



South
Lanarkshire
College

East Kilbride

South Lanarkshire College SEAP

Self-Evaluation & Action Plan 2024 - 2025

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South Lanarkshire College

Self-Evaluation and Action Plan 2024-25

Introduction

South Lanarkshire College (SLC) has set clear, ambitious, goals through our vision to be Scotland's leading college delivering excellence. Our mission of "Preparing students well for their future, in an outstanding learning environment and inclusive community," remains pivotal to our continued focus on student progression and successful destinations. Our commitment to designing a curriculum offer which not only meets industry requirements, but is shaped by industry, remains steadfast. The robust nature of our quality assurance and enhancement processes, together with our cycle of evaluation, enables a culture of self-reflection, continuous professional development and continuous improvement. Our all-staff event in August provided an invaluable overview of the new Quality Assurance Agency (QAA) Tertiary Enhancement Framework (TQEF) to ensure the entire workforce, teaching staff and support staff, have an active awareness of the new framework and how it impacts their field of work.

This Self-Evaluation and Action Plan follows the clear guidance set by QAA in not describing our process but rather the decision-making resulting from our approaches, all of which are aligned here to the 4 key TQEF headline principles, with data evidence and externality informing the decision and actions taken/to be taken.

Our South Lanarkshire College Board has set clear, high, expectations for our provision under the following college strategic aims:

- Successful Students, which aligns successfully to the TQEF aim "Supporting Student Success"
- Highest Quality Education, which aligns successfully to the TQEF aim "Excellence in Learning and teaching" and
- Support Sustainable Behaviours.

It is worth noting that these priorities will be changing for academic session 2025/26 – 2030 to:

- **The Student Experience:** To provide a responsive, high-quality and entrepreneurial, destination focussed curriculum, embedding holistic support services, and lifelong learning opportunities for the communities the College serves.
- **People and Culture Development:** To recruit, retain, develop and reward talented staff who will enable students to reach their full potential.
- **Growth and Innovation:** To provide an estate and digital infrastructure for 21st century learning, and to collaborate on innovative and mutually beneficial partnerships.
- **Sustainability:** To be a future proofed independent and financially viable organisation able to invest and collaborate for growth and resilience, and to work towards achieving a Net Zero campus community.

Development of our workforce is key to achieving excellence in the student experience including the highest standards of learning and teaching, our ability to support student success and enhance our quality culture. A cultural focus of "students at the heart" is enabled via our college values which are vital in our collective ability to achieve continued success as they define how we work together as Team SLC:

- **Togetherness:** visionary and transparent leadership, common purposeful goals and build on values;
- **Connectedness:** meaningful participation in decision-making, a listening organisation and developing collaboration.
- **Recognition:** culture of values-based recognition, celebration of individual and team contributions and effective, frequent praise.

- **Enablement:** providing valuable feedback, developing manager effectiveness and individualised training and development.
- **Motivating work:** autonomous working, learning organisation and meaningful work.

Working proactively with our Student Association, student executive team and class representatives and establishing mechanisms for their immersion in the life and work of the College operations to ensure strong student engagement and partnership working to support student success.

Contextual Statement

South Lanarkshire College (SLC) has been an important part of the South Lanarkshire community for over 75 years. As the biggest education provider in South Lanarkshire, the College is the anchor educational institution in the community. It is important that the College is visible and seen to be making a positive contribution to the lives of local residents over and above teaching and learning. Our distinctive contribution to the communities in South Lanarkshire, and the surrounding areas, is primarily through our expertise in teaching and learning to support individuals and businesses. SLC helps all young people and adults to improve their skills and employment prospects and excels in supporting those who are long-term unemployed and/or have complex learning needs. Our inclusive approach and outstanding track record in supporting all students, including those with special educational needs and disabilities, means that every individual, no matter what their particular circumstances, are equipped with the skills they need to become self-sufficient contributors to the local community and beyond.

We believe that better-educated and more employable residents enjoy improved physical and mental wellbeing, greater financial resilience, and are more likely to take on active, positive roles in their communities.

Headline Principles

Principle 1: Excellence in Learning, Teaching and Assessment

Strategic leadership of learning and teaching

Our strategic focus on successful students, the highest quality education and sustainable behaviours helps the College to ensure that all our activities are rooted in improvements to learning and teaching and the student experience. Our teaching and support staff work with these aims to ensure effective support and guidance continues to be provided for our students. Meaningful and impactful engagements with Education Scotland have led to the College meeting and even surpassing in some instances the requirements of the previous “How Good Is Our College?” framework as evidenced by our most recent Annual Engagement Visit (AEV) Report. Working with national strategies, we remain focused on preparing our students for the world of work. The College continues to provide a learning environment where students are equipped with the specific skills required to progress onto their chosen destinations. Students are supported to reflect on their skills and are able to build on developing, cultivating and applying their skills. Through our robust learning, teaching and assessment approaches, internal quality cycle of evaluation and internal reflective practices, our staff have clarity on the level of the quality standard expected. Investment in a tailored electronic system for staff to use daily in relation to live tracking and monitoring of student retention and achievement, reported through our portals and dashboards in PowerBI, enable data driven decision making.

Key Performance Indicators

We continue to be one of Scotland’s higher performing colleges and the Board of Management, Senior Leadership Team (SLT) and staff at South Lanarkshire College retain a robust focus on maintaining our

reputation for delivering a high-quality learning experience for students, as evidenced by Education Scotland in the most recent Annual Engagement Visit Report in July 2024 and by our performance indicators.

Table 1: Summary of SLC attainment rates over a 3-year trend and sector benchmarked:

Mode	Completed Successful 23/24	Completed Successful 22/23	Completed Successful 21/22	Completed Successful Sector 22/23
FE FT	70%	73%	58.4%	63.6%
FE PT	83.9%	82%	73.9%	77.3%
HE FT	68.3%	68%	68.1%	65.5%
HE PT	78.1%	74%	72%	78.6%

Student outcomes are consistently high and are some of the strongest performance indicators in Scotland. Academic performance remains sector leading across all ages and types of provision types and this remains unchanged in academic year 2023-24. Performance indicators are strong for full-time (FT) and part time (PT) further education (FE) learners, with the latter being 51% of the College's provision, standing at 70% and 83.9% respectively. We are pleased to report that across all modes of delivery, the college is performing above sector average with the exception of HE PT where we are in-line with the sector.

