across the College. This includes:

- strengthening and monitoring learner pathways from school through further and higher education;
- ensuring partnerships are aligned with Strategy 2030 and regional priorities;
- improving oversight of recruitment, progression and widening-access activity;
- strengthening relationships with university, community, public-sector and international partners;
- identifying opportunities for external grant and commercial income;
- enhancing international and wider student experience opportunities; and
- ensuring partnership activity is supported by clear governance, quality assurance and performance measures.

Governance and performance

A key role of the Office is to provide greater visibility of the scale, impact and value of partnership activity across the College. Working with the Strategy Office, reporting will support oversight by the Executive Board and Curriculum and Student Affairs Committee.

Areas for monitoring include recruitment and progression, school and university partnerships, community activity, internationalisation and mobility, competitions, income generation, Blantyre Campus activity and the impact of partnerships on different learner groups.

The approach also provides for partnerships to be reviewed and, where necessary, recalibrated or concluded where they do not demonstrate sufficient strategic value.

Board-level message

The Academic Partnerships Office is now established and providing a coordinated strategic framework for the College's partnership activity. Its immediate priority is to embed effective governance, strengthen partnership performance and demonstrate measurable impact against Strategy 2030 priorities, particularly learner progression, widening access, regional engagement and sustainable income generation.

This positions the Office as an important enabling function in supporting the College's regional, national and international ambitions.

Degree	Target	No. of Live Applications
BSc Computer Networking	12	8
BA Childhood Practice	0	12
BA Accountancy	15	19
BA Business Y2	40	27
BA Business with Sustainability Y3	16	17
BA Business with Sustainability Hons	10	8
BEng Cyber Security Y3	25	33
BEng Cyber Security Y2	25	22
BSc Digital Development with...	15	16
BA Music Performance	15	12
BA Music Performance (Hons)	7	5
BA Music Sound Production	15	27
BA Music Sound Production (Hons)	8	12
BSc Dental Nursing Y1	60	51
BSc Dental Nursing Y2	25	45
BSc Dental Nursing Y3	15	16
BSc Collaborative Health and Social Care Y2	25	29
BSc Collaborative Health and Social Care Y3	12	11
BSc Collaborative Health and Social Care Y4	20	8
BA Law	15	17
BA Fimmaking and Scriptwriting	15	13
BA Creative Practice	15	13
Totals	405	421

Applied	Pre-enrolled	No. of Conditional Offers
0	0	0
16	0	0
0	16	0
0	24	0
0	17	0
0	7	0
0	30	0
0	21	0
0	4	0
1	11	0
1	4	0
0	22	0
0	11	0
0	30	1
0	16	0
2	0	0
26	20	2
0	9	0
0	0	0
0	16	0
0	9	0
0	0	0
46	267	3

No. of Conditional Acceptances	No. of Unconditional Offers	No. of Unconditional Acceptances
0	0	8
0	0	0
1	0	2
0	0	3
0	0	0
1	0	0
3	0	0
1	0	0
1	0	11
0	0	0
0	0	0
3	0	2
1	0	0
12	0	7
12	0	16
14	0	0
10	0	17
1	0	1
0	8	0
5	0	1
0	0	4
11	0	2
76	8	74

[illegible]



FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum, Student Affairs and Outcomes Committee		
Presented by	Jennifer Lowe		
Author/Contact	Michelle Hamilton	Department/Unit	Quality
Date Created	21 st August 2026	Telephone	2697
Appendices Attached	Quarter 4 Complaints Report Update		
Disclosable under FOISA		Yes	

1. PURPOSE

To provide CSAO with an update on complaints handling activity within the College for Quarter 4 (May - July 2026).

2. BACKGROUND

Quarterly reporting is required to meet compliance as stipulated by the Scottish Public Services Ombudsman (SPSO).

In addition to operational reporting, the Quality Team continues to review complaints data to support organisational learning, identify recurring themes and strengthen quality improvement activity. A fuller annual analysis for Academic Year 2025/26 will be presented to CSAO at the next meeting.

3. DETAIL

This report sets out current College performance in relation to complaints handling for the fourth quarter.

A total of 12 complaints were closed during the reporting period, with no complaints remaining in progress at the end of Quarter 4.

One additional complaint had been managed separately from the operational performance dataset due to circumstances outside the College's control which prevented it from progressing through the normal complaints process. The aspects of the complaint falling within the College's remit were considered at Stage 2 and partially upheld. This complaint has since been closed and a record retained in accordance with the College's complaints handling arrangements.

