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Lanarkshire

Outcome Agreement

2017/20.

2017

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# Introduction

Regional Outcome agreements were first introduced by SFC in 2012-13. They are intended to enable colleges and the Scottish Funding Council (SFC) to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities. This Outcome Agreement sets out how the colleges in Lanarkshire will contribute to a strong local and national economy through effective education and skills training over the period 2017-2020.

## Reporting

The colleges will monitor progress towards the delivery of the outcomes set out in this agreement regularly and will produce a self-evaluation report in October each year for SFC.

## Equity and Excellence

The colleges and the SFC publish data on equalities and outcomes annually and review these data sets regularly as part of the normal self-evaluation, improvement and review cycles. The colleges value and respect diversity and promote equality of opportunity. Policies on Equality and Diversity seek to eliminate discrimination by taking positive action where appropriate. The colleges have developed overarching Regional Equality Outcomes and have carried out an equalities impact assessment on this Regional Outcome Agreement process.

Both colleges aspire to deliver the best possible outcomes for learners in terms of student attainment and positive destinations at the end of each course in line with the guidance on Equity and Excellence in the Scottish Government's letter of Guidance 29 September 2017.

This Outcome Agreement has undergone an Equality Impact Assessment as part of its development.

# Funding Tables

**College region** Lanarkshire

**Colleges:** New College Lanarkshire and South Lanarkshire College

## **Funding**

The Lanarkshire Region has been offered £40,643,589 (indicative) from the Scottish Funding Council for academic year 2017/18 to plan and deliver further and higher education equating to 170,967 credits of activity.

The colleges have also been allocated additional European Social Funding of £3,044,009 plus an additional £553,350 of Strategic Funds for ESF YEI giving a total ESF allocation of £3,597,359 to deliver 14,766 credits for academic year 2017/18.

Therefore the Lanarkshire Region will receive a total of £44,240,949 from the Scottish Funding Council for academic year 2017/18 to plan and deliver further and higher education in the region equating to a total of 185,733 credits of student activity.

2017-18 will be the final year of the ESF YEI funded project. The colleges have begun dialogue with SFC through the Regional Outcome Agreement Manager to discuss how to meet the demand for student places in Lanarkshire from August 2018 onwards.

The above funding is on the condition that the colleges sign and commit to deliver the outcomes detailed in this agreement.

The following page contains detail about the total funding allocated to the Lanarkshire region from the SFC and the agreed distribution to each college.

**Table 1: Changes in funding from 2016-17**

	<b>Lanarkshire</b>	<b>NCL</b>	<b>SLC</b>
<b>2016-17 teaching and fee waiver grant</b>	£43,015,209	£32,284,053	£10,731,156
<b>2016-17 Credit target</b>	£185,733	138,849	46,884
<b>2017-18 teaching and fee waiver grant</b>	£44,398,014	£33,216,003	£11,182,010
<b>2017-18 Credit target</b>	186,843	138,849	47,994
<b>Change in Grant from 2016-17</b>	£1,382,805	£931,950	£450,855
<b>Change in Credit Target from 2016-17</b>	1,110	0	1,110

**Table 2: Final Regional Funding Allocation for 2017-18 Accepted by Region**

<b><u>Table 2: Final Regional Funding Allocation for 2017-18 Accepted by Region</u></b>		<b>Final Allocation</b>	<b>Lanarkshire Additional Allocation Not Accepted</b>	<b>Final Allocation Accepted</b>	<b>NCL</b>	<b>SLC</b>
<b>a</b>	Core Teaching and fee waiver	£40,643,589	£0	£40,643,589	£30,955,611	£9,687,979
<b>b</b>	Additional Childcare Places Funding for Teaching and Fee Waiver	£230,504	£73,439	£157,065	£101,880	£55,185
<b>c</b>	Total Core Plus Additional Child Care Places Funding Teaching and fee waiver	<b>£40,874,093</b>	£73,439	£40,800,654	£31,057,490	£9,743,164
<b>d</b>	Core Credit target	170,967	0	170,967	129,269	41,698
<b>e</b>	Additional Childcare Places Credit Target	<b>1,629</b>	519	1,110	720	390
<b>f</b>	Total Core Plus Additional Childcare Places Credit Target	<b>172,596</b>	519	172,077	129,989	42,088
<b>g</b>	Core Average Credit Price	£237.73	-	£237.73	£239.47	£232.34
<b>h</b>	Additional Child Care Places Average Credit Price	£141.50	-	£141.50	£141.50	£141.50
<b>i</b>	Total Core Plus Additional Child Care Places Average Credit Price	£236.82	-	£237.11	£238.92	£231.50
<b>j</b>	Core Student Support	£12,140,441	£0	£12,140,441	£9,207,472	£2,932,969
<b>k</b>	Additional Child Care Places Funding for Core Student Support	£52,272	£16,654	£35,619	£23,104	£12,515
<b>l</b>	Total Core Plus Additional Child Care Places Student Support	<b>£12,192,714</b>	£16,654	£12,176,060	£9,230,576	£2,945,484

<b>m</b>	Capital/Maintenance	£2,121,581	0	2,121,581	1,610,484	511,097
<b>n</b>	Additional Child Care Places Funding for Capital/Maintenance	£5,856	£1,866	3,990	2,588	1,402
<b>o</b>	Total Capital/Maintenance Plus Additional Child Care Places Funding for Capital/Maintenance	<b>£2,127,437</b>	£1,866	£2,125,571	£1,613,073	£512,499
<b>p</b>	ESF funding for Teaching and fee waiver	£3,044,009	£0	£3,044,009	£1,826,488	£1,217,521
<b>q</b>	Additional Strategic Funds for ESF YEI	£553,350	£0	£553,350	£332,025	£221,325
<b>r</b>	Total ESF funding Plus Additional Strategic Funds for ESF YEI	£3,597,359	£0	£3,597,359	£2,158,513	£1,438,846
<b>s</b>	ESF credit target	<b>14,766</b>	0	14,766	8,860	5,906
<b>t</b>	ESF Average Credit Price	£243.62	-	£243.62	£243.62	£243.62
<b>u</b>	ESF student support	<b>£1,086,468</b>	£0	£1,086,468	£651,910	£434,558
<b>v</b>	Total funding for teaching and fee waiver incl. ESF and Additional Childcare (v=c+r)	£44,398,013	£73,439	£44,398,013	£33,216,003	£11,182,010
<b>w</b>	Total Credit target incl. ESF and Additional Childcare (w=f+s)	<b>187,362</b>	519	186,843	138,849	47,994
<b>x</b>	Total Student support incl. ESF and Additional Childcare(x=l+u)	£13,262,528	£16,654	£13,262,528	£9,882,486	£3,380,042
<b>y</b>	Overall average credit price (y=v/w)	£236.96	-	£237.62	£239.22	£232.99
<b>z</b>	Grand Total of SFC Fundingfor AY 2017/18 (z=c+l+o+r+u)	£59,786,112	£91,959	£59,786,112	£44,711,562	£15,074,550
	Grand Total of SFC Funding for AY 2016/17	£59,278,087	-	£59,278,087	£44,495,380	£14,782,707
	Change in Grand total of SFC Funding from AY 2016/17 to AY 2017/18	£508,025	-	£508,025	£216,182	£291,843
	% Change in Grand total of SFC Funding from AY 2016/17 to AY 2017/19	0.86%	-	0.86%	0.49%	1.97%

## Scottish Funding Council Priorities & Outcomes and Lanarkshire Region Outputs 2017-18 to 2019-20

### Scottish Funding Council National Priority 1: High Quality learning and teaching

*An outstanding system of learning that is accessible and diverse where learners progress successfully with the ability, ideas and ambition to make a difference.*

#### Scottish Funding Council Outcome 1: A more equal society....

*....because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and background.*

**Region Output 1.1:** Identify and address under-representation from protected characteristic and socio-economic groups.

**Region Output 1.2:** Support and improve access for learners from the 10% most deprived postcode areas.

**Region Output 1.3:** Address gender imbalance where it exists in subject areas.

**Region Output 1.4:** Ensure equality and diversity in all that we do.

#### Scottish Funding Council Outcome 2: An outstanding system of learning....

*....where all learners are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities.*

**Region Output 2.1:** Improve learner retention and the proportion of learners successfully completing qualifications.

**Region Output 2.2:** Support an increase in the number of students articulating to university with advanced standing.

**Region Output 2.3:** Identify and provide clear learning pathways.

**Scottish Funding Council Outcome 3: A more successful economy and society....**

*....with well prepared and skilled learners progressing into jobs with the ability, ideas, and ambition to make a difference.*

**Region Output 3.1:** Support the Scottish Government's youth employment strategy - Developing the Young Workforce.

**Region Output 3.2:** Satisfy the need for Science Technology Engineering and Mathematics (STEM).

**Region Output 3.3:** Include a significant element of relevant, high quality work experience within our vocational courses.

**Region Output 3.4:** Engage with employers and work with them to influence the design and delivery of curriculum and courses.

**Region Output 3.5:** Align provision in response to identified skills needs of employers, learners and stakeholders.

**Region Output 3.6:** Satisfy demand for Modern Apprenticeships (MAs).

**Scottish Funding Council Outcome 4: High performing institutions....**

*....a coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements.*

**Region Output 4.1:** Continually improve the quality of our governance.

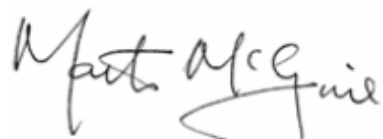
**Region Output 4.2:** Enhance sustainability by securing best value for public investment.

**Region Output 4.3:** Promote equality and diversity in all our activities.

**Region Output 4.4:** Ensure effective quality arrangements.



**Signed by College Region**  
*INSERT SIGNATURES*



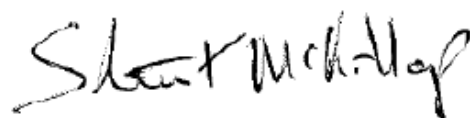
*Martin McGuire*  
Principal  
New College Lanarkshire

Date 31 May 2017



*Linda McTavish*  
Regional Chair, Lanarkshire

Date 31 May 2017



*Stewart McKillop*  
Principal  
South Lanarkshire College

Date 27/5/17.

**Signed by SFC**  
*INSERT SIGNATURE*

**John Kemp**  
Acting Chief Executive  
Scottish Funding Council  
Date:

# Part 1 – Regional context

## INTRODUCTION

This section provides the regional context for this outcome agreement.

The multi-college region of Lanarkshire has two colleges, New College Lanarkshire and South Lanarkshire College. The Regional Strategic Body is called The Lanarkshire Board. The Chair of The Lanarkshire Board was appointed by Scottish Ministers on 1 November 2014.

The Lanarkshire Board has a dual function to fulfil statutory duties as a Regional Strategic Body for the SFC-funded region of Lanarkshire. It is also responsible for the governance of New College Lanarkshire. South Lanarkshire College, assigned to the Regional Strategic Body, has a separate Board of Management responsible for the governance of South Lanarkshire College.

The colleges plan to maintain and improve the quality of outcomes for students within financial budgets set by SFC. The colleges, through careful budgeting and income-generation initiatives, have historically delivered activity levels for students above the levels funded.

### **Catchment area profile**

Population size/demographic profile (working age population)

The National Records of Scotland data shows a population in North and South Lanarkshire totalling 652,080. With a further 105,880 residents in East Dunbartonshire, this gives a total population of 757,960 across all three local authority areas. This represents 14.3% of the Scottish population and, for comparison, is significantly greater than the population of either Glasgow or Edinburgh. Both the overall population and the working age population are predicted to continue to grow in Lanarkshire broadly in line with overall Scottish population growth.

The populations of North and South Lanarkshire are predicted to grow at the rates of 1.7% and 6.2% respectively over the next 25 years<sup>1</sup> while the population of East Dunbartonshire is expected to fall compared to a 2010 baseline. It is expected that this population growth will not be the sole driver in terms of demand for education and training in the region. Across Lanarkshire, the proportion of the 16-64 year old population economically active is below

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<sup>1</sup> See data sets from The National Records of Scotland 2013

the Scottish average. The numbers of 16-19 and 20-24 year olds who are “in work” is the lowest recorded for the past 5 years. Overall, the employment rate is below the Scottish average.<sup>2</sup>

### **Economic/employer profile**

The colleges in North and South Lanarkshire provide a curriculum that meets the needs of a wide range of employers in and beyond the boundaries of the three local authority areas. There is a steady demand for employment in Engineering, Manufacturing, Health Care, Construction, Retail, public sectors and Administration. In addition there are niche areas of demand in subjects such as Hospitality, Financial Services, Business and Transport. The *Regional Skills Assessment* document (RSA) will be updated within the lifespan of this Outcome Agreement. RSA documents have collated historical data and have provided some insights into historical trends and demand. It is expected that the updated version will demonstrate the significance of the local economy within the wider Scottish context.<sup>3</sup> RSAs have highlighted that “*the impact of the recession on the Lanarkshire economy has been more marked than across both Scotland and the UK and the gross value added has returned to 2002 levels*”. The Regional Skills Assessment showed the employment rate across Lanarkshire rising in 2013-14. However, since the collation of these figures, the employment rate has fallen sharply, particularly in South Lanarkshire.<sup>4</sup>

This Regional Context Statement has been formulated following a consideration of Skills Investment Plans (SIPs), Regional Skills Assessments (RSAs), information from The Office for National Statistics, market intelligence regarding school leavers and destinations, data from local authorities and other relevant data sets.

### **Unemployment, skills and qualifications**

The percentage of the North and South Lanarkshire populations with recognised qualifications is lower than the Scottish average. The numbers economically active in the region in all age ranges are close to record lows. Almost half of the 20-24 year old Job Seekers Allowance (JSA) claimants have

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<sup>2</sup> Source: Lanarkshire CPPs

<sup>3</sup> Source: Regional Skills Assessment Lanarkshire

<sup>4</sup> Source: Office for National Statistics

been unemployed for over 6 months. This represents the highest recorded figures and is above the Scottish average. Nearly a tenth of 16-19 year olds and a fifth of 20-24 year olds have been unemployed for over a year. These figures are also the highest recorded and again above the Scottish average.<sup>5</sup>

There are large numbers of 16-24 year olds not in positive destinations. The Scottish Government has identified that a priority should be given to these students, particularly the 16-19 year old group, in relation to the offer of a place at college. In addition, discussion with both SDS and local authorities indicate that the sector of the population most likely not to be in employment, education or training has changed from 16 year olds to 18-19 year olds.

SFC has used effectively European Social Fund Youth Employment Initiative (ESF YEI) funding to help address skills shortages in Lanarkshire including requirements for upskilling, training new employees and new skill development. The colleges will work actively with SFC to ensure that this activity may be continued after the ESF YEI project comes to its end.