The national performance indicators for the sector demonstrate the success of our approach to excellence in learning, teaching and assessment practices, particularly in relation to our Full Time Further Education (FTFE) offering where the College sits at the top of the national performance outcomes for academic session 2023/24 (Table 2). The College sits in third position at a national level for the FTFE provision delivered. Given the volume of FTFE students (1105) and the comparative scale of the college, this is a significant achievement. The College sits in tenth position for Further Education Part Time (FEPT) provision success; sixth position for HEFT provision and fourteenth position for Higher Education Part Time (HEPT) provision. Action planning continues to take place in session 2024/25 to increase the success levels for these cohorts of students and enable improvements to their educational experience.

Table 2: Summary of National Performance Indicators for Full Time Further Education (FTFE):

College	FE FT %	No. FE FT	FE PT %	No. FE PT	HE FT %	No. HE FT	HE PT %	No. HE PT
Newbattle	77.4	41	33.3	4	72.2	13	0	0
Lewis Castle	76.4	81	86.3	654	0	0	100	11
South Lanarkshire College	72.8	1105	82	1086	68	537	74	208
Orkney	71.3	62	93.7	1726	0	0	0	0
West Lothian	70.4	762	90.9	3874	67.9	423	90	497
Shetland	69.6	39	93.7	1713	0	0	0	0
Ayrshire	68.6	1929	74.7	5194	65.8	1042	83.4	453
Inverness College	68.5	857	84.7	1865	0	0	100	45
Borders	68.3	597	75.1	1582	65.6	145	87.3	103
Forth Valley	67.9	1161	87.1	3872	69.6	747	83	722
The North Highland College	67.6	282	72.4	631	0	0	0	0
Dundee and Angus	67.5	1986	72.3	3244	72.4	1034	73.2	426
West College Scotland	67.3	2380	69	7365	59.5	1032	77	598
Perth	67.3	750	76.2	885	0	0	35.3	6
University Highlands and Islands	67.2	2706	83.7	10723	0	0	84.9	62
Moray College	66.8	494	78.1	1116	0	0	0	0
Edinburgh College	65.7	2191	76.7	6891	72.4	1912	85.7	2150
SRUC Land Based	65.5	440	85.3	1656	0	0	0	0
Dumfries and Galloway	65.3	619	85.6	2687	74.1	249	82.3	200
North East Scotland College	63.3	2659	72.6	3,772	67	1,350	73.6	318
Glasgow Kelvin	59.2	1370	75	3421	60.5	675	76	339
Glasgow Clyde	59.1	1729	71.1	5794	65.8	1534	73.5	761
West Highland College	58.8	87	81.3	1159	0	0	0	0
Fife College	58.3	2146	78.6	4137	60.8	1059	76.8	1160
New College Lanarkshire	57.8	1711	76.1	7,515	63.7	1,270	60.2	405
City of Glasgow	52.3	1624	75.9	3408	62.8	3865	74.8	717
Argyll College	50	54	75.4	974	0	0	0	0
Scotland	63.60%	27,156	77.3	76,225	65.5	16887	78.6	9119

The February 2024, Education Scotland conducted the Care Thematic Review which involved the curriculum areas within the SFC Care Grouping including Early Education and Childcare, and Health & Social Care. The review focussed on four key Quality Indicators from the "How Good Is Our College" (HGIQC) Framework. The visit was highly positive with Education Scotland expressing positive feedback on the following:

- exceptional utilisation of feedback from partners and key stakeholders;
- effective deployment of meta-skills and questioning techniques, with both students and staff

- engaged in the learning process;
- a curriculum characterised by flexibility and adaptability, delivering significant value-added benefits;
- outstanding support provided to learner, with seamless integration between curriculum and support services;
- strong endorsements from employers regarding the quality of learners and robust partnerships with organisations such as the NHS resulting in meaningful work placements.

Academic Standards and Awarding

Education Scotland: The last Education Scotland (ES) Annual Engagement Visit (AEV) was conducted on 14 and 15 May 2024, just six weeks before the end of the academic session 2023-2024. Prior to this, Education Scotland conducted a Care thematic Review in February 2023. The Annual Engagement Visit team focussed on the key themes of learner progress and outcomes, approaches to assuring and enhancing the quality of learning and teaching including professional updating, and learner engagement. Within the report, there's a recognition and understanding of significant progress made by the college across the key themes and it was noted that there are **no main points for action**.

There was a recognition of significant progress across a number of aspects of the college key performance indicators (KPIs). These are:

- 11 areas of positive progress identified against Quality Indicator 3.2 Equity attainment and achievement for all learners and no areas for development identified;
- 12 areas of positive progress identified against the Quality Indicator 1.2 Leadership for improvement of learning and teaching and 1 area for development identified;
- 8 areas of positive progress identified against Quality Indicator 2.3 Learning, teaching and assessment and no areas for development identified;
- 5 areas of positive progress identified against Quality Indicator 1.2 Learners leading learning and no areas for development identified;
- 3 areas of positive progress identified against Quality Indicator 1.4 Evaluation leading to improvement and 1 area for development identified.

The AEV specified the following areas for development:

- Areas for development 1:** There is no strategic or consistent approach to the tracking and monitoring of meta skills within college programmes. This is limiting learner awareness of the importance of these skills and their ability to identify and discuss them with prospective employers.
- Areas for development 2:** Most learner representatives do not receive sufficient training to undertake their role effectively.

Both of which are reflected in our 2024 – 2025 action planning.

Awarding Bodies: The College continued to meet, and in instances exceed, the academic standards as evidence in the suite of Awarding Body external verification and external quality assurance reports. In addition to full compliance, SQA reported 45 Good Practices across 8 qualification verification criterion. Strengths were identified in resources, candidate support and internal assessment and verification practice. Opportunities for further enhancement were also identified, with 34 recommendations across 8 qualification verification criteria. A college-wide review of the activity is conducted, with recommendations for enhancement reported through the Quality Forum, Quality Enhancement Group and the Learning, Teaching and the Student Experience (LTSE) Committee. Formal actions arising are included in course, curriculum and/or college action plans, as appropriate.