3.1 Stage Distribution

Stage	Volume	%
Stage 1	8	67%
Stage 2	4	33%

Two-thirds of complaints closed during Quarter 4 were managed and resolved at Stage 1.

3.2 Stage 1 Performance

Measure	Result
Complaints resolved within five working days	88%
Complaints requiring extension	13%
Complaints upheld	13%
Average resolution time	Two working days

Stage 1 performance improved during Quarter 4, with seven of the eight complaints (88%) concluded within five working days. One complaint required an authorised extension. The average resolution time was two working days.

3.3 Stage 2 Performance

Measure	Result
Complaints resolved within 20 working days	50%
Complaints requiring extension	50%
Complaints upheld	50%
Average resolution time	14 working days

Two of the four Stage 2 complaints closed during Quarter 4 were concluded within the standard 20-working-day timescale. The remaining two complaints required an authorised extension and were subsequently concluded within the extended timescale. The average resolution time across all four Stage 2 complaints was 14 working days.

3.4 SPSO Referrals

No new complaints were referred to the SPSO during the reporting period.

The College did, however, receive further correspondence from the SPSO in relation to an existing Stage 2 complaint and was asked to provide a more detailed response on specific aspects of that complaint.

4. KEY THEMES IDENTIFIED

Across the 2025/2026 reporting year, recurring complaint themes have included:

- communication and organisation;
- staff conduct concerns;
- learning and teaching issues;
- course organisation and progression; and
- operational issues including parking and systems access.

The annual review will provide a more detailed assessment of complaint categories, volumes, trends and recurring themes across the full academic year.

Quarterly complaint volumes remain low in relation to the overall student population; however, complaint findings continue to provide useful evidence to support service improvement and organisational learning.

5. LESSONS LEARNED AND IMPROVEMENT ACTIVITY

Complaint findings during 2025/26 have informed a range of improvement actions which continued to be progressed during Quarter 4, including:

- clearer communication of assessment schedules, progression arrangements and changes to planned activity;
- earlier and more structured induction activity;
- reinforcement of student conduct expectations and responsibilities;
- continued management of operational issues including parking and estates concerns;
- improved consistency in complaints handling and investigations.

Process improvements introduced during 2025/26 also continued to support complaints handling during Quarter 4, including:

- introduction of a central complaint's mailbox;
- standardised templates for complaint acknowledgements and responses;
- centralised oversight and issue of complaint responses by the complaints handler;
- review of complaints procedures to strengthen SPSO compliance;
- alignment between complaint investigations and HR processes where staff conduct concerns arise;
- continued development of investigator training and guidance.

These arrangements are intended to improve consistency, governance, learner experience and organisational oversight.

6. BENEFITS AND OPPORTUNITIES

This report provides an opportunity for CSAO members to review Quarter 4 complaints activity and performance and to support continuous improvement within the College Complaints Handling Procedure (CHP).

Quarter 4 results, together with the forthcoming annual analysis, provide an evidence base to support quality improvement activity and organisational learning.

7. STRATEGIC IMPLICATIONS

The Board retains oversight of complaints handling activity in the interests of good governance, learner experience and continuous improvement.

The continued development of more structured quarterly and annual complaints analysis supports a more evidence-led approach to identifying operational and organisational issues.

8. RISK

Risk remains that inconsistent communication, organisational issues or failure to comply with SPSO procedures and timelines may negatively impact learner experience and organisational reputation.

9. FINANCIAL IMPLICATIONS

There are no direct financial implications.

10. LEGAL IMPLICATIONS

There are no legal implications.

11. WORKFORCE IMPLICATIONS

The continued development of investigator training and alignment with HR processes will support greater consistency in complaints handling and investigations.

12. REPUTATIONAL IMPLICATIONS

Effective complaints handling and organisational learning support learner confidence and the College's reputation.

13. EQUALITIES IMPLICATIONS

There are no equalities implications.

CONCLUSIONS/RECOMMENDATIONS

CSAO members are asked to:

- note the information contained within this report;
- note the Quarter 4 complaints handling performance, including improved Stage 1 resolution times and the completion of all Stage 2 complaints within either the standard or authorised extended timescale;
- note that a fuller annual complaints analysis for Academic Year 2025/26 will be presented in at the next meeting; and
- support the continued development of complaints handling and organisational learning within the College.