### **Areas of deprivation**

In North and South Lanarkshire, there is a higher proportion of the population than the Scottish average in almost all of the negative and worst deprivation categories. In some areas there are datazones where deprivation is particularly acute. This includes datazones in Larkhall, Airdrie, Coatbridge, Whitlawburn, Motherwell, Rutherglen and Hamilton. The colleges have actively targeted these areas in terms of recruitment and support for learners. Eleven percent of the population are the most deprived SIMD 10 and SIMD 20 datazones. However, the colleges have been particularly successful in engaging with learners from these areas and around 18% of the student populations are from these datazones. The colleges' engagement with learners from these areas already exceeds SFC future targets for learners from the most disadvantaged areas in Scotland. This is a positive message and the colleges will continue to implement strategies to attract learners from deprived areas and to support high attainment among these learners. In addition, the SDS school leaver destination survey indicates that both colleges have been successful in attracting a higher proportion of school leavers into further education who otherwise would not have a positive post-school destination. The Scottish Government has stated its ambition to give every child born in one of our most deprived communities the same chance of entering a University course as a child born into one of the least deprived communities. The Commission for Widening Access notes the importance of "fairness" in society and the moral, social and economic duty to tackle inequality. Both colleges are fully in support of this and have in place Mainstreaming Equality Reports and strategies to support Equity, Access and Inclusion.

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<sup>5</sup> Source: Lanarkshire CPPs; Regional Skills Assessment SFC

### **Evidence of need/demand, with particular reference to the 16-19 age group**

The total number of people claiming JSA across North and South Lanarkshire is higher than the Scottish average and is particularly significant in the 18-24 age group. Applications to both colleges have steadily increased over the past 7 years. Over that period, activity levels and student places funded by SFC reduced and then rose again. In Lanarkshire there are around 37,000 16-19 year olds, representing 14.38% of the Scottish population of this particular, priority group.

However, the transition by SFC from a historic approach to funding to aligning funding more closely with local population demography and needs should be of benefit in providing appropriate college education close to where it is required.

### **Destination analysis**

Both colleges use the SDS publications on school leaver destination trends (available in the public domain) for North and South Lanarkshire Councils as reference points for targeting provision towards Scottish Government priority groups. The SDS returns demonstrate that the proportion of school pupils in positive destinations in both council areas is below the national average at both the initial and follow up stage in the survey and the two colleges continue to target these groups. Recent evidence from the school leaver destination surveys by SDS is that the colleges' strategy has been successful in engaging an increasingly higher percentage of school leavers in further education compared to a baseline in 2010-11. Overall the percentage of leavers entering a positive destination in the region has risen by between 1.3 and 3.7 percentage points across the three council areas.

The percentage of leavers entering higher education (HE) in North and South Lanarkshire has also risen by between 2.4 and 4.5 percentage points. East Dunbartonshire already has the 2nd highest percentage of leavers entering HE in Scotland. Detailed school leaver destination reports are available from Skills Development Scotland.

Overall, the positive destination rate for both colleges is higher than the Scottish average and the proportion of learners going straight into employment at the end of their programme is also higher than the Scottish average. The proportion of learners entering HE with advanced standing has steadily increased over the years and is at a record high, with UWS and Glasgow Caledonian University being the two Universities that provide most progression routes for learners.

*Reference: NL, SL and ED Council CPP Initial School Leaver Destination Return Report 2014. Courtesy of Skills Development Scotland.*

## **Bursary support**

Under the new regional funding arrangements students may be eligible for support using SFC-supplied bursary funds to travel long distances outwith their regional area to study at another college at a significant bursary support cost. However, the same students may not be eligible for bursary support to travel a much shorter journey to their own nearby local college, to study the same subject.

Local Authority data sets show that between 2011 and 2017, at its peak, 31% of the working population travelled from this region to Glasgow for work and in some years as little as 25% undertook that journey. However SFC data sets indicate that it expects 36% of students to undertake the same journey, supported where appropriate by SFC travel bursaries. It is unclear why SFC is actively encouraging students to do this contrary to policies to reduce carbon emissions and use public funds efficiently. If the same students lived within a 2-mile radius of their local college they would not be eligible to receive travel costs. It is hoped that SFC would undertake to address the inconsistencies in the current arrangements for funding travel to study that disadvantage students who wish to or who choose to study locally. A sensible approach to funding would seem to be that if a student is not eligible for bursary travel support within a region, then they also should not be eligible for support to travel outwith the region.

In Lanarkshire student support funds allocated have been based on historical activity and were becoming increasingly out of line with student needs. The allocation of student support funds did not take account of either the disadvantaged groups that the colleges were being asked to target or the growth in funded activity levels. The initial allocation of student support funds for the region in AY 2016/17 and 2017-18 has seen a significant increase from AY 2014/15 levels. However with the profile of students being attracted to college education making more and more demands on student bursary funds, the management of these funds to ensure adequate support remains extremely challenging and is highlighted as a significant institutional and regional risk.

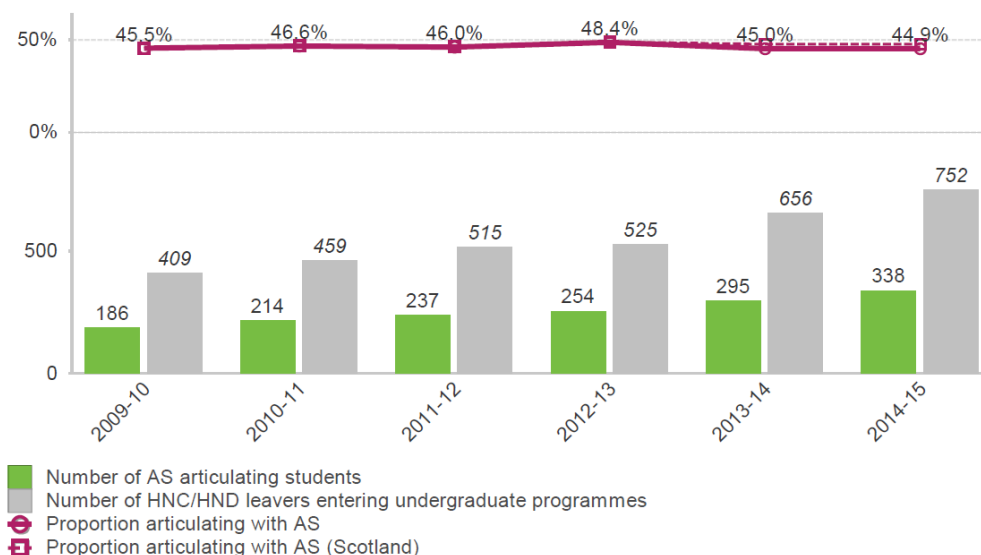
## **Articulation and progression**

The colleges have strong and growing links with universities. College staff are active members of the South West Articulation Hub and the Greater Glasgow Articulation Partnership (GGAP).

The activities funded by the hubs are the subject of formal arrangements and agreements. Students who progress through popular “2+1” or “2+2” HN and degree programmes are very positive about the arrangements. Most articulating students progress to either Glasgow Caledonian University or The University of the West of Scotland.

As well as the activity of the hubs, the colleges and universities hold additional meetings regarding articulation within specific subject areas to agree and manage student numbers, guaranteed places schemes, students classed as Associate Students and other detailed arrangements. Articulating students often perform well above average when they transfer to University and they value highly the articulation arrangements in place.

**The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing, Lanarkshire**



Students at each college have been funded by SFC through the Assisted Places Scheme. Over the past three years this has increased the number of HN places available at college and boosted the progression routes for learners from the most disadvantaged backgrounds. Ironically, at the same time as the colleges are being encouraged to build on these arrangements and provide more progression routes for students from the most disadvantaged areas, the SFC are phasing out the Assisted Places Scheme. The impact of that is that there will be fewer HN places available in the colleges and less progression opportunities.

The colleges are active partners with The Open University. The range of part-time study options suit those students well who wish to move into employment and also continue their studies, again with advanced standing.

The SFC-published table provides information on students progressing from the Lanarkshire colleges with HN qualifications to a University. Normally students at HNC level would progress directly to year two and students at HND level would progress directly to year three of a degree.

### Meeting the needs of employers

Each college in the region has good links with local communities and businesses and each is well regarded in its own right for the quality of its delivery to students. The colleges successfully deliver National Training Programmes. They work closely with Skills Development Scotland (SDS) and deliver provision which meets the requirements of the Government's strategy for post 16 education, 'Putting Learners at the Centre'. The colleges have been pro-active in engaging with PACE to address the loss of major employers in the area. The most recent example is the activity being delivered to ex-TATA Steel employees. Examples include: Retraining ex-employees to become Domestic Heating Engineers and Gas Safe installation and maintenance technicians, building on the participants' existing skillsets.

The colleges continue to invest in developing vocational areas where there is identified demand, including Dental Nursing; Sound Production; Micro-renewable Energy; Horticulture; Events Management and Heavy Goods Vehicle. There is a strong focus in the delivery of Modern Apprenticeships, the SDS Employability Fund and work-focused programmes.

### **College Links to Employability**

The colleges' specialist staff deliver employability and soft skills through group projects, discussions, employer presentations, employer visits, job placements and tasters. This provision complements and adds value to existing partnership within East Dunbartonshire, North and South Lanarkshire's Community Planning Partnership Skills Pipeline. The partners include the local colleges, NHS Lanarkshire, Employers, Routes to Work, Routes to Work South, Routes to Inclusion, North Lanarkshire's Lifelong Learning Working Group, the third sector interface Volunteer Action North Lanarkshire, Job Centre Plus and East Dunbartonshire and North and South Lanarkshire Councils.

### **Links with Local Authorities**

Each college has strong links with their Community Planning Partnerships (CPPs) and other key strategic groupings in the local authority areas such as the local authority economic growth board and task forces to support sustainable local economic growth. The college's held meetings with council partners regarding reflecting each organisations priorities in Local Outcome Improvement Plans (LOIPs) (formerly Single Outcome Agreements – SOAs) and colleges' strategic documents. The colleges have excellent links with colleagues in local authorities regarding partnership work to support pupils from disadvantaged areas, others with additional support needs and others who wish to opt into a part-college curriculum through the DYW initiative. The colleges are both represented on key Local Authority committees to drive forward strategic cross-agency developments in each local authority area.

### **Senior Phase Vocational Pathways**

The colleges engage with a range of stakeholders, including schools and employers, to help build on existing strong vocational pathways. There has been discussion with all Local Authorities. Operational working groups have been established to take forward outcomes and develop an appropriate offering for the Senior Phase Vocational Pathways. Broadly, the colleges have engaged in pilots over the past two years, including the Foundation Apprenticeship (FA) in Fabrication & Welding, FA Healthcare, FA Financial Services, Level 6 in Dental Nursing, Photography, Hospitality, Childcare and Development, Care and also NPAs in Engineering (Levels 4 & 5), and will increase the range of relevant courses to be piloted in Academic Year 2016/17 as per the appended Developing the Young Workforce Action Plan (Annex D). Following this, the range of curriculum on offer will be broadened out on a needs-driven basis to cover more schools in the local authorities. It is projected that there will be a varying requirement across local authorities and individual schools for 5th - 6th year programmes and 4th year programmes. South Lanarkshire Council has almost fully phased out 3<sup>rd</sup> year programmes and is re-organising the



administration of its programmes. The colleges will meet with appropriate local authority representatives to identify varying requirements of specific schools and clusters, gather information on how best to integrate the colleges' curriculum with theirs and offer the most appropriate suite of options and progression opportunities for pupils. The Lanarkshire colleges work with almost all schools in North Lanarkshire (engaging with 22 out of 23 mainstream schools and 8 out of 9 SEN schools), all 20 schools in South Lanarkshire, and schools in East Dunbartonshire (2 from 8, offering broadening options to that local authority area, where the majority of schools link with another region). Lanarkshire colleges also work with schools from other regions (5 in East Renfrewshire and 5 from Glasgow) to enhance choice for their pupils. The colleges will work to increase engagement over 2016/17 with the various local authorities' provision.

The Scottish Government has identified the importance of Science, Technology, Engineering and Mathematics (STEM) subjects to Scotland's economy. Energy and Life Sciences are priority sectors, as are creative industries (particularly in digital skills). A particular focus has been given to pathways which will encourage learners along these routes. Skills Development Scotland's Skills Investment Plans (SIPs) put STEM at the heart of growth for Scotland's economic development. This includes SIPs in life sciences, engineering, energy, ICT and creative industries. All developments will take account of the equality outcomes set by the colleges and take due account of promoting equality and diversity and addressing learners' additional learning support needs. The colleges are also engaging with teachers in schools, offering targeted twilight classes and invitations to participate in relevant professional learning activities. One example is an invitation to teachers of technical subjects to participate in a workshop showcasing technological advances in IT courses. They reported positive benefits from this activity. More of this type of activity is planned. The colleges will work with local authorities and schools to promote the value of STEM subjects and to develop pathways into STEM careers. Future labour demand in these areas indicates that having a high quality skilled workforce is essential to Scotland's development, and college-school partnerships will be key to providing specialist skills and direction for many young people, raising awareness of the job opportunities to attract more talent to this field.

### **Non-SFC funded activity**

Commercial delivery by each college provides additional funds to support core college activity. The colleges offer competitive rates and effective stakeholder engagement which is central to successful commercial activities. The activity includes direct delivery to companies and individuals, international work, sponsorship and hire of premises.

## **Staff and student engagement**

### **Students' Association involvement in Regional Outcome Agreement**

The Regional Board, New College Lanarkshire and South Lanarkshire College have included both Students' Associations when writing the plan. By doing so the Students' Associations have had a significant involvement during the development and review of the Regional Outcome Agreement, including some of the appendices. NLCSA and SLCSA believe this should provide improved chances for students to influence the overarching Regional body that will in turn enhance the overall college experience. Elected Sabbatical Officers when attending Committees, both at Board level and in the college consult students in advance of the meetings and ensure that their voice is heard.

Ongoing support from college staff enables the Students' Association to have a full and meaningful engagement with the development of the Regional Outcome Agreement.

New College Lanarkshire Students' Association (NCLSA) and South Lanarkshire College Students' Association (SLCSA) have been working constructively together over the past four years in a range of ways. As well as each SA being represented on the Lanarkshire Board, both Associations have provided a support network to each other and worked together towards specific events and projects.

The Students' Associations plan to meet more regularly with each other to both strengthen each individual Association and also to help each become more sustainable. NCLSA and SLCSA will aim to be open and transparent with regards to funding information, including budgets and expenditure.

## **Curriculum**

The Lanarkshire colleges refresh their curriculum through an annual cycle of portfolio review, taking account of local and national labour market needs and demand in consultation with partners including regional CPPs, SDS and employer groups. The planning for each Academic Year (AY) begins almost twelve months before the start of delivery. This process has consistently delivered a positive match to available resources with high quality, relevant activity being delivered for local communities. The colleges offer programmes from Access level through to Degree Level. There are particularly strong links with local Universities including UWS and Glasgow Caledonian University. Each college has engaged actively in the Assisted Student Places Scheme with UWS. This has enabled cohorts of learners from a wide range of backgrounds to progress through HNC, HND then to degree level with the help and support of both the college and the university. Funding that currently supports this provision will begin being phased out from August 2016. The following details a snapshot of provision relevant to AY 2016/17. The Scottish Government has set a target to deliver training to 20,000 additional staff working in early education and Childcare. The colleges are committed to expanding their Early Education and Childcare curriculum to contribute actively to delivering this wider objective.

**Priority student groups:**

- Young people with potentially negative destinations upon leaving school.
- The young unemployed.
- The long-term unemployed.
- Members of the workforce requiring up skilling.
- Areas where there is gender imbalance.
- Care leavers.
- Under-represented groups
- School pupils wishing to engage in college-based vocational qualifications.
- Those undergoing transition from school through education to the workplace.