SQA Verification: Our SQA Systems Verification audit took place in December 2023 concluding with an overall level of assurance as "Good: system meets control objectives". It included:

- Identified strengths of a strong culture of continuous improvement; IV processes; strong collaboration between curriculum and quality departments; action plans which are developed to address identified quality concerns;

There were no significant weaknesses identified.

Curriculum Planning, Design and Delivery

Our levels of curriculum activity are capped at 43,601 credits. This is within the context of known further demand and market needs. There remains scope for us to operate at higher levels and offer more curriculum provision. The areas of Building Services Engineering and Health & Social Care remain two of the highest levels of credit bearing activity with demand continuing to be expressed to serve the needs of ESOL in the region to those whose first language is not English.

Table 3: credit activity level and outturn:

2023/2024	Credit allocation	Credit outturn	Over-activity / %
SFC Core Target	43,601	44,077	476 / 101.9%

As a result of restrictions to the volume of curriculum we can offer, our curriculum planning, design and delivery are prioritised robustly to ensure maximum impact for the communities we serve and to enable their better life choices and chances. Alignment to Regional Skills Assessments (RSAs), government priorities and labour market intelligence have enabled this prioritisation resulting in a focus on these key curriculum areas:

- **Health and Social Care:** With over a third of jobs in South Lanarkshire in health, social work, and nursing, this sector is positioned for consistent growth and sustained demand for replacement workers. Additionally, the increasing use of technology and an aging population necessitate a coordinated response to address evolving care needs and enhance service delivery.
- **Construction and the Renewables Industries:** There is significant growth in these sectors across South Lanarkshire and the Glasgow City Region, with 47% of employers reporting skills shortages and approximately 11,000 job openings. A local response is essential to meet the demand for new skills, particularly in retrofitting and sustainable construction practices.
- **Business, Law and the Financial Services:** The demand for skilled professionals in business and public service is increasing, with an anticipated growth of around 11,000 jobs in South Lanarkshire by 2033.
- **Travel, Tourism and the Hospitality Industry:** In 2023, South Lanarkshire saw 7,000 job openings in tourism and 5,000 in food and drink sectors. Both industries face challenges in recruiting and retaining a skilled workforce.

Curriculum analysis and evaluation activities over session 2023 – 2024 consisted of three formal Progress Review (PRs) meetings running alongside consistent team level review and evaluation. The level of scrutiny involved in the PRs, focusing on the effectiveness and appropriateness of the curriculum offer, are underpinned by the pertinent curriculum data sets, together with the feedback on and from services to support the student journey and student and industry feedback. Throughout the academic session, iterative planning, responsive to the changing needs of the students and industry, enabled a curriculum design appropriate to learning needs, bespoke learning approaches and all within the context of a cost-of-living crisis. Our data system, PowerBI holds live and weekly updated vital statistical information to enable curriculum teams, support staff and guidance tutors to be proactive in the required interventions to aid retention. The data sets and trend information available enable timely monitoring and reporting of activity and, by implication, the required actions.

The College continued its robust approach to curriculum planning in 2023/24 to ensure a pipeline of skilled students progress into the communities we serve and into the wider world of work. Curriculum Progress Reviews have concentrated on the appropriateness of the curriculum offer in response to a dynamically changing world and further skills development including skills mapping to the careers of the 21st century.

Learning Environment, Resources and Technologies

The college has completed a revised digital strategy to improve the digital culture in learning and teaching to enable more widespread use of a technology enabled inclusive curriculum design to benefit student engagement and understanding.

The focus on an electronically enabled curriculum has identified a lack of access to devices and a concerted need for engagement in Jisc Digital Capabilities for staff and students which is planned in the 2024 to 2025 academic year. Moodle and Microsoft Teams are utilised as our Virtual Learning Environments with staff responding to student feedback regarding platform preferences and engagement approaches.

Continued pressures on physical space exist including requirements for outdoor learning spaces to enable Childhood Practice activities. Horticulture space was successfully identified and created in 2023 to enable the successful running of that curriculum area.

Professional Development and Peer Review

The Professional Standards for Lecturers remains a focus for the college to ensure that the curriculum and pedagogical quality standards are met, and enhanced, to improve the student experience. 78% of academic staff at the college hold a teaching qualification with others working towards completion of the Teaching Qualification in Further Education (TQFE) and 43% of lecturing staff have registered with the General Teaching Council of Scotland (GTCS) to date.

In June 2024, a refreshed approach to the College's Professional Discussion on Learning and Teaching (PDLT) was endorsed by the Senior Leadership Team (SLT). This process involves reflection by the member of staff, evaluation by students and by an independent college reviewer. It is designed to be a constructive, supportive and developmental experience. A thematic review is conducted after each academic cycle to ensure that good practice and opportunities for staff development are identified and inform enhancement actions.

Our All-Staff Development days and Continuing Professional Development (CPD) days, occurring formally at three points in the academic session, have enabled key high-level messages, which contextualise the external environment in which we're operating, to be set and for colleagues to share practices and knowledge in the cultural approach of peer-to-peer learning. There has been a particular focus in upskilling the workforce to ensure awareness of, and skills development in relation to, Net Zero, Green Technologies, Sustainability, the Digital Upskilling and Trauma Informed Practice. The Education Scotland Report indicated that "college provides good opportunities for teaching teams to engage in professional development and updating. Workshops on neurodiversity and digital upskilling are well attended. Staff feel motivated to enhance their pedagogical practice and feel confident in professional dialogue on these themes".

Innovation in Learning, Teaching and Assessment

A specific drive has been in relation to the digital agenda for all staff. The creation of the Digital and Artificial Intelligence sub-group has resulted in the sharing of pedagogical and service improvements using Jamworks and AI enabled technological advances. A variety of identified Digital Champions continue to share practices, and their digital toolkit, with staff and students for enhanced learning engagement experiences.

Widespread use of Microsoft Sway, podcasts, recording of teaching sessions, eportfolios and even virtual work placements are enabling students to thrive in areas such as Childhood Practice, Health and Social Care, Plumbing & Heating, Carpentry & Joinery, Childhood Practice and Hairdressing & Makeup.