Standardised reporting template – complaints performance indicators

Created on: 21/08/2026

	COMPLAINTS HANDLING PROCEDURE INDICATORS	Q4		YTD		2025/2026	
1.0	Total number of complaints received & complaints received per 100 population						
1.1	Number of complaints Received	12		79		79	
1.2/1a	College Population and Number of Complaints received per 100 population	8571	0.1	12741	0.6	12741	0.6
2.0	Number of complaints closed at each stage and as a % of all complaints closed						
2.1/2a	Number of complaints closed at Stage 1 and % of total closed	8	66.7%	59	74.7%	59	74.7%
2.2/2b	Number of complaints closed at Stage 2 and % of total closed	4	33.3%	20	25.3%	20	25.3%
2.3/2c	Number of complaints closed after Escalation and % of total closed	0	0.0%	0	0.0%	0	0.0%
2.4	Open	0	0.0%	0	0.0%	0	0.0%
3.0	Number of complaints upheld, partially upheld and not upheld at each stage and as a % of complaints closed at that stage						
3.0	Stage 1						
3.1/3a	Number and % of complaints upheld at Stage 1	1	12.5%	11	18.6%	11	18.6%
3.3/3c	Number and % of complaints not upheld at Stage 1	3	37.5%	19	32.2%	19	32.2%
	Number and % of complaints partialy upheld at Stage 1	4	50.0%	27	45.8%	11	18.6%
3.0	Stage2						
3.4/3d	Number and % of complaints upheld at Stage 2	2	50.0%	5	25.0%	5	25.0%
3.6/3f	Number and % of complaints not upheld at Stage 2	1	25.0%	8	40.0%	8	40.0%
	Number and % of complaints partialy upheld at Stage 2	1	25.0%	7	35.0%	7	35.0%
3.0	Escalated						
3.7/3g	Number and % of complaints upheld after Escalation	0	0.0%	0	0.0%	0	0.0%
3.9/3i	Number and % of complaints not upheld after Escalation	0	0.0%	0	0.0%	0	0.0%
4.0	Total working days and average time in working days to close complaints at each stage						
4.1/4a	Total working days and average time in working days to close complaints at Stage 1	17	2.1	237	4.0	237	4.0
4.2	Total working days and average time in working days to close complaints at Stage 2	56	14.0	573	28.6	573	28.6
4b	Total working days and average time in working days to close complaints after Escalation	0	0.0	0	0.0	0	0.0

5.0	Number and % of complaints closed within set timecales (S1=5 workings days; S2=20 working days ; Escalated = 20 working days)						
5.1/5a	Number and % of Stage 1 complaints closed within 5 working days	7	87.5%	45	76.3%	45	76.3%
5.2/5b	Number and % of Stage 1 complaints not closed within 5 working days	1	12.5%	14	23.7%	14	23.7%
5.3/5c	Number and % of Stage 2 complaints closed within 20 working days	2	50.0%	8	40.0%	8	40.0%
5.4/5d	Number and % of Stage 2 complaints not closed within 20 working days	2	50.0%	12	60.0%	12	60.0%
5.5/5e	Number and % of Escalated complaints closed within 20 working days	0	0.0%	0	0.0%	0	0.0%
5.6/5f	Number and % of Escalated complaints not closed within 20 working days	0	0.0%	0	0.0%	0	0.0%
6.0	Number and % of complaints closed at each stage where extensions have been authorised						
6.1/6a	Number and % of Stage 1 complaints closed within 10 working days (extension)	1	100.0%	11	78.6%	11	78.6%
6.2/6b	Number and % of Stage 1 complaints not closed within 10 working days (extension)	0	0.0%	3	21.4%	3	21.4%
6.3/6c	Number and % of Stage 2 complaints closed within 40 working days (extension)	2	100.0%	9	75.0%	9	75.0%
6.4/6d	Number and % of Stage 2 complaints not closed within 40 working days (extension)	0	0.0%	3	25.0%	3	25.0%
6.5/6e	Number and % of Escalated complaints closed within 40 working days (extension)	0	0.0%	0	0.0%	0	0.0%
6.6/6f	Number and % of Escalated complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%	0	0.0%

FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum and Student Affairs and Outcome		
Presented by	Jennifer Lowe		
Author/Contact	Jennifer Lowe	Department / Unit	Executive Board
Date Created	1 May 2025	Telephone	7265
Appendices Attached	College Leaver Destinations 2023 - 2024		
Disclosable under FOISA		Yes	

1. PURPOSE

To update CSAO on Scottish Funding Council College Leaver destination data 2023-2024.