**Priority industry sectors: (by Education Scotland curriculum group)****Proportion:**

- |                                                                                                     |     |
|-----------------------------------------------------------------------------------------------------|-----|
| • Health (Care)                                                                                     | 18% |
| • Manufacturing (Engineering)                                                                       | 14% |
| • Retail & Food Services (Hospitality & Tourism) (Hairdressing, Beauty and Complementary Therapies) | 21% |
| • Business Services (Computing & ICT) (Business)                                                    | 13% |
| • Construction (Construction)                                                                       | 10% |

76% of activity is specifically targeted to regional and national industry employment leaders and growth sectors. 10% of activity is targeted at additional growth sectors. 14% of activity is targeted at social and community need.

A comprehensive analysis of the Regional Skills Assessments (RSAs) for both Lanarkshire and for Glasgow and Clyde Valley clearly identify business and industry sector need and demand for skilled employees in the sectors identified above. Further analysis in support of these priorities via Skills Investment Plans (SIP) including NHS Education for Scotland; Engineering SIP; Energy SIP; Food and Drink SIP; Tourism SIP; ICT, Digital Technologies SIP; Financial Services SIP; and Construction Skills Strategic Plan has given clear direction to the development of our curriculum portfolio which clearly emphasise STEM (Science, Technology, Engineering and Mathematics). This ranges from collaborative development of North Lanarkshire's Construction Skills Academy for school age learners through to ground breaking development such as Scotland's first BSc degree in Dental Nursing. Both colleges have a focus on STEM subjects, in particular through Engineering, Construction and Computing subject areas. This includes leading-edge delivery in Dental Nursing, Micro-renewables, and through the Oracle Academy.

Intelligence is gathered through our work with more than 2000 employers in the region. A range of mechanisms are employed including a vibrant and productive Lanarkshire Business Hub where both the colleges and employers share opportunities to engage for mutual benefit. This intelligence is used at institutional, faculty and programme level to help direct and shape our curriculum to make it fit for purpose and prepare our learners for the workplace and to meet the expectation of their employers. We also engage extensively through a range of initiatives with a curriculum specific focus. Faculty based partnership work include projects such as an innovative MA programme developed in partnership with the Royal Bank of Scotland specifically to meet the needs of the banking industry and the establishment of a sector leading facility and delivery in Dental Nursing and Dental Technology. This was established in close consultation with more than 100 dental practitioners. These initiatives ensure our curriculum development keeps pace with employer need and ensures that our graduates are well prepared for the world of work and have developed the highest standards of skills specific to their intended job or career.

## **Equality**

The colleges have jointly reviewed and updated a set of overarching Equality Outcomes, operational from April 2017, as follows.

The colleges will:

- Demonstrate leadership and commitment and strive to eliminate discrimination, advance equality and foster good relations.
- Offer a breadth of curriculum choice that meets the needs and aspirations of all learners, including those from under-represented groups.
- Ensure learners have an equal opportunity to come to college and achieve positive outcomes.
- Increase engagement with stakeholders to develop a better awareness of equality of opportunity for a developed workforce.
- Provide learners with increased opportunity for progression into organisations that value equality and diversity.
- Ensure that equality is embedded in all that we do and is supported by the appropriate resources.

The colleges through their individual arrangements monitor equality of outcomes for under-represented groups and report these to their appropriate committees. Arrangements are in place in some instances to monitor outcomes for these groups from college-wide level through to course team level. This enables focused action to be taken if required. Each college has developed its Equality Mainstreaming Report and associated action plan to meet its specific equality objectives.

## **Gender Balance**

In areas of curriculum where a gender imbalance is apparent the colleges will consider more focused approaches to redressing these imbalances. The colleges are taking positive action to help address gender imbalance in a range of subjects including the following: construction; building services; electrical

engineering; vehicle maintenance / vehicle repair; health care management / health studies; child care services; social care / social work skills; business / finance; education theory / learning issues; and hair / personal care services.

Gender Action plans are in line with SFC guidance and the most recent Regional version is incorporated into Annex C of this document.

### **Profound and complex needs**

The colleges have an inclusive ethos and a strong commitment to improving learner's lives and their lifelong prospects. A wide range of school-link programmes are offered to learners at local schools and several of these programmes are designed and delivered exclusively to learners with profound and complex needs. The colleges identify the strengths and support needs of individual learners through detailed assessment in order to ensure smooth and effective transition at all stages.

The colleges are committed to improve provision for Learners with profound and complex needs and these include working closely with stakeholders and partner agencies to ensure collaborative arrangements promote access and inclusion for all learners. Involving external agencies such as carer / support organisations allows entry and progression requirements to be clearly communicated. All staff are supported through appropriate and relevant CPD opportunities in order to enhance their knowledge and skills.

The colleges' estates support learning and teaching by providing suitable classroom accommodation and adapted residential provision for learners with additional needs. Lanarkshire has one of only 3 Brite / Access centres in the country and in response to local need we support a high number of learners with profound and complex needs. At any one time up to 40% of learners who are currently receiving supported learning have such additional needs. These learners are working successfully towards achieving appropriate qualifications or positive destinations.

### **Care leavers**

The colleges will work with regional partners to support effective transitional arrangements for care leavers. This is a key commitment. Around 40% of 'care experienced' students leave Scotland's Colleges without completing or achieving. The colleges are aware of the requirements attached to the Children and Young People (Scotland) Act 2014, and in particular the requirement to take action to enhance the wellbeing of young people. In order to achieve this, the colleges will assess needs for services and support and be alert to adverse issues which may affect that cohort. We will review how our policies, procedures and practices actively help support such students.

## **Carers**

The staff and student populations of each college have people with key responsibilities as carers. The colleges are committed to supporting such Carers to carry out their respective roles effectively in line with the Scottish Government's Carers Positive initiative. The colleges will ensure that by 1 April 2018 there are all the relevant approaches in place to meet the requirements of The Carers (Scotland) Act 2018, aimed at supporting Carers in the workplace. The colleges have several hundred carers in their student population in 2015-16 and expect that by the time all the enrolments have taken place for 2016-17, this will grow.

## **Gaelic**

The colleges recognise the importance the Government has attached to the protection and furtherance of the Gaelic language through the National Gaelic Language Plan 2012-2017. Consideration is being given to initiatives such as the promotion of Gaelic (and Scots) language usage through appropriate signage and also through the college websites and short courses where appropriate.

## **Summary**

Over the past years the colleges across North & South Lanarkshire have had extremely positive Education Scotland reviews, a host of SQA awards, awards from Scotland's Colleges, Homes for Scotland, and two UK Green Gown Awards. South Lanarkshire College is the only college in Scotland to be formally accredited as Leader in Diversity at level 3, has Platinum Investors in People and won a second UK Green Gown Award in November 2016. It has the highest attainment rates in Scotland for HE full-time students and for students from the most deprived 20% SIMD areas. New College Lanarkshire has been awarded "Best in the UK" at the recent Worldskills event. This is the third "Best in the UK" award at Worldskills over the past four years.

The success of students in the region is underpinned by a strong and determined approach to excellence in all aspects of the colleges' activities. The colleges promote the development of the highest level of skills among their students. The significant achievements of students in a wide range of vocational areas is a key indicator of success and one of the most important KPIs identified in this outcome agreement. Students from Lanarkshire have demonstrated highly successful levels of skills in competitions at Scottish, UK and European level across a broad range of vocational subjects.

This Outcome Agreement contains a commitment from each college to contribute towards overarching regional outcomes and targets. It should be read in conjunction with each college's strategic, operational and other plans in order to provide a fuller view of how the colleges will deliver outcomes for the population of North and South Lanarkshire and beyond.

The colleges have in place robust arrangements for joint monitoring of outcomes in the current year's Regional Outcome Agreement. A full self-evaluation report will be published in October reporting on progress towards targets.

## Part 2 – Priorities, Outcomes and Outputs

### SFC Priority: High Quality learning and teaching

*An outstanding system of learning that is accessible and diverse where learners progress successfully with the ability, ideas and ambition to make a difference.*

As publicly-funded bodies we are committed to meeting national priorities and responding to the needs of employers, industry and stakeholders. We aspire to support Scotland in its delivery of the four priorities for sustainable growth identified within the Scottish Government's Economic Strategy. Investment, Innovation, Internationalisation and inclusive growth.

Our ambitions are aligned with the Scottish Government's post 16 education reform priorities to: improve life chances; support jobs and growth and ensure sustainable post 16 education. The next three academic years will see a particular focus on: Developing the Young Workforce (DYW) and Senior Phase vocational pathways in response to the Government's Youth Employment Strategy; addressing the needs of protected characteristic groups through the promotion of equality and diversity, addressing gender imbalance, improving employment chances for young disabled people, and supporting looked after children and care experienced people; enhancing employer engagement and participation in teaching and learning; providing high quality work placement and experience; promoting and driving attainment in Science Technology, Engineering and Mathematics (STEM) based subjects; developing a more capable and diverse workforce to support a growing early years and child care need; and contributing to the development and delivery of high quality Modern Apprenticeships.

This will be built on pro-active collaboration and partnership. At its heart is engagement between learners, teaching staff, employers, schools, universities and partners such as Skills Development Scotland (SDS), local government and local enterprise organisations. Working collaboratively we will also strive to maintain relationships with our valued partners in the European Union. We seek to deliver the impact needed locally and nationally to realise our ambition.

## **SFC Outcome 1: A more equal society.**

***Because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.***

*“The recent Programme for Government sets out the Scottish Government’s vision of a fairer, more equal Scotland. Central to that vision is the ambition that a child born today in one of our most deprived communities should, by the time he or she leaves school, have the same chance of going to university as a child born in one of our least deprived. The Commission on Widening Access has been established to advise Ministers on how this ambition can be met.”*

*Source: <http://www.commissiononwideningaccess.co.uk/about-the-commission>*

In its interim report the Commission identified a key systemic issue which required to be addressed. The need to align educational pathways between schools, colleges and universities. The report clearly identified a number of steps in which colleges can play a central role including: Gathering robust information to comprehend the articulation landscape in Scotland. Understanding if there is scope to expand the number of articulation agreements and places, and why differing patterns of articulation exist across the sector. Exploring the possibility of bringing more uniformity to credit awarded by universities to students with HE qualifications achieved in colleges.

Outcome 1: A more equal society and Outcome 2: An outstanding system of learning within this Outcome Agreement have been developed to directly support addressing the issues identified by the commission and will work to deliver its next steps. The detailed outputs outlined provide clear vision, direction and ambition in delivering this national vision.

### **Output 1.1: Identify and address under-representation from protected characteristic and socio-economic groups....**

***Increase (where under-represented) the participation of learners from all protected characteristic groups; support care experienced learners; demonstrate our college region’s role in access and inclusion; recognise the compounded disadvantage that can result where socio-economic disadvantage and protected characteristics inter-relate.***

A renewed focus to ensure we identify and address under-representation from protected characteristic and socio-economic groups will be central to our drive to ensure a more equal society. The colleges seek to foster good relations, advance equality of opportunity and eliminate discrimination by taking positive action to facilitate a society that values and respects diversity. Providing equity and excellence.



South Lanarkshire College is a "Leader in Diversity". This is a formal accreditation. SLC analyses by protected characteristic, enrolment, withdrawal and outcomes from Course Team level through to college-wide level and at the nine meetings of the Academic Board. SLC has supported learners from the most deprived postcode areas to successfully apply and attain at a high level well above the Scottish average. SLC has supported learners from the most deprived postcode areas to successfully apply and attain at a high level well above the Scottish average. SLC is mainstreaming its work as per its equality policy. The college has had active engagement with the local Access Panel and with specific businesses who specialise in employing people with disabilities.

The Lanarkshire colleges are care aware, which includes both care experienced and carers. Our ambition is to improve retention and attainment rates for carers across the region. Carers are identified as a vulnerable group in Further Education Statistics (FES) data returns. Our plan is to become more informed regarding the various challenges of this specific group, particularly in accessing and sustaining education, as well as sustaining employment. Meeting with Lanarkshire Carers Centre' staff will support our knowledge base for both staff and learners. Development of improved statistical information on carers, both staff and learners, will enable better engagement and support. This will form part of our Equality and Diversity activities. NCL is developing a 'Special Leave' policy, which will support the needs of staff carers. Currently, both colleges have 'dependents leave' policies that would be used to cover carers.

**Supporting care experienced learners.** Both colleges within Lanarkshire are identified as a 'corporate parent' in the Children and Young People (Scotland) Act 2014. We therefore recognise our duty to produce a plan, to show how we are going to deliver on our corporate parenting responsibilities for care-experienced people. We are committed to our looked after young people/care leavers.

The focus will be on individuals who are 1) 'looked after' in local authority care, and 2) care leavers. The 'looked after' group includes any young person provided with accommodation by a council under Section 25 of the Children (Scotland) Act 1995, or who is subject to relevant legal orders (such as a Compulsory Supervision Order) passed by a Children's Hearing or Court. A care leaver is an individual who was 'looked after' up to their 16<sup>th</sup> birthday, but who has subsequently left care. An individual can be considered a 'care leaver' until their 26<sup>th</sup> birthday. Corporate parenting and our support for care experienced people is not the duty of one specific individual in our organisations but a duty that all members have, regardless of specific job role.

Our ambition is to provide care-experienced young people with the support they need in order to engage and succeed in a college education. In this way, we play our part, alongside other corporate parents, in preparing young people to be confident individuals, responsible citizens and effective contributors in their community. Thus, enabling them to take a full part in society, feel included, healthy and safe, and take responsibility for their own future wellbeing. We are committed to working in partnership with other agencies to meet this ambition.

Both of the region's colleges publish Corporate Parenting policies which offer additional detail.

**Contributing to the National Ambition for Care-experienced Learners.** Lanarkshire will strive to support the Scottish Funding Council's national ambition to ensure there will be no difference in the outcomes of care experienced learners in comparison to their peers resulting in parity by 2021.

This will be supported by increasing the intake of care-experienced learners into college from our published baseline of 76 full Time Equivalent (FTE) learners in AY 2015/16 by 16.5% in AY 2017-18 ; 26.6% by AY 2018-19; and 36.7% by AY 2019-20.

We are well underway with 108 FTE learners supported in AY 2015/16. An excellent achievement which we will build on to be an outstanding contributor in the coming years to this national ambition.

Our vision is for there to be no difference in the outcomes of care experienced learners comparative to their peers.

Full details of our ambitious targets relating to Care-experienced learners and their success rates can be viewed in Annex A.

### **Output 1.2: Support and improve access for learners from the 10% most deprived postcode areas.**

*Provide maximum opportunities and increasing proportions of learner success.*

We already provide outstanding levels of engagement of learners from our most deprived local communities. Our ambition is to see this grow still further. Figures based on National Records of Scotland (NRS) 2013 mid-year estimates show Lanarkshire's proportion of population from the 10% most deprived postcode areas (SIMD 10) to be 11.6%. Lanarkshire colleges have delivered a steadily increasing 17.6% in AY 2012/13; 18.4% in AY 2013/14; and 18.6% in AY 2014/15 of all SFC funded learner activity to learners from the 10% most deprived postcode areas in Lanarkshire. This was overwhelmingly surpassed in AY 2015/16 with delivery of 26,881 SFC funded Credits to learners from the 10% most deprived postcode areas in Lanarkshire which represents 18.9% of all college SFC funded learner activity. The Scottish national trend has been an increase of less than 1 percentage point across each of these years. This is a massive increase of engagement with learners who live in areas of deprivation and is testament to the colleges' investment in supporting and delivering on this national ambition.