Principle 2: Supporting Student Success

Enabling Student Success

The student voice is threaded throughout our policies, procedures and systems. There have been no incidents which would qualify for submission to the HE Concerns Scheme. Student representation is established across all levels of our operations up to, and including, Committees and Board level. Key to the success of our students is the support offered by our Student Support Services. Some of the most impactful aspects of this positively impacting the student experience include:

Going Further for Student Carers - We continue to provide dedicated support to our student carers in line with keeping with the Carers Trust 'Going Further for Student Carers: Recognition Award' which was won in 2020. This was an outstanding achievement for the College and recognises the significant effort and energy which is consistently invested across the College to support student carers to achieve their full potential. To achieve and maintain this, the Students' Association and Student Services team work in close partnership with staff across the College to ensure that:

- Student carers are being proactively identified from enrolment to completing their college course, and awareness is being raised throughout the College all year round;
- Student carers are being supported to give them a fair chance to be successful in their studies and maintain positive health and wellbeing;
- Student carer progressions are showcased, and evaluation tools are used to celebrate achievements and make improvements to ensure that appropriate support is delivered.
- Named staff contact support is available to all carers and they can self-identify at any time through the Student Portal;
- Our dedicated Carers Support page on the website provides further information for students and prospective applicants: <https://www.slc.ac.uk/students/student-support/carers/>
- Dedicated documents are always available on the internal Staff Document Library, including our Statement of Intent, Carers Action Plan, Carers Support Plan and Carers Support Policy. All these documents, and more, are available on the dedicated webpage for easy access for students and applicants.

We continue to work closely with the Carers Trust, and other Carer support services, to ensure that support across the College meet the needs of student carers. We regularly invited the Carers Trust and other organisations on campus as part of our events calendar, such as during Freshers' and Carers' Week, as well as arranging for information stalls throughout 2023 to 2024.

NUS Think Positive - The Students' Association continued to be part of the Think Positive initiative and have produced a further Student Mental Health Agreement for 2022-24. Going forward we will be working with Think Positive on our 2024-2026 Student Mental Health Agreement. The College was also invited to have representation at Think Positive's Project Advisory Group in 2024, with the Depute Head of Student Services attending the quarterly meetings. Further information on the work related to the Student Mental Health Agreement is available here: <https://www.slc.ac.uk/students/student-association/>

Gender Based Violence - In May 2021, the College was selected to be a pilot institution, and one of only two colleges in the UK, to participate in the EmilyTest Gender Based Violence Pilot Charter for colleges and universities. EmilyTest is a Scottish charity working to improve prevention, intervention and support concerning gender-based violence in further and higher education. The College takes a zero-tolerance approach to all instances of gender-based violence and has developed a strategy and action plan that is underpinned by two strategic priorities:

- Prevention
- Support & Wellbeing Framework

We are delighted to say that in November 2023, the College was the first and only college in Scotland to receive the GBV Charter EmilyTest Award. We are currently working through our annual review of the Charter for submission in November 2024.

Our dedicated GBV prevention webpage (<https://www.slc.ac.uk/students/student-support/gender-based-violence/>) provides students, staff, stakeholders and prospective applicants an overview of the important work the College and Student Association are doing to tackle GBV.

Report and Support - The College also implemented Report and Support software that all students can access, with a view to this being extended to all staff. Report and Support allows students to raise any concerns either anonymously or by providing contact details. Concerns can range from mental health and wellbeing, sexual harassment, bullying to safeguarding and more. These concerns, received by a member of the Student Services team, to investigate and support. Further roll-out of this service will take place over the upcoming academic year with promotion across social channels and fortnightly newsletters.

The College Extended Learning Support (ELS) team experienced and continue to experience and increase in the levels Increase in demand for ELS and support from the college Learning Hub across all subject areas. Students are presenting with increasingly complex needs and support requirements. There is an increase of class groups containing a number of students presenting with Additional Support Needs (ASN) and students presenting with dual support needs, including those who are care experienced. The volume of student needs continue to increase exponentially and requires urgent action planning:

- 2023/24 referrals: 336
2024/25 referrals for Block one alone: 356
- Disclosures of disability at enrolment have increased significantly this session:
2023/24: 4.1% (188/4595)
2024/25: 7.7% (257/3348)
- Increase in 16-year-olds accessing ELS reflective of enrolments of 0-17 year olds:
2023/24: 28.7% (1319/4595)
20 24/25: 32.3% (1083/3348)
- Increase in enrolments of Care Experienced students:
2023/24: 2,5% (114/4595)
2024/25: 3.1% (105/3348)

Achieving Positive Outcomes for Every Learner

The effectiveness of the student experience to ensure positive outcomes is the focus of all we do. Across curriculum teams and support staff teams, the commitment to a responsive, enabled and supported student journey drives the enhancement activities undertaken. Substantive evidence of this came through the Education Scotland Care Thematic Review in February 2024 and the Education Scotland Annual Engagement Visit in May 2024. Interventions and engagement strategies leading to a successful student experience are embedded within our curriculum and support teams' methodology. Some key student metrics can be seen in Table 4.

Table 4: Student measures:

Measure	2023/24 Performance	2022/23 Performance
Student Successful Completion Rate	96.13%	81.3%
Early withdrawal rate	3.9%	4.9%
Further withdrawal rate	8.8%	6.4%
Student Recruitment figures, Full Time (FT) and Part Time (PT)	FT: 2192 PT: 3028	FT: 2375 PT: 3700

The recently published National Performance Indicators for academic session 2022/23 demonstrate that the extensive additional support provided by curriculum and support teams for groups of students facing the greatest barriers to learning has had positive impact:

- Students from SIMD10 (350) achieving 70.6% which is 2% above 2021/22 levels;
- Students from SIMD20 (655) achieving 70.5% which is 4.1% above 2021/22 levels;
- 228 students who declared that they had a disability completed successfully at 64.2% which is the same level as 2021/22;
- 75 students from a Care experienced background completed successfully at 51.7% which is a slight increase of 0.3% from the 2021/22 levels;
- 32 students from ethnic minority backgrounds completed successfully at 68.4% which is 4.8% below 2021/22 levels.