2. BACKGROUND

Annual report produced by Scottish Funding Council.

3. DETAIL

The report highlights college performance from academic year 2023-2024 published by SFC on 29 April 2026.

4. BENEFITS AND OPPORTUNITIES

Opportunity for CSAO members to review destination of New College Lanarkshire leavers.

5. STRATEGIC IMPLICATIONS

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

6. RISK

That the College has insufficient data that may influence the planning of future curriculum and enabling students to progress.

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.

1. INTRODUCTION

- 1.1** This paper provides information on the published report of the Scottish Funding Council - College Leaver Destinations 2023-2024. [College Leaver Destinations Guidance 2023-2024 - Scottish Funding Council](#)

2. COLLEGE LEAVER DESTINATION PERFORMANCE

- 2.1** The publication College Leaver Destinations (CLD) 2023-2024 reports on the destinations of leavers from full time courses 3-6 months after qualifying. Data collation for this report began in February 2024 and continued to October 2025 with linkage and matching of leavers' destinations to two additional datasets: Skills Development Scotland (SDS) and the Students Awards Agency for Scotland (SAAS); however, this is restricted to 16- to 24-year-olds only due to current legislative limitations. Key national highlights within the report include:

- The number of Sector Leavers with a confirmed destination – 12565, was the lowest of the last 9 sessions. Of those qualifiers, the number with a confirmed destination decreased to 84.3%, a 4.7% change when compared to the previous session. This is consistent with statistics on college student numbers as published in the College Statistics publication which has shown a reduction in the numbers of students at college [College Statistics 2024-2025 - Scottish Funding Council](#).
- Fewer full-time qualifiers left the college sector and of the successful qualifiers with a confirmed destination, the proportion who remained in college increased from the previous session to 63.1%, while the number of Sector Leavers decreased from the previous session to 36.9% compared to 39.2%. This is the highest seen across the last nine sessions. Colleges reported that industrial action in the sector meant that some learners were unable to complete their programmes in 2023-2024. Those learners were offered the opportunity to complete this learning in 2024-2025, which would have increased the numbers of learners reported as continuing their college studies.
- In 2023-2024, 85.4% of Sector Leavers found a positive destination, which was down from 86.7% in 2022-2023.
- Unemployment and unavailability for work for sector leavers has increased to 14.6% from 13.3% in 2023-2024.

- 2.2** A summary of the Lanarkshire colleges including New College Lanarkshire CLD performance is in Section 3 Tables 1 – 4. When data was collected the Lanarkshire region was comprised of two colleges.

- 2.3** Qualifier destination confirmation rate for New College Lanarkshire increased from 86% to 90.2% in 2023-2024. This is 5.9% above the national average.

- 2.4** The confirmed positive destination for New College Lanarkshire of 94.6%, which is the same as the national average.

- 2.5** New College Lanarkshire has well-established progression routes for students to further study which at 79.1 % in 2023-2024, is up from 77.4% in 2022-2023. New College Lanarkshire is 1.5% above the national average for progression to further study.

- 2.6** Unemployment rate for 2023-2024 New College Lanarkshire leavers is 3.8%, which is up from 3.4% in 2022-2023, and is now above the national average of 3.5%.

3. SFC COLLEGE LEAVER DESTINATIONS 2023-2024 FOR LANARKSHIRE COLLEGES

Table 1 - CLD 2023-2024 Qualifier Destination Confirmation Rate

COLLEGE		Qualifiers	Destination Confirmed	Unconfirmed	Confirmed Destination Rate (%)
NEW COLLEGE LANARKSHIRE	▼	3,339	2,970	369	90.20%
SOUTH LANARKSHIRE COLLEGE	▲	1,062	944	118	72.40%
NATIONAL	▼	40,431	34,069	6,362	84.30%

Table 2 - CLD 2023-2024 positive/other/negative/unconfirmed (all)

COLLEGE		Positive		Unavailable for Work		Unemployed		Unconfirmed	
NEW COLLEGE LANARKSHIRE	▼	2,811	84.20%	46	1.40%	113	3.40%	369	11.10%
SOUTH LANARKSHIRE COLLEGE	▼	879	82.80%	34	3.20%	31	2.90%	118	11.10%
NATIONAL	▲	32,237	79.70%	655	1.60%	1,177	2.90%	6,362	15.70%