*Source: SFC's Further Education Statistics (FES) & National Records of Scotland (NRS)*

Full detail of our ambitious targets relating to SIMD10 access volumes and success rates over the next three academic years can be viewed in Annex A.

More information can be found in our [Access and Inclusion Strategy in Annex B](#)

### **Output 1.3: Address gender imbalance where it exists in subject areas.**

***Within college and Modern Apprenticeship (MA) subjects.***

This is an issue for colleges, schools, industry and society at large. Many of these imbalances have persisted over time but much is being done and more will be done to break perceived stereotypes by working proactively in partnership with schools, pupils, parents, industry and our local communities. The focus will be on the top five imbalanced industry areas of construction; engineering; care services; business; and hair and beauty.

The most gender-imbalanced areas in Lanarkshire region are:

		Subject “Superclass”	Male	M %	Female	F %	% of FTE learners in Lanarkshire
1	TH	Building services	253	99.6%	1	0.4%	2.1%
2	XJ	Electrical engineering	323	98.5%	5	1.5%	2.8%
3	HL	Hair / personal care services	50	3.2%	1510	96.8%	13.1%
4	TE	Construction (general)	873	96.5%	32	3.5%	7.6%
5	PQ	Child care services	20	4.7%	409	95.3%	3.6%
6	GA	Education theory / Learning issues	13	5.0%	249	95.0%	2.2%
7	PM	Social care / Social work skills	33	6.5%	476	93.5%	4.3%
8	XS	Vehicle maintenance / Repair	545	93.3%	39	6.7%	4.9%
9	PA	Health care management / Health studies	64	9.7%	599	90.3%	5.6%
10	AA	Business / Finance (general)	131	27.1%	352	72.9%	4.1%

Our strategies to address gender imbalance in these top identified areas will consist of a number of distinct approaches. The first will be an approach to address negative perceptions caused by misunderstanding and stereotyping. Colleges are in a position to work with a number of key influencers including school teaching colleagues, parents and school pupils. Working in partnership with local authorities and schools our strategy will be to ensure a consistency of approach and communication. Our Gender Action plan identifies a number of themes which will help identify areas for effective action. The themes are

- infrastructure including systems, humans, resources and relationships;
- influencing the influencers including educators and careers advisors, parents and current learners;
- raising awareness and aspiration including outreach, recruitment, marketing and course “packaging”;

- supporting success including creating inclusive environments and enhancing the student experience.

Our ambition is to increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced subject “Superclasses” by 2021. Within the period of this plan we look to increase the minority gender shares referred to by 4.2 percentage points by AY 2019-20.

More detail can be found in our combined [Gender Action Plan in Annex C](#).

#### **Output 1.4: Ensure equality and diversity in all that we do.**

***Respond effectively to the general and Scottish specific duties of the Equality Act (2010).***

The Lanarkshire colleges have met all of the general and specific duties that were created by the Equality Act 2010 and The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The colleges have good experience of working together collaboratively in the development of Equality Outcomes, as our first set (published in 2013) were developed on a regional basis, supported by local actions where appropriate. These were refreshed in 2015 and the two colleges are presently working together to review our current outcomes and progress for the next reporting cycle in spring 2017. General themes for our regional equality and diversity activity are outlined in Annex E and elsewhere in this document.

More detail can be found in our Equality Outcomes Plan in Annex E.

## **SFC Outcome 2: An outstanding system of learning.**

***Where all learners are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities.***

### **Output 2.1: Improve learner retention and the proportion of learners successfully completing qualifications.**

***With an increased focus on protected characteristic groups and learners from the 10% most deprived postcode areas.***

**We set out in AY 2017/18 to improve outcomes for learners through higher levels of learner retention, satisfaction and success.** The on-going aim of the colleges is to continue to implement strategies that will further enhance annual student attainment levels over the next three-year period.

**The proportion of enrolled students successfully achieving a recognised qualification** in AY 2015/16 was 71.8% of all Lanarkshire Region's learners. In Scotland as a whole the proportion of Full Time Further Education (FTFE) learners successfully achieving a recognised qualification over the last seven years has seen proportions move from 58.8% to 64.0%. The proportion of Full Time Higher Education (FTHE) learners successfully achieving a recognised qualification nationally over the last seven years has seen proportions move from 63.9% to 71.3%. For AY 2015/16 Lanarkshire region's proportion of FTFE is 61.0% and for FTHE 69.4%. The Region is clearly performing within these broad parameters however we recognise a need to improve these figures. Factors including increasing early withdrawals, which result in lower achievement statistics, have been significantly influenced by the introduction of ever more flexible learner pathways; (more flexibility provides more choice, more options and thus more movement of learners); improved employment opportunities, particularly for young learners, which result in more learners leaving to take up employment; and an open and flexible application and enrolment process that can result in movement of learners between colleges or into employment / training causing a negative statistic or indicator. This is why the indicators relating to *successfully achieving a recognised qualification* must be considered in parallel with figures representing other successful outcomes such as *the number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying*.

This destination data must be considered in parallel to gain appropriate understanding of performance against Scottish Government outcomes and ambition.

College positive/negative Split for Confirmed Destinations							
	Counts		Percentage				
	Positive v. Negative: confirmed destinations by college		Positive v. Negative: confirmed destinations				
	Positive	Negative	Positive	Negative			
LANARKSHIRE	5,048	224	95.8%	4.2%			
NATIONAL	41,470	1,917	95.6%	4.4%			
College positive/negative/unconfirmed for All Qualifiers							
	Qualifiers	Positive	Negative	Unconfirmed	Positive	Negative	Unconfirmed
LANARKSHIRE	5,847	5,046	224	575	86.3%	3.8%	9.8%
NATIONAL	50198	41470	1917	6811	82.6%	3.8%	13.6%

Source: Scottish Funding council's College Leaver Destinations 2014-15

**96% of the learners who responded and who have achieved their chosen qualification when leaving Lanarkshire's colleges move on to further study or employment.** This is above the national average. Our response rates are also very favourable when compared to national averages (as can be seen in the tables above). This confirms that the teaching and learning in Lanarkshire contributes significantly to the success of individuals and the economy.

**The region works in partnership to ensure common approaches to learner engagement and learner representation;** more consistent approaches to assessment and the handling of complaints; comprehensive discussions on virtual learning environments, their use and impact; a focus on the development of a consistent college calendar and college day; sharing good practice for curriculum design, delivery and structure; and more streamlined enrolment and bursary processes to support learners. There are a great many other such examples of effective collaborative work and they will all serve to enhance delivery across Lanarkshire for our learners, building on the key strengths identified and published in relation to the region. Some aspirations we set out now include a continued commitment to:

- Better preparation for further study and employment;
- More effective learner progress with higher attainment levels;
- Improving the learning environment;
- Refining approaches to pastoral and academic guidance and learner services;
- Enhancing further, staff motivation and commitment.

**Learner and staff engagement are central to our success** and there is a continuous refresh of learner representation and engagement through the respective Student Associations. Consistent approaches to gathering learner views have been devised and recorded. Learners should and will continue to play an integral role, active in the planning and evaluation of their learning, in partnership with curriculum and support staff.

**Achieving the highest levels of quality ratings from Education Scotland and achievement of regional outcomes agreed with SFC** will be facilitated by bringing together robust quality assurance, improvement and enhancement systems for teaching and cross-college support areas. Significant strengths have been identified from the most recent Education Scotland reports highlighting excellence and sector leading and innovative practice. Effective progress is being made to further our regional approach to quality assurance and improvement through our commitment to the development of the new national quality arrangements and our new regional self-evaluation and enhancement plan process.

Working in partnership with our student body the colleges aim to **raise standards in the achievement of recognised qualifications by** delivering a curriculum that is relevant to the learner, attractive to the employer, and valuable to the community, business and economy. Moreover, and in sight of national needs, the aim is to have a curriculum that is more responsive, flexible and dynamic in its development and application. Our stakeholders have set out their needs and in order to best meet those needs, we will continue to develop the courses that target the most 'at risk' and economically inactive groups, ensuring that we continue to increase the proportion of recognised qualifications achieved. This includes our commitment to supporting protected characteristic groups and learners from the 10% most deprived postcode areas. This will greater empower learners to be more prepared to progress onto further study or to gain employment.

The colleges recognise that there are specific subject and learner based challenges across Lanarkshire which require a focus on **increasing participation and completion levels**. As outlined in this ROA, the colleges remain committed to working together to address the priorities set nationally by Scottish Government in "Putting Learners at the Centre." More participation and greater success for all, with a particular focus on learners from protected characteristic groups and learners from the 10% most deprived postcode areas. This is a critical indicator and one which will be raised. Meeting the challenge of improving early withdrawal and further withdrawal rates, as well as increasing attainment across full-time programmes will be a priority. Initiatives, such as the use of the Annual Curriculum Evaluation tools at NCL, to enable course teams to conduct self-evaluation and identification of good practice, will help support this aim. The amount of activity delivered to MD10 learners has increased significantly as a result of successful application of targeted access strategies. This is a massive proportion of engagement with learners who live in areas of deprivation and is testament to the College's investment in supporting and delivering on the Scottish Government's access and inclusion agenda. Alongside that, more targeted work for care leavers, including the implementation of college corporate parenting plans, will help increase participation in college courses, with resulting increases in attainment from this group. South Lanarkshire College will continue to develop its highly successful Academic Board review approach which reviews the outcomes in each curricular area three times each year in order to support high performing teams and students.

**An effective and consistent approach to learner engagement.** Learners enhance their own learning and contribute positively to all aspects of college life through effective engagement with staff, non-executive members of the board of management and a range of key stakeholders. Both colleges place the learner at the centre of their vision, purpose and values. We are committed to listening to the "learner voice" and empowering their considerable influence on college evaluation, planning and provision. The colleges encourage and support the maintenance of a strong student representative body working in partnership at all levels within each institution and regionally.

Full details of our ambitious targets can be viewed in Annex A.

## **Output 2.2: Support an increase in the number of students articulating to university with advanced standing.**

***Promote the benefits of advanced standing to our university partners.***

Lanarkshire colleges have supported a steadily increasing number of learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing over the past four years from 237 learners in AY 2011/12 to 337 learners in AY 2014/15 (44.9% of all our learners achieving articulation onto degree level courses) this equates to a 42.2% increase over the past four years. This has contributed to a national increase of 29.0% over the same period. Proportionately this is clearly a very positive and significant contribution to this Scottish Government aspiration. Again, this is a very positive reflection of the colleges' investment in supporting and delivering on the Scottish Government's advanced standing articulation ambitions.

It should be noted that despite our commitment and success in providing as many capable and qualified learners to be considered for advanced standing entry onto university degree programmes it is not in the gift of colleges to provide these places. Many universities have stated that they cannot increase their articulation places, advanced standing or otherwise.

## **Output 2.3: Identify and provide clear learning pathways.**

***Addressing the needs of the communities and employers in our region.***

Progress is evident in our continued **commitment to ensuring 'learner journeys' are as clear, efficient and effective as they can be.** Curriculum mapping has identified effective progression pathways for learners with gaps identified and considered. Programmes exist from SCQF levels 3 to 9 that have the potential to create clear progression and articulation routes to higher levels of study through regional and national partnerships. All articulation agreements are considered from a regional context with the routes and number of places agreed across the region.

Lanarkshire colleges make use of SCQF Framework to identify progression routes, confirm pathways are available and to fill gaps in provision, enabling learners to progress. All provision is aligned to SCQF levels, which is part of normal practice. South Lanarkshire College has no current plans for credit rating provision. New College Lanarkshire has used its credit rating status to accredit programmes in Dental Nursing (3 programmes) and in Supported Learning (3 units) to ensure appropriate vocational credit is given to learners' work. Also, NCL worked in partnership with College Development Network to credit rate 'Teaching in College Today', a national award for college lecturers, currently used in 4 colleges. NCL plans to credit rate more of its Supported Learning



provision over the next 2 to 3 years. NCL also plans to have SCQF Ambassadors in college, in partnership with SCQF, to ensure learners understand the framework better.

**Increasing opportunities for learner progression from each SCQF level.** Lanarkshire currently offer programmes from SCQF levels 3 to 9 and learners have the potential to benefit from clear progression and articulation routes to higher levels of study through effective partnership working. Curriculum mapping and planning enhances opportunity and creates stronger articulation agreements across the colleges to offer learners enhanced learning pathways. Well-established articulation agreements secure pathways which increase **the opportunity for students at SCQF level 7 & 8 to articulate onto degree level courses.** The agreements are reviewed regularly to develop a regional approach and to maximise opportunity.

**Providing effective learning and employment pathways.** Educational needs will be met through a continuous process of improvement driven by comprehensive review and development. The region will work, within very tight fiscal constraints, to promote, develop and invest in technology and environments for learning and teaching and continue to enhance staff skills through Continuous Professional Development. Comprehensive employer / partner / stakeholder engagement will be exploited to pursue opportunities to realise optimum community penetration whilst maximising public value and social impact across the region. Universities may remove their funding to colleges for students who engage in the Assisted Places scheme which may impact August 2017. This potentially reduces opportunities for learners to progress through HNC and HND routes to access degree provision. It is too early at this stage to predict how large a negative impact this will have on learners wishing to progress through college to degrees. The colleges will take mitigating action if possible.

### **SFC Outcome 3: A more successful economy and society.**

***With well prepared and skilled learners progressing into jobs with the ability, ideas, and ambition to make a difference.***

#### **Output 3.1: Support the Scottish Government's youth employment strategy - Developing the Young Workforce.**

***Working in partnership with local authorities, schools and employers to increase the range of high quality vocational pathways to employment.***

Both colleges have established a comprehensive DYW plan in consultation with local education departments. Our overarching plan can be seen in Developing the Young Workforce Annex D. We have worked with stakeholders including local authorities, schools and employers to help us develop this activity further, to build on existing strong links and put a particular focus on developing vocational pathways for Senior Phase school pupils across the Lanarkshire Region.

The regional colleges have also worked closely with the three local authorities of North and south Lanarkshire and east Dunbartonshire in developing their own DYW working group. The Principal of New College Lanarkshire represents the regional colleges as a member of the DYW Regional group board. Senior college managers worked with local authority colleagues in the development and submission of their bid to the Scottish Government to gain funding and approval. This has been successful and the group is in the process of recruiting its executive team. We remain committed to working closely to ensure we maximise local impact from both the local authorities' and colleges' DYW initiatives. It is hoped that this will facilitate a "joined up" approach for senior phase pathways and associated progression.

Discussions have taken place with Local Authorities, employers and industry representatives and there is optimism and willingness to develop sustainable partnerships to support the DYW initiative. Operational working groups have been established. The range of curriculum available for Senior Phase pupils is developed on a needs-driven basis. Science, Technology, Engineering and Mathematics subjects will be particular priorities alongside Construction and Care.

Outcomes include:

- A DYW Action plan is embedded within the Regional Outcome Agreement which is agreed and endorsed by regional partners.