Further analysis, and action planning, continues around the experience of those students in the key groups of disability, care experienced and ethnic minority to improve success. Overall unofficial indicative attainment rates from session 2023/24 in comparison to 2022/23 indicate FEFT has increased by 2% to 69.2%; HEFT has decreased by 3.1% to 68.3%; FEPT has decreased by 6% to 84.1% and HEPT has increased by 10% to 78.5%.

Support for Employability, Skills Development and Lifelong Learning

The college continues to provide a learning environment where students and apprentices are equipped with the specific skills required to progress in their chosen destinations. Students are supported in reflecting on their skills and are able to build on developing, cultivating and applying their skills to progress onto identified progression pathways.

Through our learning, teaching and assessment approaches, meta skills, core skills and essential employability skills are identified whilst studying, providing our students with the opportunity to grow a range of skills for industry and life skills to thrive. All curriculum teams were tasked to embed skills for life, learning and work within their curriculum, the extent of which was evidenced in, and informed the curriculum review activity planning, in the May 2024 PRs.

We developed a revised Personal Learning Plan (PLP), hosted a series of support sessions and promoting links to MetaSkills resources via our Quality Portal. In addition, the college promoted the Basic Key Skills Builder (BKSB) Programme, assessing the SCQF level of student ability to support the approach of the right student on the right course.

Effective and Successful Transitions

Senior Phase: The college works closely with South Lanarkshire Council and is proud of the valuable work with Developing the Young Workforce (DYW). The partnership working has ensured that the College's Senior Phase offer takes account of labour market trends and provides clear progression pathways for our young people. The College offer is divided into four pathway options to Senior Phase pupils from across the Local Authority, delivered either in college or in a school hub. Overall retention for academic session 2023/24 was 87%, which is 9% down on the previous year. Achievement levels was 86% which is 5% better than the previous year. The required actions for improvement and enhancement being taken forward.

The Health and Social Care Curriculum Team secured a new collaborative agreement with the University of Strathclyde in 2023. The Education & Social Services Degree (BA) responds to the Scottish Government's aspiration for different services to communicate more effectively and to work in a more integrated way to meet the service-user needs of children, young people, and adults. This provides a new learner pathway for South Lanarkshire College students onto degree level study. Collaborations and immersive partnership working, particularly with employers and managing agents undertaken continues to grow, including across New Lanark Heritage Centre, Police Scotland, NHS Scotland, CITB and SNIPEF, to enable a better-quality, fit-for-purpose experiences in developing skillsets for the 21st century and beyond. The relevant skillset enables smoother, more effective and successful transitions into employment.

Robust analysis of retention is vital to ensure opportunities for effective transitions. The college curriculum Progress Reviews tracked in-year retention rates to implement intervention strategies enabling students to continue their course of study and transition effectively:

- Early Withdrawals (EW) in Further Education Full Time (FEFT) decreased from 9.6% in 2022/23 to 7.03% in 2023/24;
- Early Withdrawal (EW) in Higher Education Full Time (HEFT) decreased from 6.6% in 22/23 to 2.7% in 23/24;
- Further Withdrawals (FW) in FE FT have increased to 16.4% from 12.34% in 22/23;
- Further Withdrawals in Higher Education Full Time (HEFT) increased to 15.2% from 11.4% the previous year.

Action planning continues into session 2024/25 by curriculum teams to understand the reasons behind the withdrawals, support the students to remain on their chosen course of study and to complete their courses successfully. Students who have behavioural challenges, or specific support needs, are encouraged and supported to stay on their programme through a Fitness to Study policy. The cost-of-living crisis and mental health issues remain prominent in overall analysis. However, overall retention remains high at 87% however this is a decrease of 2% on the previous year 2022 – 2023.

Table 5: Enrolments, Retention, Early and Further Withdrawals 2023/2024:

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
FE FT	1,153	81	7.03	189	16.4	77
HE FT	659	18	2.7	100	15.2	82.1
FE PT	2,467	76	3.1	88	3.6	93.4
HE PT	321	10	3.1	16	5	92
Overall	4,600	185	4%	393	9	87%

Context and Community - meeting the needs of students

The college delivered The Rural Academy programme as part of South Lanarkshire Council's ESF employability pipeline. The programme has previously delivered a blend of accredited and non-accredited learning and teaching with one-to-one employability support and guidance tying into the Scottish Government's No-one Left Behind agenda. It provided a focus on key priority groups to enhance employability skills linking to our local Routes to Work South (Gateway to Employment and Making it Work) and by the Council (Aspire Works, Supported Employment). Improvements to the delivery model to ensure a lack of duplication in our community upskilling are being taken forward in session 2024/25.

ESOL demand in our communities continues to outweigh provision and resource. In 23/24 there were 175 students across Beginner Level to National 5. Internal adjustments identified at progress reviews have been devised to address growing demand for the next session. Key highlights from the Education Scotland Annual Engagement report published in July 2024 included the support given to the local community including how well the staff work with the local authority to support refugee learners such as providing students housed in local hotels access to digital devices to assist their learning English as a Second Language. (ESOL).

During 2023/24 staff and students have excelled in many areas, for example, being nominated and winning College Development Network Awards for the following areas: College Community Learning Awards for the Rural Academy for a Thriving Rural Community; and The Sustainability Action Award for the College Way Market a Sustainable Pop-Up Shop.

Responsiveness to Concerns

Given the continued, and continuing, rise in student issues, 2023 saw the responsibility for Safeguarding issues be shared with 100% of our Curriculum Managers (CM). This has provided a much-needed distribution of responsibility resulting in more timely responsiveness to concerns. In addition, Mandatory Training for all staff was rolled out in the 2023 session. The Safeguarding Team meet quarterly to review overall findings and actions including reviewing the Safeguarding and Child Protection Evaluation Action Plan. Newly identified and implemented quality processes "Tell Us" was introduced to provide students with the ability to report feedback on their student experience. This has directly led to improvements in service across support and curriculum areas to enhance the student experience.