Table 3 – CLD 2023-2024 positive/other/negative/unconfirmed (confirmed)

COLLEGE		Positive		Unavailable for Work		Unemployed	
NEW COLLEGE LANARKSHIRE	▲	2,811	94.60%	46	1.50%	113	3.80%
SOUTH LANARKSHIRE COLLEGE	▲	879	93.10%	34	3.60%	31	3.30%
NATIONAL	▲	32,237	94.60%	655	1.90%	1,177	3.50%

Table 4 - CLD 2023-2024 study/work/other/negative (confirmed)

COLLEGE	Work			Study			Unavailable for Work		Unemployed	
NEW COLLEGE LANARKSHIRE	▲	461	15.50%	▼	2,350	79.10%	46	0	113	0
SOUTH LANARKSHIRE COLLEGE	▼	159	16.80%	▲	720	76.30%	34	0	31	0
NATIONAL	▼	5,789	17.00%	▲	26,448	77.60%	655	1.90%	1,177	3.50%

THE CLAN

Prepared by Daniel Byron
May – August 2026

MAY 2026

• COMMUNITY & INCLUSION

Students' First Aid Skills Put to the Test

First three-department collaboration in emergency training.

Health and Social Care students were thrown into the deep end when they responded to a simulated car accident. The scenario brought together three departments: injured roles played by BA Acting students, with wounds created by Theatrical Make-Up students. First time NCL staged the event with involvement from three separate departments.



• STUDENT ACHIEVEMENT

Arrivederci! NCL Student Wins Italy Trip

Chelsea Brown, left, secures place at prestigious London culinary final. Chelsea Brown competed against students from Edinburgh College, Cardiff College and Blackpool College at the SMEG London Flagship store. She finished joint runner-up, receiving an all-expenses trip to Italy as her prize. The Italian Salumi UK Contest is a UK-wide initiative now in its second year.



"I'm a lot more capable than I thought. To hear them say nice things about it and have it win was really encouraging."

• COMMUNITY & ARTS

Art with a Sustainable Purpose

NCL Art Club opens exhibition at University of Glasgow exploring sustainability. NCL Art Club members opened Art with Purpose at the University of Glasgow's St Andrews Building. The project explored how collecting practices connect to sustainability and the UN's Sustainable Development Goals, developed in collaboration with the Waste Stories project and CR&DALL.



● NCL FOUNDATION

Students Go the Extra Mile

Students raise over £4,000 across four separate fundraising initiatives. Students from across NCL raised over £4,000 for charity. Animal Care students donated £2,831 to Scottish SPCA; ML One & Taste raised £1,000 for Social Bite; Access & Progression students raised £100 for College Food Bank; ILS 2B students raised £170 for Beatson Cancer Charity.

£4,000+ raised for charity

● SPORTS

NCL Seal Cup Glory in Tournament Debut

Women's football team wins Rose Reilly Cup on their first time playing together. New College Lanarkshire's women's football team won the Rose Reilly #BeAwesome Cup, beating Ayrshire College 3-0 in the final. The squad had never played together before in the tournament and conceded just one goal all day.



● STUDENT ACHIEVEMENT

Students Rice for the Prize

Young Risotto Chef competition secures internship and Hampden menu spot. NCL hosted the Lanarkshire Heat of the Young Risotto Chef of the Year. Miles Welsh secured an internship with hospitality group Buzzworks. Ryan Ritchie's dish has a chance to feature on the menu at the Scottish Cup Final at Hampden Park.



● TECHNOLOGY

Students Get Byte of the Action with DataVita

Students briefed on Scotland's AI Growth Zone and 3,400 incoming jobs. Danny Quinn, Managing Director of DataVita, visited NCL to speak with students about Scotland's first AI Growth Zone. North Lanarkshire was designated an AI Growth Zone in January 2026, unlocking £8.2 billion in private sector investment.



JUNE 2026

● STUDENT ACHIEVEMENT

Sophie Mays Strikes Gold

WorldSkills Hairdressing North East regional heat winner heads to nationals. Sophie Mays, a Level 3 student at NCL's Graduate Academy of Beauty, Aesthetics and Hair Design, won the WorldSkills Hairdressing North East regional heat and now has her sights set on the national finals.