- Efficient and effective regional working with public and private sector partners ensuring cohesion in delivery across the region.
- Optimise benefits gained through employer engagement by using resources and actions outlined above to encourage partners to work with us to maximise work related learning experiences and work placements.
- Enhance curriculum development by facilitating meetings between local authorities, school, employer and college partners in line with agreed DYW plans.
- Enhance understanding of vocational pathways and the opportunities they provide by delivering information for pupils, parents, employers, school staff and local authority staff by-
  - Providing school and college based information sharing events.
  - Creating paper and electronic based marketing and information materials.
  - Delivering targeted information, materials, events and guest speakers / lectures.
- Publish regional equality outcomes that address plans to improve positive transitions for care experienced and potentially vulnerable young people.
- Tackle gender imbalance in identified areas of study and career choices through a range of initiatives outlined above.
- Increase options and pilot new subject areas.
- Provide collaborative CPD activity across the partners to develop capacity and share best practice.

Lanarkshire colleges have a tradition of working with local authorities and schools to deliver vocational programmes that meet the needs of learners and employers. We meet regularly with the 3 local authorities to identify successful provision that meets the needs of the region, in terms of developing appropriate skills, as well as growing the range of vocational areas available. We have provision that includes a wide range of delivery in Skills for Work, NPAs, and other certification. From 2017 we are offering 4 Foundation Apprenticeships. We have developed provision from SCQF Level 4 through to SCQF Level 7 (HNC) to allow articulation and progress. Delivery models include specific pupil groups in college, in purpose-built school premises, combined college and school premises delivery, combined schools feeding into one venue delivery and infill of pupils to mainstream classes. Timetables reflect the needs of schools, and are negotiated with local authorities to maximise opportunities. This current year has seen schools combining in localities to increase options available to pupils, which has ensured certain subjects available where none was before.

Lanarkshire regional colleges will continue to develop links with a range of partners and stakeholders to increase the participation of learners with protected characteristics. This builds on our already positive work to overcome stereotyping and promote equality of opportunity. We will monitor all policies and procedures to ensure that equality impact assessments are carried out effectively, reviewing the impact of college decisions to ensure no hidden disadvantage exists

We will ensure current, relevant publications related to equalities are highlighted to staff, as well as emphasising student successes as positive examples within information leaflets/electronic information and other marketing materials.

We are currently working with local authorities delivering vocational options to ASN pupils, to increase their ability to take part in the workforce in future, as well as delivering positive experiential learning. This area of work will be strengthened and developed as current pilot work in ASN schools is evaluated.

More detail is available in Developing the Young Workforce Annex D.

### **Output 3.2: Satisfy the need for Science Technology Engineering and Mathematics (STEM).**

***Working with partners from schools and universities to provide clear and relevant vocational pathways.***

This ROA seeks to grow the supply of skills in support of developing our regional economy in higher value added sectors, such as professional, scientific and technical, and information and communications. It also drives skills development to satisfy the continuing needs of the production sector. Central to this are regional colleges' commitment to Science, Technology, Engineering and Mathematics (STEM) development strategies which direct a partnership approach with industry and business that will strive to ensure the supply of a skilled, knowledgeable and work ready workforce ready for success.

Skills provision which meets the occupational mix for our region will be continually evaluated and reviewed as part of our Regional Outcome Agreement (ROA) process which is the culmination of a continuous curriculum and service review ranging from programme, sector, institutional, regional through to national monitoring, evaluation and planning. We aim to address this within our ROA but in particular through our (STEM) development strategies and through specialist provision, a significant proportion of which is delivered in partnership with regional and national universities.

It is important to promote a lifelong culture for the workforce and for STEM skills. This is seen as crucial to future development of skills in industry. The colleges' commitment to STEM is clearly demonstrated through our operating parameters and our schools commitment clearly demonstrates this stating that as there is an identified Skills gap in Science, Technology, Engineering and Mathematics subjects in the Region, a particular focus has been given to pathways which will encourage learners along these routes.

Skills Investment Plans (SIP) have given clear direction to the development of our curriculum portfolio which clearly emphasise STEM. This ranges from collaborative development of North Lanarkshire's Construction Skills Academy for school age learners through to ground breaking development of Scotland's first BSc degree in Dental Nursing with a University yet to be announced. Both colleges have a focus on STEM subjects, in particular through Engineering, Construction and Computing subject areas. This includes leading-edge delivery in Dentistry, Micro-renewables, and through the Oracle Academy.

Curriculum areas work closely together. Examples of the collegiate approach undertaken includes the collaborative work undertaken on the topic of Schools/College Robotics, a strong partnership between engineering and computing. This also includes student involvement in national competitions by 'VEX Robotics', held annually in Birmingham. Similarly, staff are also involved in the Lanarkshire Learning Festival. This looks to promote the field of robotics to schools within the area. We are introducing the Foundation Apprenticeship in Hardware & Systems Support in 2017. Due to the fast moving nature of

the sector it is vitally important to provide support for SMEs through up-skilling of the workforce in new and emerging technologies, presenting a continual demand for CPD training and short courses.

Staff have positive working relationships and work cross college to maximise opportunities for learners and staff which include employer led project work, WorldSkills competitions and schools/college competitions.

In the areas of care and health there are strong links with employers. 100% of Higher Education and 75% of Further Education Care programmes. Care and health comprises Health and Social Care; Care; Early Education and Child Care and Dental. Academic staff visit learners in placement and this provides opportunity to engage with employers. Feedback from employers during these visits is then cascaded to staff and is used to support STEM curricular planning.

In NCL's Faculty of Care & Science there are many 'activities' beyond the curriculum including-

STEM Ambassador Scheme – Approximately 30 STEM Ambassadors (Staff and Students) within the Science and Dental curriculum with ambition to expand cross-college.

STEM DYW – Science and Dental areas host local primary and secondary school events in college (lead by STEM Ambassadors and current learners) to showcase their curriculum and promote STEM in Science and Dental as a viable career option.

STEM Partnerships - External visits to local science based companies and institutions. STEM University Links Strong partnerships with West of Scotland based universities, engaged in GCU College Connect for STEM.

SWAP Access to STEM – Second year of the STEM Access programme.

STEM Widening Access – A Curriculum and Quality Leader sits on the SWAP Partnership Committee attending meetings to discuss changes to curriculum and promote career options in STEM.

We have progression from SCQF level 4 through to 7 using our courses:-

Pathways to Animal Biology & Science	Level 4
Introduction to Experimental Science	Level 4
NQ Applied Science (Level 5)	Level 5
NQ Applied Science (Level 6)	Level 6
NC Animal Care (Level 5)	Level 5
SWAP Access STEM	Level 6
SWAP Access Chemical and Life Science	Level 6
HNC Applied Science	Level 7

There are exit points from all levels to further studies. At the lower levels we do provide a broad base general education in the three sciences (Biology, Chemistry and Physics) along with essential skills of Communication, Maths, Numeracy and ICT. All the essential skills are being delivered in a

contextualised way with core skills lecturers heavily involved in the design of work with scientists. In additional units within the level 5 and 6 programmes have elements of work placement and work shadowing which helps to further contextualise learning and practice within STEM.

We are currently investigating future partnerships that will work across the Science and Hospitality areas in the delivery of a potential new NC and HNC in Food Science/Technology leading to the future training of much needed Environmental Health Officers within Scotland and support workforce planning in this area.

At SLC, Construction programmes have a very high rate of students going into employment. Employers increasingly use the college as a recruitment hub. At the time of writing there are over 140 guaranteed jobs ready for students who will complete programmes at various points in the year and go straight into employment."

All programmes delivered within the area of Engineering & Automotive heavily promote STEM activities. Course programmes are designed to offer students a mix of theory, practical, ICT and core skills development. The main discipline areas include Automotive, Construction, Mechanical & Electrical Engineering, Fabrication & Welding, Electrical Installation, CADD, Health & Safety and Maths.

As an integral part of their course programme, students are timetabled for workshops to carry out practical tasks and activities which develops their practical competency and prepares them for the workplace.

Full detail of our targets for STEM delivery can be viewed in Annex A.

**Output 3.3: Include a significant element of relevant, high quality work experience within our vocational courses.**  
*Delivered in line with the new Work Placement Standard for colleges.*

Our curriculum and business development teams **work with employers and utilise work placement, employer visits and tasters**. We continue to build on existing good practice as shared across the sector, sharing knowledge and practical solutions, in support of the Work Placement Standard for Colleges. Acknowledging and supporting the learner journey is essential for all learners, as we realise learners will fulfil a needs led model under the three key indicators; Inspiration, Simulation and Placement. It is not expected that every learner will achieve all the indicators. To ensure that learners have the access and opportunity to continue their learning in the right place at the right time, New College Lanarkshire has developed a web based employer engagement/health and safety portal as part of our student tracker system to ensure a one door approach to support this activity. Essential to all this activity is meaningful employer engagement and this is driven on an employer and learner demand basis supported by information from the skills investment plans and regional skills assessments.

Over the last three years NCL has developed a strong partnership with Amey which has been recognised as a model of good practice. Amey is one of the largest and most diverse companies working for the public and regulated sectors in the UK employing over 21,000 people in the UK.

NCL has worked with Amey over a period of time to support their recruitment demands for apprenticeships. Following initial meetings with Amey, to scope out their requirements and address the funding opportunities that were available, we established a partnership with Entry to Work programmes through the Employability Fund contract. These programmes incorporated the SQA Certificate of Work Readiness. We then developed an improvement model to support our engagement. Amey are a passionate and proactive partner whose support and input has been vital in successfully delivering a number of other programmes. The young people who have completed the Certificate for Work Readiness award in partnership with Amey, have now moved into either employment or training. They now also have a much clearer direction and pathway in terms of the type of career they might wish to pursue. The model of partnership working with Amey has been replicated at other further education colleges in Scotland including; Edinburgh and Dundee.

NCL is now developing the “Amey model” with W. H. Malcolm which is centred on a programme called warehouse to wheels which is planned to start in 2017. The Malcolm Group is one of the leading providers of Logistics, Construction and Maintenance services in the UK.

At South Lanarkshire College, courses are universally employment focused, with most having embedded work placement, experience or employment attached to them. Significant employers the college works with include NIBE, IDEAL, COCA COLA, St Gobain, CCG, Burns Stewart.

Other exciting employer placement initiatives introduce an international element through ERASMUS+. ERASMUS+ supports transnational partnerships among Education, Training, and Youth institutions and organisations to foster cooperation and bridge the worlds of Education and work in order to tackle the skills gaps faced in Europe. Lanarkshire is differentiated from other regions by the scale of ERASMUS+ European work placement activity undertaken by college students; over 350 students studying at SCQF level 6 or below receive fully funded opportunities to study and work abroad each year, deriving a range of benefits:

- Developing personally, professionally and academically.
- Acquiring vital new skills required for a global economy.
- Broadened horizons.
- Invaluable transferable skills.
- Enhanced employability.
- Development of cultural awareness and open mindedness.
- Enhanced self-confidence.
- Improved interpersonal and language skills.

Learners travel to a range of countries including, Spain, France, Malta, Lithuania and Italy, undertaking work placements in a range of priority industry sectors, notably Health (Care), Engineering and Retail, Events Management and Food Services (Hospitality and Tourism). British Council report: Student perspective of going international (2015)

The college approach to engagement and partnerships with employers aims to prepare young people for the world of work and match the right candidates with the needs of the employer. The approach assists talented young people and companies to find each other, supporting the transition into employment. NHS Lanarkshire are another employer partner who support a bespoke Stage 4 Employability Fund Programme for Clinical Support Workers. We also work with CMS Windows, Celtic Football Club and Teleperformance, as part of our stage 4 programmes.

Our region is the largest Further Education Employability Fund provider in Scotland.

Our colleges are also a key contributor to Partnership Action for Continuing Employment (PACE) support. PACE was set up by the Scottish Government, and also includes DWP (through Jobcentre Plus), local authorities, Citizens Advice, colleges and training providers. Local PACE teams deliver the service across Scotland. Recently, this has involved New College Lanarkshire supporting a partnership response to local redundancy situations with companies such as TATA steel and Vallurec. We have an excellent understanding of the local labour market and offer a wealth of experience in assisting companies and people who are facing redundancy. Local teams can respond quickly when situations arise and can also come in and assist businesses to try and minimise the risk of redundancy before it happens.

By 2020 we aim to have 44.3% proportion of all full-time learners having access to substantial work placement experience as part of their programme of study. There are a number of areas of study where all learners are required to receive substantial work placement experience as part of their programme of learning including childcare, social care, health care and dental nursing.

**Deliver agreed volumes of work placement and strive to increase volume through innovative curriculum design.** Work experience is an invaluable element of our educational provision which enables learners to participate in the real world of work to gain invaluable practical experience in their chosen area of study or indeed general experience of the working environment. It not only enhances their learning and acquisition of valuable skills but allows them to showcase what they have learned and to prove to potential employers what they are capable of. This helps promote self-confidence, pride and a realisation that they can be valuable and productive members of the workforce. For the employer it brings vital new talent into their industry and allows them to influence and shape the future workforce. Both colleges work tirelessly to engage with employers to promote the shared benefits of work experience. There are opportunities for work placement across a wide range of programmes, including Project Search, an internship programme in partnership with local employers, targeting young people with learning difficulties to find a job and develop employability skills (highlighted by Education Scotland as excellent practice in partnership working).



**Output 3.4: Engage with employers and work with them to influence the design and delivery of curriculum and courses.**  
***Impact positively on college leaver employability.***

Proactive employer engagement will inform provision to support the aspirations of business. We continue to support employers across the diverse range of industries in our region. Support for small businesses will also be targeted by paying direct attention to their needs to increase their ability to participate. This close relationship with local employers is particularly important during times of significant change be they positive in the event of new investment and expansion or in more negative terms, for example, in the case of the closure / mothballing of the Ravenscraig steel work facility. New college Lanarkshire has worked closely with local and central government to ensure resource has been secured to provide former workers with options and opportunities for the future.

**Employer engagement** is crucial in increasing participation and developing a highly skilled workforce. We work closely with our partners from Skills Development Scotland, JobCentre Plus, local authorities and industry to maximise the benefit of working together. We engage with local businesses to ensure that their knowledge and experience directs and shapes our curriculum delivery and therefore provides a highly qualified and skilled workforce ready for the workplace. We also work to understand employer's workforce planning needs and to assist with employment solutions through a variety of employment focussed programmes and other knowledge transfer and support services.

The Lanarkshire Business Hub plays a key role in regional employer engagement. The Hub offers local businesses a free forum to meet and share their business knowledge and experiences through networking and guest presentations. The membership has continued to go from strength to strength with great working relationships being established and effective business information exchange delivered. New businesses continue to join every month and the membership currently boasts over 320 individual members with businesses being represented from across the Lanarkshire area. This is an effective tool to help us encourage and persuade employers who are not currently engaging with us. The membership spans across a variety of business sectors and we welcome all from sole traders to large organisations.

**We have recently been working closely with the Federation of Small Businesses (FSB). FSB / Lanarkshire Business Hub Joint Business Events** have been created to provide FSB & Hub members with the opportunity to source information on business funding available from Councils, Scottish Enterprise and business loans; to raise awareness of and benefits of FSB membership; to access training and development; to have small businesses' voice heard in the shaping of future education and training for the future workforce; and to provide networking opportunities.