Principle 3: Enhancement and Quality Culture

Institution wide culture of assurance, improvement and enhancement

In 2023 – 2024 and continuing into 2024 and beyond, the culture of quality assurance, quality improvement, quality enhancement and self-evaluation has been nurtured both formally and informally. Formally, through a series of groups, including the:

- The Quality Forum
- The Quality Audit Group
- The Quality Enhancement Group
- The Equalities Group
- Professional Discussion of Learning and Teaching (PDLT)

Professional dialogue and professional learning arrangements have been successful in the last session. These have a strong focus on learning and teaching, and support staff to obtain teaching qualifications which reflect the professional standards for lecturers. Quality enhancement processes involving 100% of Curriculum Managers with their 2 Associate Principals, provided a focussed reflection on how programmes have been delivered, the identified improvements which have led to improvements in retention, attainment and enhanced development of skills. The scope and impact of the Course Tutor / Guidance Lecturer roles ensure that each student is supported to plan their learning and assessment, review their progress and development needs, leading to developing their learning skills. All conducted through impactful, regular and meaningful feedback. Dedicated information, advice and guidance support services are available to respond to specific individual needs of students.

Professional Development and Review (PDR) processes enabled staff to work with line managers to plan activities to enhance their learning, teaching and assessment practice. External Review arrangements of HGIOC were widely understood, adopted and aligned to in staff curriculum planning and ability to self-evaluate throughout the year.

Institution-led Review/Activity and Action Planning

The 2023-24 institution-led review activity included;

- extensive Block 1 and Block 2 evaluations,
- curriculum Progress Reviews in Block 3,
- an internal quality systems verification, and
- internal quality audit activity, conducted by both the College's Quality Audit Group and Henderson Logie.

Course, curriculum and college-wide actions were agreed in response to the review activity. Key enhancement projects, such as the redevelopment of the College's in-house developed Internal Verification System, promote the success of this methodology.

Students and apprentices experience very good teaching and support as evidenced by internal feedback and external feedback from employers and external reviews. The strong and improving links between our staff, local employers and higher education providers, such as the University of the West of Scotland, the University of Glasgow and the University of Strathclyde, mean our students are able to articulate directly onto degree programmes where appropriate or smoothly progress onto employment with a skillset aligned to employer needs.

Principle 4: Student Engagement and Partnership

Students as Partners in their Learning Experience

A strong focussed team of support staff work closely with curriculum teams in order that students are well supported, respected and valued. The Student Association (SA) have been key to ensuring the voice of our student community shapes their learning experience. The SA meet with the Executive Team on a monthly basis as critical partners in enhancing the student experience. The class representative system harnesses local level views which ensures students are shaping their learning and influencing the approach to their life and work in the college. Informal and formal feedback mechanisms have directly impacted the decision making of the college leading to strong satisfaction levels (Table 6).

Table 6: Student Satisfaction Survey measures

Measure	2023/24 Performance	2022/23 Performance
Overall satisfaction score from recent student survey	FE: 89% HE: 82%	FE: 88.6% HE: 82.8%
Overall satisfaction score from SFC national student survey	FE FT: 89% FE PT: 89% HE FT: 82% HE PT: 98%	FE FT: 89% FE PT: 88% HE FT: 83% HE PT: 89%

Students at Core of Review and Enhancement Activity

The Student Association are actively engaged in and participate in all levels of college review and enhancement activity. They are actively involved at Regional Board level, SLC Board level, SLC Committee level and at Executive Team level with monthly meetings forming the basis of their being critical partners in enhancing the overall student experience in the college. Their immersion with the Students Executives and Class representatives has meant that views are shared and actioned as required and in a timely manner.

The SA and the Quality Department worked in partnership to further develop the student voice processes in advance of the 2023-24 quality cycle. This collaboration resulted in the collation of robust qualitative evidence regarding student ratings with respect to pre-entry, college induction, course induction, and funding and support sections; captured in the first student experience survey in September-October 2023.

Student participation in course evaluation was developed to include the phrase “tell us if/what” in all sections of the Block 1 Course Evaluation – Student Views 2023-24 proforma. The inclusion assisted Class Representatives (Class Reps.) to elicit information and promote discussion with their peers. The quantitative and qualitative data informed the self-evaluation process at class, course, curriculum and college levels. Quality continued to provide direct support, advice and guidance to Class Reps. via the Class Reps. 2023-24 Teams page. As well as facilitating the Class Rep. training sessions in partnership with sparqs (Student Partnership in Quality Scotland), and the Student Association. There were 7 sessions conducted throughout November 2023.

The Student Experience Survey: How is it going? – SFC SSES survey was open for 6 weeks between 8th March 2024 and 3rd May 2024, as per the SFC’s College Student Satisfaction and Engagement Survey 2023-24 guidance. A College-wide action to achieve a minimum of 50% response remains in place, in response to the returns submitted to the SFC in June 2024; 49.19% for FEFT and 42.94% for HEFT.

SLC Action Plan 2024 – 2025

This plan links directly to the college evaluation and mapped to the Tertiary Quality Evaluation Framework (TQEF) 4 main principles with externality and data evidencing threaded throughout.

SFC SEAP Principle and Area for enhancement or development	College Identified Enhancement Area	Action(s) and planned impact/outcomes	Milestone/Status	Responsible/Lead
Excellence in Learning, Teaching and Assessment	1.1 Professional development Lecturing staff should continue to develop and implement a wider range of differentiated learning techniques and assessment approaches, relating to remote and blended learning to effectively meet students' needs.	1.1.1 Continue to share best practice and use digital champions within areas. 1.1.2 Training & Development plans for each area to be created focussing specifically on learning and teaching support required, with use being made of national sessions. 1.1.3 To consider the use of supported experiments with a focus on collaboration and sharing, and how coaching can be further used to enhance learning and teaching. 1.1.4 To implement an improved professional learning pathway for academic staff to support progress towards TQFE. 1.1.5 Digital Champion Teams to be further promoted. 1.1.6 Sharing good practice HN Next Gen methodology. 1.1.7 Wider application of differentiation practice in learning,	1.1.1 In progress. Sharing of best practice happens formally through staff development days. 1.1.2 Incorporated into curriculum self-evaluations and planning documents. 1.1.3 On-going. 1.1.4 Learning, Teaching and Assessment Strategy published. Pathway developed to include TiCT @SCQF L7. Individual lecturer pathways to be supported, and communication and numeracy development required, if appropriate. 1.1.5 In-progress. Teams in operation – further development/engagement to be promoted via CM forum. 1.1.6 Planned for 2023-24 via CM forum.	LD/LW/CS/CMs