● STUDENT ACHIEVEMENT

From Steelworks to Skyline

HND students tackle real-world Ravenscraig regeneration design challenge. HND Computer Aided Architectural Design & Technology students created a master plan for Plot E7 at Ravenscraig. Industry professionals from Ravenscraig Limited and Keppie Design reviewed concepts and provided feedback.

Real-world brief with industry mentorship

● COMMUNITY & INCLUSION

Project SEARCH Superstars

Graduation event celebrates young people's success in structured employment pathway. A special graduation event celebrated the success of young people from DFN Project SEARCH. The programme is a structured pathway into employment for young people with learning disabilities and autism.

Pathway into meaningful employment

● SAFETY

First in the UK

NCL becomes first college to receive life-saving anti-choking devices. New College Lanarkshire has become the first college in the country to receive LifeVac anti-choking devices. Three units installed across all campuses. The devices have saved 3,300 lives across Europe.

3,300 lives saved

● AWARDS

Kim Beveridge Wins

Pearson National Teaching Award Silver recognition. NCL Film & TV Lecturer Kim Beveridge has been named a Silver award winner in the FE Lecturer of the Year category. She is only the second lecturer from a Scottish college to receive this accolade – after Neil McMullen!



● AWARDS

Double Up!

NCL scoops two gongs at Herald Education Awards. New College Lanarkshire won two categories: Brooke MacFadyen named Outstanding Contribution from a College Student, and the Dental team recognised for Outstanding Business Engagement.

Two Herald Awards

● FELLOWSHIP

'I'll Never Forget Today'

Michelle McManus receives NCL Fellowship, highest honour. New College Lanarkshire awarded a Fellowship to Michelle McManus for her services to the Creative Industries and Charity. The singer and broadcaster spoke warmly of her first encounter with NCL through Pamper Days for survivors of violence against women and girls.



● HONOURS

Arise, Connie!

Staff member awarded MBE honour for Covid support work. Connie McCready, Student Funding Assistant at NCL, has been awarded an MBE for her work supporting families bereaved during Covid-19. She founded Covid-19 Families Scotland and is one of Scotland's most prominent voices for those impacted.

MBE for services to bereaved families

● INTERNATIONAL Away Days	30 students on European placements
30 NCL students on Turing Scheme placements across Europe. NCL students returned from international placements in Madrid and northern Italy. Ten Supported Learning students spent a week in Madrid. Twenty Football Performance students travelled to Borgo Valsugana for two weeks of training, matches and coaching.	
● STUDENT ACHIEVEMENT NCL Students Go Full Mad Men Advertising pitch final sees student agencies compete in high-stakes competition. HND Marketing, Public Relations and Advertising students competed in a professional-style pitch final for fictitious company Ana's Attic. PRISM agency beat Limitless Reach by two votes to one.	
● INDUSTRY LEARNING Students Draw Industry Praise CAD Showcase sees students secure jobs on the night. Employers, recruiters, and sector partners turned out to see Draughting & Design and Architectural Technology students present end-of-year projects, with several securing jobs on the night.	Employers hiring on the night

JULY 2026

● COMMUNITY & ARTS Glasgow Goes Barking Mad Student art on Scotties in the City trail supporting Maggie's cancer charity. NCL Art Lecturer Heather Clarke led Connect to the Arts students in painting a 50kg Scottie Dog sculpture for Scotties in the City trail, in support of Maggie's cancer charity. Sculptures placed at iconic locations including Riverside Museum and Science Centre.	Supporting Maggie's across Glasgow
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● STUDENT ACHIEVEMENT
[NCL See WorldSkills Success](#)

14 students at national finals

Fourteen students named finalists competing at WorldSkills UK National Finals. Fourteen students from New College Lanarkshire have been named as finalists competing at the WorldSkills UK National Finals in Wales. Maria Varzari returns for a second nationals appearance. Sophie Mays secured Top 8 for Hairdressing.



[AUGUST 2026](#)

● STAFF RECOGNITION

[Ann Baxter Awards](#)

Three staff honoured as new academic year kicks off across all campuses. Three staff members awarded the Ann Baxter Award, recognising those who go the extra mile. Amanda MacDonald turned maths anxiety into something manageable. Bobby Wallace provides trusted support when students face problems. Sandra Ord built students' confidence as working artists.