The colleges have also worked to establish the "Lanarkshire Employers Development Alliance," which aims to build upon best practice from previous programmes, relationships with SDS and local authorities to establish a comprehensive understanding of employer needs, requirements and demands. This pilot is in partnership with the public, private and the Third Sector. The alliance will enable progression routes into a range of jobs at various entry levels. **Optimise opportunities for joint workforce development skills utilisation and knowledge transfer by engaging actively with employers and other stakeholders.** Lanarkshire sits at the heart of Scotland with a continued key role to play in the post-industrial environment. Many new industries have been

developed and their training needs are serviced by the colleges. The major arterial routes across Scotland are all part of the geography of Lanarkshire and many employers locate here because of ease of access to very good distribution networks and a supply of access to training. The colleges have an extensive range of contacts with employers and these are often local, national and international companies with diverse training needs. These are managed through employer hubs.

Curriculum areas have regular discussions with a number of companies across Scotland on what skills they are looking for and skills they find difficult to recruit. Employers also visit the College to talk to the students and often offer visits to their companies. Staff also attend and participate in national meetings with Sector Skills Councils, Awarding Bodies, employer representatives and training providers to discuss course content and curriculum design to ensure qualifications provide the appropriate mix of knowledge and skills development required by industry. Programmes are reviewed at key points during the session via the 'Annual Curriculum Evaluation' tool taking into account feedback from students and employers as appropriate. All programmes focus on providing students with essential knowledge and develop practical skills which is aligned to the requirements of industry, to ensure that students exit their programmes with a high level of employability skills. Within Curriculum areas such as Care we also have robust Service Level Agreements (SLA) with key many public sector employers such as, NHS Lanarkshire, North & South Lanarkshire Council, General Dental Council as well as significant private Care Homes, private Nursery organisations and private Dental Practices. This enables us to provide significant and meaningful work-placement across all HE programmes and the majority of FE programmes in; Health Care, Social Services, Early Education and Childcare, Dental Nursing and Animal Science with work-placement as an integral part of curriculum design. This allows learners to articulate smoothly to HE/University and to secure roles within their discipline. By way of example, NHS Lanarkshire automatically interview any HNC Care and Administrative Practice learners who are not articulating for relevant roles within health care and whilst employment is not automatic, the interview process provides a platform to hopefully secure employment and has been a great success. Many learners within the Faculty use work-placement as an opening for employment on a part-time basis to run alongside their studies and support their studies.

**Examples include:**

**Business and Management** - Current development of Housing Level 2 and Level 5 to meet requests and demands of housing associations and local government; HNC Administration and Information Management now includes a PDA in medical administration as an option, in response to a request made by NHS and North Lanarkshire Council; Sage Accounts has been included within Administration and Information Management as a result of employer input. Graduates have highlighted the benefits of this in relation to their own employability prospects; ILM – we have worked closely with Malcolm group to deliver a bespoke ILM course for depots both in Scotland and England. This course has provided CPD for staff and career development and progression; the PDA in Resilience Management at SCQF level 9 is a direct response to the growing importance attached by the Scottish Government to resilience management. The legislative and other changes sparked by the Civil Contingencies Act 2004 justified developing a suitable practitioner award for those engaged in resilience management. This Professional Development Award was developed specifically for those from the Civil Contingencies Community and Emergency Planning Society competency framework.

**Care and Health** – Our curriculum is developed in partnership with a number of key stakeholders including NHS Lanarkshire; North & South Lanarkshire local authorities which include all the hospitals, clinics, social services, primary schools and nurseries in the area. We also engage fully with the third sector; Enable; Cross-Reach; HOPE for Autism etc. Within the private sector we engage with many (if not all) private Care homes; such as; Balmore Care Homes, Deanston Care Homes, Milbrae and so on. For dental nursing we work closely with mainly private dentists such as; Halo Dental Practice and L&H Dental Practice. In Science we mainly deal with Barony Campus (SRUC) and Biocity.

**Automotive** - Following a series of meetings and discussions with W.H. Malcolm Limited, we have agreed to deliver a bespoke Heavy Vehicle MA programme starting early 2017 which will contain the standard MA qualification with additional add-on training topics required by the company. Also the following companies have been undertaking training for their Scottish Technicians onsite in Motherwell Campus and we have had teaching staff involved in joining some of the manufacturers training sessions: DAF Trucks, Suzuki Motorcycle, Halfords. This gives us an excellent insight into the training requirements from major automotive manufacturers.

**Electronic Security Systems** - Major manufacturers from the Electronic Security Systems industry were invited into college to demonstrate new cutting edge security systems (including installation techniques) to both staff and students. This enables teaching staff to ensure that delivery of the curriculum is up to date and meeting the needs and expectation of the industry. Staff also attend key meetings with the Sector Skills Council and feedback this information when changes to qualifications are being made.

**Construction** - Every student undertaking Plumbing and Gas training at South Lanarkshire College who completed their work placement went straight into a full time job at the end of their course.

This is not an exhaustive list but goes some way to demonstrate the level and extent of employer engagement in course and curriculum design and delivery and the impact this has on college leaver employability.

**Output 3.5: Align provision in response to identified skills needs of employers, learners and stakeholders.**

*Utilise Skills Investment Plans (SIPs), Regional Skills Assessments (RSAs) and other relevant Labour Market Intelligence (LMI) to inform the development of the curriculum.*

The colleges will offer a curriculum which delivers well prepared and skilled learners progressing into jobs with the ability, ideas, and ambition to make a difference. This will be built on pro-active engagement between learners, teaching staff, employers and partners such as Skills Development Scotland (SDS) and local authorities to target the skills requirements of employers both locally and nationally. Building on this practice, a continuous process of improvement will be supported by comprehensive curriculum review and development. Young peoples' progression to further post-16 learning and employment will be a prime driver in the development of provision and will be underpinned by partnerships between SDS, colleges and others in providing learning and employment pathways. The colleges will work closely with partners to ensure *Opportunities for All* is fully and consistently supported. We are committed to the implementation of *Curriculum for Excellence* (CfE) and will strive to play our part in ensuring 16-19 year olds have a place in post-16 education, training or employment.

Lanarkshire continues to generate a significant proportion of Scotland's output (10%) and this is dominated by the production sector which accounts for £3 in every £10 of output from the region. The growth rate from 2012 to 2013 was 5.0%, a strong increase from the 1.0% growth between 2011 and 2012. Growth between 2010 and 2013 has been 2.7%, ahead of the 2.6% growth rate in Scotland.<sup>[1]</sup>

Levels of productivity in Lanarkshire are well below the Scottish and UK averages, although they grew strongly between 2012 and 2013. Gross Value Added (GVA) per worker as a measure of productivity in the region was £33,800 in 2013, higher than £32,100 in 2012, but this is still 28% lower than the Scottish average of £47,000 and 34% below the UK average of £51,000. Although GVA per worker in Lanarkshire has increased by 9% between 2006 and 2013, this is significantly slower than the 18% for Scotland and 17% for the UK.<sup>[1]</sup>

There were 22,795 VAT/ PAYE registered businesses in 2014, up 3.4% from 2013. This was higher than the 2.8% Scotland increase. Overall, the region's business base has grown by 5% between 2010 and 2014, and this is in line with the 5% in Scotland and just below the 6% in the UK.<sup>[1]</sup>

In 2014, **professional, scientific and technical (12% of the total), construction (12%) and retail businesses (11%) accounted for the largest share of businesses**, similar proportions as the previous year. There is a lower proportion of professional, scientific and technical businesses than the Scotland average.<sup>[1]</sup>

<sup>[1]</sup> Skills Development Scotland (2016) Lanarkshire Regional Skills Assessment - January 2016

Total employment increased 2013 to 2014 and is now above 2009 recession levels. The health sector is the largest employment sector with nearly 48,000 jobs, while the production sector employs 36,500 people, concentrated in the region. **The region remains under-represented in the financial and insurance, professional, scientific and technical and information and communication sectors.** 65,000 are now employed in professional occupations in the region, although this proportion remains below the Scottish average, with rates very low in North Lanarkshire.<sup>[1]</sup>

Total employment in the region increased by more than 15,000 between 2012 and 2014, to 275,300. At 5.8%, this was at a rate marginally above the Scotland average. **Employment levels in Lanarkshire have now returned to pre-recession levels.**<sup>[1]</sup>

Although there has been economic growth in the region, there are variations within the region. Unemployment rates are higher in South Lanarkshire and North Lanarkshire, but lower in East Dunbartonshire. The pattern is the same for young people, although rates across the region have fallen significantly since 2010, as they have nationally. The proportion without qualifications is higher in North Lanarkshire and lowest in East Dunbartonshire. There are significant concentrations outside the labour market; more than 80,000 are work limited through disability and there are 50,000 workless households. Concentrations of deprivation exist in North Lanarkshire, and in parts of South Lanarkshire, but not to the same extent in East Dunbartonshire. Higher proportions in the region go to HE, driven by those from East Dunbartonshire, although an additional 4,000 were studying at college in the region in 2013/2014. <sup>[1]</sup>

There will be an ongoing challenge to supply the skills required by employers. FE and HE leavers were both deemed less work-ready by employers than the national average at the time of the last survey. This is a core focus for our initiatives which are designed to encourage employers to work with us to influence the design and delivery of curriculum and courses as discussed in 3.4 above. The greatest population increases are expected in those of retirement age, and there is existing under-representation in the region in care, leisure and other services occupations. There will be a challenge to meet the needs of an ageing population and to address the pre-existing skills gaps in skilled trade, sales and customer services, operatives and elementary occupations. <sup>[1]</sup>

**Priority industry sectors.** 13% of the region's workforce (36,500 jobs) are employed in production, higher than in Scotland (10%) and Great Britain (9%). 47,700 are employed in the health sector, and, at 17%, this is a similar proportion to Scotland as a whole. At 30% of employment but just 12% of the businesses base, these two sectors include large employers. Retail (27,400), construction (23,800) and business administration and support services (23,700) are the next largest employment sectors, the latter two are more concentrated in the region than the Scotland average. <sup>[1]</sup>

Lanarkshire continues to be under-represented in financial and insurance, professional, scientific and technical and information and communication employment. <sup>[1]</sup>

<sup>[1]</sup> Skills Development Scotland (2016) Lanarkshire Regional Skills Assessment - January 2016

The RSA identifies the top 20 sectors in 2012 (of 616 sectors). Changes over the 2012-2014 period include an increase in human health activities, some 7,600 jobs in total, and a decline in hospital employment, some 7,300 jobs, although this is likely to be a re-categorisation of jobs between Standard Industrial Classification codes. There has been employment growth in Construction and Cleaning Employment by around 1,300 jobs each, whilst there was a loss of some 1,000 call centre jobs. Other Human Health activities (+148%) Hospital Activities (-44%) Construction (+39%) Call Centres (-25%) General Cleaning of Buildings (+28%) Other Monetary Intermediation (-15%). In 2013, there were almost 60,000 jobs in the Scottish Government identified growth

sectors in the region, more than half being in Financial and Business Services (17,500) and Sustainable Tourism (17,100), although these are both under-represented in the region (74%). This is also the case with Food and Drink (90%) and Creative Industries (77%). The region is slightly over-represented in Energy Employment (111%). Of the total £24.0m Regional Selective Assistance awarded to businesses in the region 2011 to 2014, the majority (£14.2m) has been to firms in North Lanarkshire. Particular sectors that have benefitted have been businesses in Food and Drink (£4.1m), Digital Media and Enabling Technologies (£3.8m) and Energy (£2.9m) sectors. These RSA grants are estimated to have created/safeguarded some 3,234 jobs in the region.<sup>[1]</sup>

<sup>[1]</sup> *Skills Development Scotland (2016) Lanarkshire Regional Skills Assessment - January 2016*

Direct response to identified skills needs of employers is central to our approach to curriculum review and provision. As a result our delivery profile within Lanarkshire directly reflects that need with health accounting for 18% of all regional colleges' delivery; manufacturing, engineering and motor trades 14%; business services 13%; Construction 10%; and retail & food services 21%. Therefore 76% of activity is specifically targeted to regional and national industry employment leaders and growth sectors. 10% of activity is targeted at additional growth sectors. 14% of activity is targeted at Social and community need.

Skills Investment Plans (SIPs) such as the Construction Skills Strategic Plan 2014-2018 identified priorities including "Youth employment and Modern apprenticeships"; "Building stronger engagement with education providers in support of priority areas."; and "Cross sector collaboration with education, energy and tourism". It noted that Scotland is projected to see annual average output growth of 2% over the 2014-2018 period which is slightly lower than the UK average of 2.2%. This translates to an annual average employment growth rate of 1.1% for Scotland. Regional Skills Assessments (RSAs) identifying construction as one of the top five priority industry areas in the region and highlighting the modestly improving levels of employment. This aligned with a focus on STEM and DYW priorities which came together to create the North Lanarkshire Construction Skills Academy for school age learners which was established in partnership with North Lanarkshire Education Department. A similar track of evidence led to the investment in a state of the art Dental Nursing facility in Coatbridge Campus of new College Lanarkshire including the RSA identifying Health as the top local priority sector; dental research indicating a national need; and demand voiced by members of our employer engagement and industry placement contacts. Through the analysis of the RSA and specific SIPs the colleges have invested in a wide range of initiatives including a bespoke HGV training facility; extended Radio, film and sound production facilities; a new teaching block to accommodate growth in HR, Events, Business and Finance subjects, new Horticulture unit and new photography studios at South Lanarkshire College and new science facilities across both colleges.

### **Examples of how we identify skills needs of employers.**

**Business and Management** - A national Statement of Ambition on Essential Skills was launched in New College Lanarkshire in June 2016, at an event organised in partnership with College Development Network, attracting 150 delegates including employers and representatives from all key education sectors. This statement was endorsed at the event by Minister of FE, HE and Science Shirley-Anne Somerville. The statement promotes the entitlement all

learners have to develop essential skills. Chair of Lanarkshire's Board, Linda McTavish, supported the statement during the conference on behalf of New College Lanarkshire and faculties are developing methods to support its aims.

Essential skills and employability tools are being used within tutorial support classes such as SDS' My WOW and Essential Skills videos created by New College Lanarkshire and College Development Network. These tools address concerns raised by employers as documented within The Skills Strategy for Scotland (2007) and refreshed Skills Strategy (2011).

**Care and Health** - Senior teaching staff sit as Regional Leads of sector skills groups and work closely with fellow leads to develop curriculum in line with employer needs, with staff being part of the Care Steering Group meeting regularly with national peers to support and inform delivery. At present these groups are looking at various SIPs in line with national strategy; Integration of Health & Social Care, Expansion of Early Learning and Childcare in Scotland, Digital Care and STEM. Labour market intelligence for the region continues to show growth in employment opportunities across all disciplines in Care and teaching staff work closely with NHS to ensure skill force planning is in line with curriculum, including matching curriculum to NHS induction programme. With the expansion of Early Learning the need for workforce planning in this area is significant with each Region provided with intelligence on project workforce requirements. HoF/AHoF working closely with North Lanarkshire local authority to provide the basis and action plan for this expansion including future proofing curriculum design and delivery.

Other industry bodies contributing to curriculum development and change include CITB, SNIPEF, LANTRA and BPEC

### **Output 3.6: Satisfy demand for Modern Apprenticeships (MAs).**

***Further develop partnerships in the delivery of Foundation Apprenticeships (FAs) and Graduate Level Apprenticeships (GLAs).***

We continue to strive to further develop our Modern Apprentice provision, as this is one of the key drivers for Skills Development Scotland, and place an emphasis on growth sectors where the requirement is for the delivery of Level Three/Four Modern Apprenticeships. We have Over 280 directly contracted apprentices completing each year and work closely with both Scottish Electrical Charitable Training Trust (SECTT) and Construction Industry Training Board (CITB).