		teaching and assessment by course teams and lecturers. 1.1.8 Further review of curriculum design, planning, timetabling and assessment practice should be undertaken.	1.1.7 In-progress. Further review in Block 2. 1.1.8 Quality Reviews are in progress on programmes below the PI targets for 2022- 23, and Block 1 2023-24. The LTSE team have begun a wider review of L, T & A, and the associated planning and reporting mechanisms.	
Excellence in Learning, Teaching and Assessment	1.2 Professional development New action from Block 1 Self Evaluation. To deliver further staff development in response the Block 1 self-evaluation activity. This action has arisen from the increase in students presenting with complex issues and the abolition of the counselling funding from 31 March 2023.	1.2.1 HR to plan additional staff CPD in mental health awareness and expand the pool of Mental Health First Aiders. 1.2.2 Plan to develop curriculum staff to support wider application of differentiation practice in L, T and A.	1.2.1 In progress. 1.2.2 Not yet started.	HR/Quality
Excellence in Learning, Teaching and Assessment	1.3 Curriculum planning, design and delivery To start to review the curriculum intent at SLC and to clearly identify our key curriculum strategic priorities by January 2025, which will help to ensure all areas have clear progression pathways.	1.3.1 Revised college wide approach to curriculum planning based on up-to-date LMI and national priorities. 1.3.2 Further deep dive required into curriculum to mitigate risks to under recruitment. This will involve a more thorough analysis of under recruiting courses.	1.3.1 Completed. 1.3.2 Deep dive Curriculum Progress Reviews concluded in Dec. and focussed 2023-24 Curriculum Planning session conducted in January 2023. On-going – extensive review planned for 2024-25 AY.	Quality/ARP

Excellence in Learning, Teaching and Assessment	1.4 Peer review and evaluation of learning, teaching and assessment The use of systems to monitor and drive performance are not fully embedded across the College. To implement a suite of Power BI reporting to allow all staff to have improved data insights allowing for earlier intervention and planning.	1.4.1 New achievement and retention report to be established to focus performance against key indicators, including the ability to monitor achievement gaps. 1.4.2 Curriculum planning system developed. 1.4.3 Credit projection report established. 1.4.4 IT Strategy Group to be re-established to review college wide systems. 1.4.5 Staff training to support system changes.	1.4.1 Completed 1.4.2 Completed 1.4.3 Completed 1.4.4 Partially completed - College wide systems have been reviewed by Head of MIS, learner records system approved. Continued enhancement of Power BI Dashboard. New HR system due to be use from August 2024. Further developments to be discussed with the IT group and SLT. Completion of the JISC Digital evaluation tool to drive enhancement. 1.4.5 On-going. Power BI sessions rolled out to staff with protected CM time used for items such as curriculum planning.	LD/LW/CS/SLT
Excellence in Learning, Teaching and Assessment	1.5 Learning Environment, Resources and Technologies	1.5.1 lack of access to devices 1.5.2 need for engagement in Jisc Digital Capabilities for staff and students which is planned in the 2024 to 2025 academic year	1.5.1 exploration of IT Hub or locker system required in session 2024/25 1.5.2 Engagement with the Jisc framework to be implemented Dec 2024/25	CS/RH CS/LTSE

Supporting Student Success	3.1 Enabling Student Success	3.1.1 Benchmarking SLC and national Success rates 3.1.2 Enabling Student Success: actions to improve achievement rates 3.1.3 2023-2024 Student Outcomes Review 3.1.4 Leaver Destination Trends 3.1.5 Case Study Example	3.1.1 completed 3.1.2 completed 3.1.3 underway 3.1.4 underway 3.1.5 underway	Quality/LTSE
Supporting Student Success	3.2 Enabling Student Success To focus on improving all attainment rates but in particular FE FT attainment rates, where possible, through our continued rigorous intervention and support. Attainment Targets: FE FT 61% FE PT 76% HE FT 72% HE PT 81%	3.2.1. Move to Power BI reporting with achievement and retention report allowing drill down to course level for improved tracking and monitoring. 3.2.2. Curriculum Progress Reviews implemented instead of Academic Boards to allow for deep dives into course tracking. 3.2.3. The reinstatement of course team reporting cycle, with impact reviewed by CMs and overall at Curriculum Reviews. 3.2.4. Continued wraparound support provided by Student Services and curriculum teams to keep students on track to achieve. 3.2.5. Pre-entry services should be developed further to promote recruitment and enrolment and should include initial core skills/ELS assessments by August 2023. 3.2.6 Robust planning to improve withdrawal rates	3.2.1 Completed. 3.2.2 Completed. Periodic Curriculum Progress Reviews in place for 2022-23. 3.2.3 Completed 3.2.4 Ongoing, intervention through support and counselling working with curriculum teams. 3.2.5 In-progress. FE core skills initial screening and self-directed learning pilot in progress. Further developed planned for session 2024/25. Plan to allocate a dedicated member of staff to support initial screening and support for learning. 3.2.6 underway	Quality/LTSE/CS

Supporting Student Success	3.3 Support for employability, skills development and lifelong learning To review the curriculum to identify embedded specific skills development opportunities, including meta skills.	3.3.1 To develop and agree an approach to skills development across the college through focussed training sessions for academic staff, December 2024. 3.3.2 FE curriculum design to include explicit development of meta- and core-skills and provide appropriate certification of a broad range of skills. 3.3.3 HE curriculum design should include explicit development of IT skills for learning and work, academic writing and meta-skills, and provide appropriate certification. 3.3.4 A review of documentation/proforma to be undertaken to remove duplication and capture meta- and core-skills effectively. 3.3.5 Education Scotland: There is no strategic or consistent approach to the tracking and monitoring of meta skills within college programmes. This is limiting learner awareness of the importance of these skills and their ability to identify and discuss them with prospective employers.	3.3.1 On-going. Identification of meta and core skills signposted in curriculum offer. College-wide process to further develop for 2024-25. 3.3.2 In Block 1 staff were asked to identify the opportunities for meta skills development. In Blocks 2 and 3 these opportunities will be reviewed to provide a focussed plan. College proforma will be further developed throughout 2024-25. 3.3.3 This is part of the wider review of learning, teaching and assessment, and Student Services. Further review Dec 2024. 3.3.4 In progress, review led by the LTSE team. 3.3.5 Underway: Raising the awareness of consistent approach to MetaSkills launched with all staff in August 2024. A consistent approach adopted across all areas through PRs and Operational Planning reporting.	LTSE/Quality
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Supporting Student Success	3.4 Enabling student success – well-being, inclusion, equity and student support. To further a process to provide a holistic picture of individual learners and their support needs.	3.4.1 Implement a Student Services Strategy by December 2024. 3.4.2 Student funding processes should be reviewed to promote retention. 3.4.3 Information, advice and guidance processes should be developed further to promote retention, progression and achievement. 3.4.4 Develop a college-wide standardised induction programme, which includes signposting to appropriate SCQF level ESOL, communication and/or numeracy skills development. 3.4.5 Early intervention strategies should be implemented to support students with additional learning support needs and students should be identified at pre-entry guidance where possible. Learners should be sign-posted to relevant drop-in or support sessions as early as possible after starting their course. 3.4.6 Further roll out Report and Support service including promotion across social media channels and fortnightly newsletters. 3.4.7 devise strategies for the increasing number of students presenting with complex needs and support requirements including dual needs and care experienced.	3.4.1 This is being developed as part of the overall college to consider a different approach to on entry students and how their support needs are met. 3.4.2 SLT to agree the approach by end of Block 2 2024. 3.4.3 In-progress. 3.4.4 In progress. Further review by November 2024 delivery. 3.4.5 Part of the wider student services and learning support review for on entry intervention. A new system in under development. 3.4.6 Underway and progressing well. 3.4.7 Underway. Careful planning being implemented in conjunction with curriculum teams during evaluation reviews.	Student Services/Quality/LTSE
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Supporting Student Success	3.5 Achieving Positive Outcomes for Every Learner	3.5.1 Further analysis and action planning on the experience of those students in the key groups of disability, care experienced and ethnic minority to improve success session 2024/25 3.5.2 Improve the retention rates for Senior Phase pupils given 9% drop.	3.5.1 underway 3.5.2 underway	
Supporting Student Success	3.6 Context and Community	3.6.1 improvements or changes to the Rural Academy Model required to ensure skills pipeline and lack of duplication regionally.	3.6.1 Proposal bid for change to Employability Academy for session 2024/25 session underway.	Business Development/LTSE
Enhancement and Quality Culture	4.1 Quality Culture	4.1.1 Establish a new College approach to Quality Review and Enhancement The SLC Way 4.1.2 Education Scotland Annual Engagement Visit 4.1.3 Case Study Example	4.1.1 Completed 4.1.2 completed 4.1.3 completed	Quality/CMs
Enhancement and Quality Culture	4.2 Institution wide culture of assurance, improvement and enhancement	4.2.1 Realign curriculum delivery for 2023-24. 4.2.2 The college has changed its in year credit delivery due to having to make changes in order to meet its credit target. The line management changes now give an opportunity to review this for each curriculum area.	6.1 Completed. 6.2 Completed. Finalised the credit allocation in line with the 2023-24.	Quality/CMs

Enhancement and Quality Culture	4.3 Institution-led review/activity and action planning To share the findings of the PDLT overview with lecturing staff to support the dissemination of emerging practice.	4.3.1 Links to sharing of best practice across the college	4.3.1 PDLT forum training was delayed due to depletion of observers, training session from ES is required. Plan is to disseminate best/good practice via the Quality Forum.	Quality/CMs
Enhancement and Quality Culture	4.5 External outlook – globally responsive New action from Block 1 Self Evaluation. Revised approach to business development and the College's commercial offer required.	4.5.1 Alternative Funding to implement a business development strategy.	4.5.1 In progress. Areas have identified full cost opportunities and Alternative Funding, Curriculum and Marketing are now working together on their approach.	AF/APs/CMs
Student Engagement and Partnership	5.1 Student Association and Student Representatives	5.1.1 Most learner representatives do not receive sufficient training to undertake their role effectively. 5.1.2 Enhanced working with class reps on further training requirements	5.1.1 A consistent programme of training to be rolled out 2024/25 when SA established. 5.1.2 Mid-year check on progress and sparqs involvement	Quality/SA/SS
Student Engagement and Partnership	5.2 Students at core of review and enhancement activity To make better use of results from student surveys and student feedback to effect improvements the learner experience.	5.2.1 Collation of actions has started so that feedback can be provided to students on progress being made with their requests. 5.2.2 Student Voice, Lecturer and Curriculum Manager working groups started to promote wider engagement and enhance the action planning processes. 5.2.3 Learner participation in surveys is too low. Work with the class	5.2.1 Further revised processes in place Learner Voice embedded on the quality enhancement and evaluation activities, and feedback via Class Reps, Student Association and Quality Teams. On-going reflection and enhancement activity.	Quality/CMs

		representatives and Student Association (SA) to increase. 5.2.4 Revised process for Self-Evaluation	5.2.2 Ongoing and can be seen in reviews. Further development planned for 2024-25. 5.2.3 Completed. Periodic review planned. 5.2.4 Completed. Continuous in-year reviews planned.	
Student Engagement and Partnership	5.3 Effective and robust student representation To support the Student Association and Class Representatives to work more closely together, share thinking and agree actions.	5.3.1 Work with the Student Association to support additional times for the class reps, and them, to meet throughout the year. Link to learner voice actions.	5.3.1 Collective Teams forum and Quality & SA – joint promotion of Class Rep. Training. SA/SOs have wider engagement with volunteers and Class Reps, involved in event planning, e.g., Refreshers, open	Quality/SA/CMs

SLC SEAP 2024-25: Statement of Assurance

Statement of Assurance:

As the Accountable Officer for South Lanarkshire College, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2023, including the scope and impact of these.

I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision.

I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.

Signature: 

Accountable Officer (Name): Stella McManus (Principal)

Date: 2 December 2024