In our drive to develop our apprenticeship training provision we will focus on:

- A more proactive approach with partners to moderate gender imbalance, in particular to entice more women into construction, engineering, automotive and computing Modern Apprenticeships, and more men into social care and early years Modern Apprenticeships.

- An improved emphasis on the regional growth sectors of renewables, hospitality, engineering, science related, tourism, and care Modern Apprenticeships.
- Driving to expand the number of Modern Apprenticeships offered in STEM based sectors.
- More specific pathways into apprenticeships for those not in work.
- Creating more vocational options during the senior period of high school, developed through constructive dialogue with New College Lanarkshire, schools, employers and local authorities.

The Lanarkshire colleges have developed extensive links with SDS for apprenticeship training. This is further augmented through the SDS Employability Fund. The colleges have extensive links with the Sector Skills organisations and are in regular dialogue about National Standards and Sector Skills Strategies. Regular dialogue occurs between colleges, SDS and Jobcentre Plus on the size of the unemployed 16-24 market within the region and the extent of their qualifications. Consequently appropriate provision is delivered to meet their needs and most of these learners progress with positive outcomes to the employment market. The colleges will contract with SDS for specific amounts of activity levels against specific target groups. This will principally consist of Modern Apprenticeship training; and Employability Fund programmes.

The colleges will continue to be adaptable and flexible to meet industry needs for apprenticeship training. A good example of flexibility is in relation to the Construction Industry which is well known for its cyclical nature. As the demand for Construction and other apprenticeships rises, the colleges will adjust their curriculum to meet demand and as the demand swings between different industry sectors, the colleges will adjust their annual operational plans to take account of changing need.

Delivery of regular stakeholder engagement events will include specific events targeted at Employers, Careers Service contacts, local authorities and schools. Hosted by New College Lanarkshire these will promote Foundation Apprentice (FA) activity and encourage new partners to engage, activities will be delivered in various campus locations throughout the region in order to maximise attendance and facilitate themed events based on campus specialisms. The outputs of these events will be:

- Increased awareness of FA opportunities in Lanarkshire
- Increased awareness of the eligibility criteria for participation in FA framework programmes
- Recruitment and Selection procedures endorsed by all stakeholders
- Creation of a support infrastructure appropriate to the needs of each framework delivered by the partnership
- Employer commitment to the provision of placements, undertaking guest speaking roles throughout the lifetime of the framework and the provision of other positive outcomes such as job interviews wherever possible.

The colleges are offering Foundation Apprenticeships in Business, Care, Computing and Engineering in 2018-19.



## **SFC Outcome 4: High performing institutions.**

***A coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements.***

The Lanarkshire board strive for an even gender balance amongst its members. An approximate 60:40 split male to female exists at the moment. The Chair of the board is female and members are exploring a range of options to introduce improved balance through the membership of board sub groups consisting of a number of both board members and co-opted sub-group members. In South Lanarkshire College there is a mixed pattern regarding gender equality among the Board and Senior Managers. The Board is 50:50 male and female. The Chair of the Board is female. The Principal and Depute are both male. The balance among the 3 Associate Principals in charge of the Curriculum areas is 66% female and 33% male. SLC's College Management Team is composed of 9 females and 5 males making it 64% female and 36% male. Within the senior team of New College Lanarkshire the Principal is male, three Vice principals – one female and two male, seven Assistant Principals – three female and four male giving a 36% female 64% male balance.

### **Output 4.1: Continually improve the quality of our governance.**

***Meet the Code of Good Governance for Scotland's colleges. Have clear ownership of institutional financial health. Ensure colleges we fund are financially stable. Explore and exploit opportunities to improve efficiency and effectiveness through collaborations and shared services....***

Each college has a Board, responsible for governance, and an appropriate set of committees with remits that include quality, equality and diversity and sustainability as well as other key areas. The Boards are committed to Quality Improvement through self-evaluation through all levels of each organisation. The colleges monitor data and trends carefully, share these with the appropriate committee and with their Boards. Both colleges monitor outcomes in relation to students progressing to positive destinations and directly to employment. The college's benchmark data against historical data and against other colleges to provide their Boards with information that enables them to govern their college well and demonstrate value for money in terms of outcomes for students compared to public investment in pounds per credit. The Regional Strategic Body has an overarching role in relation to monitoring data and information for the SFC region. Data and information from both colleges is shared with the Curriculum, Student Affairs and Outcomes Committee of The Lanarkshire Board.

Both colleges are addressing the priorities outlined in the September 2016 Interim Letter of Guidance from the Scottish Government to the SFC as indicated in other areas of this plan. Both Boards have the key themes of Excellence and Equity as key drivers informing priorities for the development of

organisational plans for 2017-18 and beyond. Both colleges have published their Mainstreaming Equality reports and the commitment to promote equality and diversity is embedded in numerous strategic and operational documents.

The South Lanarkshire Board of Management has addressed the guidance regarding under-representation of women on governing bodies and has secured a 50:50 gender balance in its membership. The Lanarkshire Board is currently recruiting new members and is taking steps to similarly address any imbalance.

#### **Output 4.2: Enhance sustainability by securing best value for public investment.**

***Contribute to the delivery of Climate Change (Scotland) Act 2009 targets and strive to achieve our 2020 target for carbon reduction. Comply with the terms of the Financial Memorandum (FM) with SFC....***

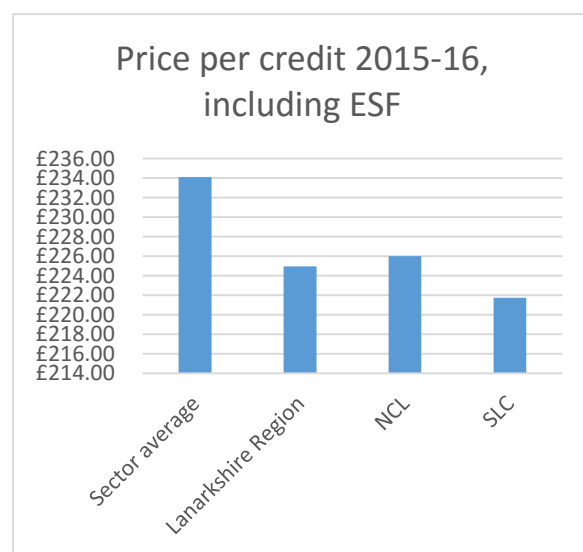


Fig 1. Credit price across Scotland compared to Lanarkshire

The Lanarkshire Board is committed to complying with the terms of its Financial Memorandum with SFC. The Board members of both institutions are signed up to the code of good governance for Scotland's Colleges, and the nine key principles underpinning public life in Scotland. Both Boards have held appropriate training events for their members and both have further training planned early in 2017.

Both Boards have Finance Committees which have a clear view of the financial health of their respective institutions, ensuring financial stability and suitable financial direction. In order to promote efficient approaches, the colleges explore and exploit suitable opportunities to work in partnership regarding key initiatives such as: developing new quality arrangements for October 2017; developing a region-wide approach to equality and diversity; implementing region-wide approaches to developing gender action plans; information technology initiatives regarding data collection and monitoring and internal verification systems.

Through collaborative arrangements and by developing lean management approaches, the colleges in the Lanarkshire Region have delivered activity levels in 2013-14 and 2015-16 at a much lower cost per credit than the sector average. Please see adjacent bar chart.

In 2015-16 the colleges in Lanarkshire delivered 185,733 credits of activity at an average unit credit price of £224.47. By comparison, the average cost of delivery per credit across all regions in Scotland for 2015-16, on a like-for-like basis, was £234.12 (source SFC). By operating at a funding level well below the Scottish average, the Lanarkshire colleges are delivering combined Regional efficiency savings beyond what would be expected if they were simply operating

at the Scottish average. Within the very tight financial climate, each college will continue to plan for financial sustainability in line with SFC's Financial Memorandum.

The colleges were both active contributors in the voluntary carbon reporting arrangements in November 2015. Both have submitted their mandatory climate reports by the due date in November 2016. The colleges measured historical baseline data for carbon emissions and are both monitoring emissions against that baseline to track progress towards their 2020 target for carbon reduction. From the data, there has been a general reduction in the estimated tonnes carbon produced. This reduction is partly from positive actions the colleges are taking combined with the significant national changes in the standard emissions factors used to calculate emissions from the raw data. Both colleges reported a significant reduction in carbon emissions in 2015-16 and if that rate continues, are on track to meet their 2020 target. Both colleges are members of the EAUC and will collaborate with the EAUC officers over the review and updating of their carbon management plans and the associated annual public-sector reporting requirements on energy use and carbon emissions. The colleges will continue to be active in national consultations regarding approaches to managing and monitoring energy efficient outcomes and will consider how best to embed low-energy approaches and sustainability across a range of subject areas.

#### **Output 4.3: Promote equality and diversity in all our activities.**

***Address statutory requirements to eliminate discrimination, advance equality of opportunity and foster good relations. Use data and consultation processes to evidence and address under-representation of protected characteristic groups.***

The colleges have comprehensive arrangements in place that address their statutory requirements to eliminate discrimination, advance equality of opportunity and address under-representation of protected characteristic groups. South Lanarkshire College is an accredited "Leader in Diversity" and won "Scottish FE Provider of the Year" in November 2016 for its forward-looking and fully inclusive approaches in relation to equality and diversity. The College is currently working towards achieving the LGBT Charter of Rights. New College Lanarkshire, All Equal, All Individual campaign was described by CDN as an impressive, coherent, strategically planned campaign, which demonstrated fantastic engagement with the student body with evidence of serious monitoring and evaluation. The All Equal, All Individual campaign was awarded Gold in the internal communication category for staff engagement and improved organisational performance.

The colleges have published Equality Mainstreaming Reports, Equality Action plans and outcomes and have well developed policies and monitoring processes. Representation of groups with protected characteristics (i.e. everyone) is monitored and data is used from programme team levels through to college-wide level to look at outcomes and impact, ensure that good relationships are fostered and no group is disadvantaged in terms of outcomes. The Academic Board of South Lanarkshire College meets 9 times per year and monitors all of the above data at college-wide level using reports from the College's Equality Group as a reference point. The Development Committee of The Board of South Lanarkshire College receives reports on equality and

diversity and monitors the college's approaches in these areas. The Curriculum and Student Affairs Committee of New College Lanarkshire has a similar remit.

**Output 4.4: Ensure effective quality arrangements.**

***Engage with Education Scotland and the Scottish Funding Council to create new robust and effective quality arrangements which with reporting embedded within the Regional Outcome Agreement evaluation and reporting framework.***

During 2016-17, SFC and ES are developing a new Scotland-wide Quality Framework and Methodology for the external review of Quality in all Scottish colleges. This development is informed partly by the learning outcomes from all three Action Learning Pilot colleges.

Both Boards made a commitment in their October 2016 Self-Evaluation Report to developing new quality arrangements for October 2017 and beyond. This commitment is re-iterated here.

Between 2014 and 2016 South Lanarkshire College and two other colleges were involved actively in the Scottish Funding Council's Action Learning Pilot on Quality. The colleges and Education Scotland explored alternative ways to implement quality improvement approaches for the benefit of students. The processes were supported by robust self-evaluation and improvement activities and rigorous engagement with external agencies. Each college shared its learning with the others in the group and other interested colleges. South Lanarkshire College produced two reports – Report A and Report B. Report B was probably the more significant of the two. It covered: key questions about existing reporting arrangements and methodologies; a literature review; a description of the Action Learning Pilot process; moderating outcomes; reporting; lessons learned; recommendations; opportunities and conclusions.

After the first year, the learning from each of the three pilots was shared with SFC and its Steering Group. Various aspects of each college's Action Learning Pilot have been considered as part of the development of new arrangements being implemented across the sector to report on and improve and enhance outcomes for students. It was concluded that in order to satisfy Scottish Ministers regarding the rigour and consistency of reporting arrangements, a standard data set of key outcomes would be a vital component of any developing system. SFC has this already largely in place and publish it in January each year.

Both colleges will work closely to establish new quality frameworks which reflect the individual needs of each college whilst ensuring an overarching evaluation and reporting process facilitates a consolidated regional evaluation report which will form a major new part of our annual ROA evaluation.

A formal certificate of Regional Board commitment can be seen in Annex F - Developing New Quality Arrangements

## Annex A – Summary of Baselines and Targets for National Measures

This table of performance indicators represents the regions quantitative ambitions over the next three academic years. These figures are challenging, ambitious and support our aspirational vision.

	National Measure	Baseline	Target	Target	Target
		2015-16 (*2014/15)	2017-18	2018-19	2019-20
1(a)	The volume of Credits delivered				
	The Volume of Credits target (Core+ESF)	185,733	185,733	185,733	185,733
	The volume of Credits delivered (Core + ESF)	186,185	-	-	-
	% towards Credits target (Core+ESF)	100.2%	-	-	-
	The Volume of Credits target (Core)	170,967	170,967	170,967	170,967
	The volume of Credits delivered (Core)	171,419	-	-	-
	% towards Credits target (Core)	100.3%	-	-	-
	The volume of Credits target (ESF)	14,766	14,766	14,766	14,766
	<i>The volume of Credits delivered (ESF)</i>	14,766	-	-	-
	<i>% towards Credits target (ESF)</i>	100.0%	-	-	-

	National Measure	Baseline	Target	Target	Target
		2015-16 (*2014/15)	2017-18	2018-19	2019-20
<b>1(b)</b>	<b>Volume and proportion of Credits delivered to learners aged 16-19 and 20-24</b>				
	Volume of Credits delivered to learners aged 16-19	87,618	86,479	85,789	85,329
	Proportion of Credits delivered to learners aged 16-19	47.1%	46.6%	46.2%	45.9%
	Volume of Credits delivered to learners aged 20-24	41,758	41,142	40,816	40,583
	Proportion of Credits delivered to learners aged 20-24	22.4%	22.2%	22.0%	21.9%
	Volume of Credits delivered to full-time learners	146,930	133,693	133,693	133,693
	Volume of Credits delivered to full-time learners aged 16-19	71,332	63,888	62,896	62,896
	Proportion of Credits delivered to full-time learners aged 16-19	48.5%	47.8%	47.0%	47.0%
	Volume of Credits delivered to full-time learners aged 20-24	34,569	30,999	30,555	30,628
	Proportion of Credits delivered to full-time learners aged 20-24	23.5%	23.2%	22.9%	22.9%
<b>1(c)</b>	<b>Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>				
	Volume of Credits delivered to learners in the most deprived 10% postcode areas	35,270	35,183	35,183	35,183
	<b>National Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>

		2015-16 (*2014/15)	2017-18	2018-19	2019-20
	Proportion of Credits delivered to learners in the most deprived 10% postcode areas	18.9%	18.9%	18.9%	18.9%
<b>1(d)</b>	<b>The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers</b>				
	<b>Gender - The volume and proportion of Credits</b>				
	Volume of Credits delivered to male learners	83,321	84,518	88,458	89,621
	Proportion of Credits delivered to male learners - All	44.8%	45.5%	47.6%	48.3%
	Volume of Credits delivered to Female learners	102,865	101,215	97,275	96,112
	Proportion of Credits delivered to female learners - All	55.2%	54.5%	52.4%	51.7%
	Volume of Credits delivered to Other learners	0	0	0	0
	Proportion of Credits delivered to other learners -All	0.0%	0.0%	0.0%	0.0%
	Proportion of Credits delivered to male learners - Health Care / Medicine /Health and Safety	9.5%	10.9%	12.3%	13.7%
	Proportion of Credits delivered to female learners - Health Care / Medicine /Health and Safety	90.5%	89.1%	87.7%	86.3%
	Proportion of Credits delivered to other learners - Health Care / Medicine /Health and Safety	0.0%	0.0%	0.0%	0.0%
	<b>National Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>

		<b>2015-16 (*2014/15)</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
	Proportion of Credits delivered to male learners - Family Care / Personal Development / Personal Care and Appearance	18.6%	20.0%	21.4%	22.8%
	Proportion of Credits delivered to female learners - Family Care / Personal Development / Personal Care and Appearance	81.4%	80.0%	78.6%	77.2%
	Proportion of Credits delivered to other learners - Family Care / Personal Development / Personal Care and Appearance	0.0%	0.0%	0.0%	0.0%
	Proportion of Credits delivered to male learners - Construction and Property (Built Environment)	94.8%	93.4%	92.0%	90.6%
	Proportion of Credits delivered to female learners - Construction and Property (Built Environment)	5.2%	6.6%	8.0%	9.4%
	Proportion of Credits delivered to other learners - Construction and Property (Built Environment)	0.0%	0.0%	0.0%	0.0%
	Proportion of Credits delivered to male learners - Engineering	95.0%	93.6%	92.2%	90.8%
	Proportion of Credits delivered to female learners - Engineering	5.0%	6.4%	7.8%	9.2%
	Proportion of Credits delivered to other learners - Engineering	0.0%	0.0%	0.0%	0.0%
	Proportion of Credits delivered to male learners - Information Technology and Information	86.5%	85.1%	83.7%	82.3%
	Proportion of Credits delivered to female learners - Information Technology and Information	13.5%	14.9%	16.3%	17.7%
	<b>National Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>



		<b>2015-16 (*2014/15)</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
	Proportion of Credits delivered to other learners - Information Technology and Information	0.0%	0.0%	0.0%	0.0%
	Proportion of Credits delivered to male learners - Education / Training / Teaching	5.3%	6.7%	8.1%	9.5%
	Proportion of Credits delivered to female learners - Education / Training / Teaching	94.7%	93.3%	91.9%	90.5%
	Proportion of Credits delivered to other learners - Education / Training / Teaching	0.0%	0.0%	0.0%	0.0%
	Proportion of Credits delivered to male learners - Business/Management/Office Studies	31.5%	32.9%	34.3%	35.7%
	Proportion of Credits delivered to female learners - Business/Management/Office Studies	68.5%	67.1%	65.7%	64.3%
	Proportion of Credits delivered to other learners - Business/Management/Office Studies	0.0%	0.0%	0.0%	0.0%
	Proportion of Credits delivered to male learners - Sports, Games and Recreation	75.9%	74.5%	73.1%	71.7%
	Proportion of Credits delivered to female learners - Sports, Games and Recreation	24.1%	25.5%	26.9%	28.3%
	Proportion of Credits delivered to other learners - Sports, Games and Recreation	0.0%	0.0%	0.0%	0.0%
	Proportion of Credits delivered to male learners - Catering / Food / Leisure Services / Tourism	39.0%	40.4%	41.8%	43.2%
	Proportion of Credits delivered to female learners - Catering / Food / Leisure Services / Tourism	61.0%	59.6%	58.2%	56.8%
	<b>National Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>

		<b>2015-16 (*2014/15)</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
	Proportion of Credits delivered to other learners - Catering / Food / Leisure Services / Tourism	0.0%	0.0%	0.0%	0.0%
	Proportion of Credits delivered to male learners - Politics / Economics / Law / Social Sciences	32.8%	34.2%	35.6%	37.0%
	Proportion of Credits delivered to female learners - Politics / Economics / Law / Social Sciences	67.2%	65.8%	64.4%	63.0%
	Proportion of Credits delivered to other learners - Politics / Economics / Law / Social Sciences	0.0%	0.0%	0.0%	0.0%
	<b>Ethnicity -</b>				
	Volume of Credits delivered to BME learners	4,432	4,542	4,681	4,820
	Proportion of Credits delivered to BME learners	2.4%	2.4%	2.5%	2.6%
	<b>Disability -</b>				
	Volume of Credits delivered to students with a known disability	31,014	31,529	31,764	32,233
	Proportion of Credits delivered to students with a known disability	16.7%	17.0%	17.1%	17.4%
	<b>Care Experience -</b>				
	Volume of Credits delivered to students with Care Experience	1,617	1,883	2,047	2,210
	<b>National Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>

		2015-16 (*2014/15)	2017-18	2018-19	2019-20
	Proportion of Credits delivered to students with Care Experience	0.9%	1.0%	1.1%	1.2%
<b>2(a)</b>	<b>The number of senior phase pupils studying vocational qualifications delivered by colleges</b>	540	550	565	575
<b>2(b)</b>	<b>Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges</b>				
	Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	5,293	5,278	5,278	5,278
	Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2.8%	2.8%	2.8%	2.8%
<b>2(c)</b>	<b>Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision</b>		1.70%	0.00%	0.00%
	The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	11,715	11,914	11,914	11,914
	The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	6.3%	6.4%	6.4%	6.4%
<b>2(d)</b>	<b>Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education) (Based on 2016/17 in-year data)</b>				
	Volume of Credits delivered at HE level	58,654	58,512	58,512	58,512
	<b>National Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>

		<b>2015-16 (*2014/15)</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
	Volume of Credits delivered at HE level to learners from SHEP schools	6,684	6,618	6,677	6,720
	Proportion of Credits delivered at HE level to learners from SHEP schools	11.4%	11.3%	11.4%	11.5%
<b>3</b>	<b>Volume and proportion of Credits delivered to learners enrolled on STEM courses</b>				
	Volume of Credits delivered to learners enrolled on STEM courses	51,025	51,068	51,996	52,925
	Proportion of Credits delivered to learners enrolled on STEM courses	27.4%	27.5%	28.0%	28.5%
<b>4(a)</b>	<b>Proportion of enrolled students successfully achieving a recognised qualification</b>				
	The percentage of FT FE enrolled students achieving a recognised qualification	61.0%	64.1%	67.0%	70.0%
	The percentage of PT FE enrolled students achieving a recognised qualification	78.7%	74.7%	75.1%	75.5%
	The percentage of FT HE enrolled students achieving a recognised qualification	69.4%	71.0%	72.1%	74.1%
	The percentage of PT HE enrolled students achieving a recognised qualification	71.6%	71.5%	76.4%	78.8%
<b>4(b)</b>	<b>Proportion of enrolled MD10 students successfully achieving a recognised qualification</b>				
	The percentage of MD10 FT FE enrolled students achieving a recognised qualification	56.9%	60.3%	63.8%	67.3%
	<b>National Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>

		<b>2015-16 (*2014/15)</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
	The percentage of MD10 PT FE enrolled students achieving a recognised qualification	65.5%	68.6%	72.0%	75.0%
	The percentage of MD10 FT HE enrolled students achieving a recognised qualification	62.7%	67.5%	69.8%	72.2%
	The percentage of MD10 PT HE enrolled students achieving a recognised qualification	62.3%	69.7%	73.4%	79.0%
<b>4(c)</b>	<b>Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges</b>				
	The percentage of PT FE enrolled senior phase age pupils studying vocational qualifications delivered by colleges achieving a recognised qualification	52.3%	58.5%	64.0%	70.0%
<b>4(d)</b>	<b>Proportion of learners at S3 and above as part of 'school-college' provision successfully achieving a recognised qualification</b>				
	The percentage of PT FE enrolled learners at S3 and above as part of 'school-college' provision achieving a recognised qualification	63.0%	64.3%	66.9%	69.9%
<b>4(e)</b>	<b>Proportion of learners enrolled on STEM courses successfully achieving a recognised qualification</b>				
	The percentage of FT FE learners enrolled on STEM courses achieving a recognised qualification	60.9%	64.1%	67.1%	70.7%
	The percentage of PT FE learners enrolled on STEM courses achieving a recognised qualification	73.8%	74.4%	75.5%	76.6%
	The percentage of FT HE learners enrolled on STEM courses achieving a recognised qualification	61.9%	66.1%	70.4%	75.1%
	<b>National Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>

		2015-16 (*2014/15)	2017-18	2018-19	2019-20
	The percentage of PT HE learners enrolled on STEM courses achieving a recognised qualification	73.0%	74.9%	77.2%	79.3%
<b>4(f)</b>	<b>Proportion of HE level learners from SHEP schools successfully achieving a recognised qualification</b>				
	The total number of FT HE enrolled learners from SHEP schools	-	School Code not collected consistently in 15/16. Unable to benchmark, Intend to report in AY 2017/18 ROA update		
	The number of FT HE enrolled learners from SHEP schools achieving a recognised qualification	-			
	The percentage of FT HE enrolled learners from SHEP schools achieving a recognised qualification	-			
<b>4(g)</b>	<b>Proportion of enrolled students achieving a recognised qualification - by gender</b>				
	The percentage of FT FE enrolled male students achieving a recognised qualification	59.1%	62.8%	66.5%	70.0%
	The percentage of FT FE enrolled female students achieving a recognised qualification	57.8%	61.8%	65.5%	70.0%
	The percentage of FT FE enrolled other students achieving a recognised qualification	69.9%	70.0%	70.0%	70.0%
	The percentage of FT HE enrolled male students achieving a recognised qualification	68.0%	70.5%	73.0%	74.1%
	The percentage of FT HE enrolled female students achieving a recognised qualification	62.1%	66.0%	71.0%	74.1%
	The percentage of FT HE enrolled other students achieving a recognised qualification	70.4%	71.0%	72.5%	74.1%
	<b>National Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>

		<b>2015-16 (*2014/15)</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>4(h)</b>	<b>Proportion of enrolled students achieving a recognised qualification - by BME</b>				
	The percentage of FT FE enrolled BME students achieving a recognised qualification	61.5%	64.5%	67.5%	70.0%
	The percentage of FT HE enrolled BME students achieving a recognised qualification	65.1%	68.0%	71.0%	74.1%
<b>4(i)</b>	<b>Proportion of enrolled students achieving a recognised qualification - by Disability</b>				
	The percentage of FT FE enrolled students with a known disability achieving a recognised qualification	56.7%	60.0%	65.0%	70.0%
	The percentage of FT HE enrolled students with a known disability achieving a recognised qualification	59.8%	64.0%	69.0%	74.1%
<b>4(j)</b>	<b>Proportion of enrolled students achieving a recognised qualification - by Care Experience</b>				
	The percentage of FT FE enrolled students with Care Experience achieving a recognised qualification	36.1%	46.0%	56.0%	66.0%
	The percentage of FT HE enrolled students with Care Experience achieving a recognised qualification	-	67.5%	69.8%	72.2%
<b>5</b>	<b>The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>	280	288	297	306
<b>6</b>	<b>Number of full-time learners with substantial 'work placement experience' as part of their programme of study</b>				
	<b>National Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>

		2015-16 (*2014/15)	2017-18	2018-19	2019-20
	Number of full-time learners	9,423	9,423	8,978	8,978
	Number of full-time learners with substantial 'work placement experience' as part of their programme of study	3,772	3,856	3,856	3,975
	Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	40.0%	40.9%	43.0%	44.3%
<b>7</b>	<b>The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b>				
	The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	*752	771	790	810
	The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	*338	346	355	364
	The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	*44.9%	44.9%	44.9%	44.9%
<b>8</b>	<b>The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>				
	The total number of full-time FE college qualifiers (confirmed destinations)	3,251	3,260	3,260	3,260
	<b>National Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>



		<b>2015-16 (*2014/15)</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
	The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	3,107	3,130	3,146	3,162
	The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	95.6%	96.0%	96.5%	97.0%
	The total number of full-time HE college qualifiers (confirmed destinations)	2,021	2,025	2,030	1,955
	The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,941	1,952	1,956	1,886
	The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.0%	96.4%	96.3%	96.5%
<b>9</b>	<b>The percentage of students overall, satisfied with their college experience (SSES survey)</b>	89.2%	90.2%	91.3%	92.5%
<b>10</b>	<b>Gross carbon footprint</b>	4,722	4,628	4,535	4,444

## **Annex B – Lanarkshire Colleges’ Access and Inclusion Strategies**

The Scottish Government and the SFC set out ambitions regarding the important role of education establishments in addressing the needs of under-represented groups across Scotland, to enable every person to realise their full potential, no matter their background.

The colleges have each developed an Access and Inclusion Strategy taking account of: the regional and local context; predicted population movements; demography; needs in specific areas; Scottish Index of Multiple Deprivation; the Youth Employment Strategy; the Commission on Wider Access and the guidance provided by SFC on developing an Access and Inclusion Strategy. The implementation of these is funded by SFC. The prime responsibility for each strategy lies with each college’s Board of Management with the Lanarkshire Board having an overall monitoring responsibility.

The colleges’ strategies outline clear visions, goals and actions planned to promote equality, access and inclusion. They provide a commitment to ensure there are no barriers to entitlement or success and that the colleges influence positively attitudes and actions to deliver the Scottish Cabinet Secretary’s vision of Excellence and Equity. The strategies indicate how initiatives, ambitions and success will be measured using key indicators to monitor the outcomes delivered for learners from the identified under-represented groups. The feedback from students and staff and the monitoring of relevant Performance Indicators (PIs) will inform improvement and enhancement actions as part of the colleges ongoing quality improvement processes.

New College Lanarkshire has an ASDAN Centre of Excellence in Inclusive Curriculum. ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life. South Lanarkshire College is a Disability Confident employer and New College Lanarkshire is also working towards this status. South Lanarkshire College holds Investors in Diversity stage two accreditation as well as being a Leader in Diversity. Both colleges have achieved Investors in People with South Lanarkshire College holding Platinum level. South Lanarkshire College is working towards Disability Confident Leader status. Staff in both colleges undertake professional development activities regularly to enable them to contribute actively to delivering and implementing fully the above strategies.

In developing the colleges’ Access and Inclusion strategies, the staff in both colleges worked together in a short life working group and as a result, the strategies, combined, address themes that are common across North Lanarkshire, South Lanarkshire and East Dumbartonshire.

The current strategies are included in Annex B.

## Annex B (1) – New College Lanarkshire Access and Inclusion Strategy

### Purpose.....

The purpose of this strategy is to ensure that the Colleges in the Region are equipped to provide all their learners with the support they need to engage and succeed in their college journey.

### Introduction

This strategy document is intended to provide all stakeholders who have a responsibility for ensuring full access and inclusion for all our learners with a clear vision for the future; a shared understanding of purpose; and definition of our aims. It should be read in conjunction with the associated Access and Inclusion Plans which present the detail at college level upon which this strategy will be implemented.

This document covers the five-year period 2016 – 2020 and reflects regional commitments as detailed in Lanarkshire's Regional Outcome Agreement.

Academic Boards take full account of the protected characteristics as defined in the Equality Act 2010 of: religion, race, age, sex, gender identity, sexual orientation, pregnancy and maternity or disability. In addition, reports on these are delivered annually to the Board of Management with actions identified for improvement, monitoring and evaluation. The colleges' annual engagement with, and periodic reviews by Education Scotland also increasingly focus on the important links between quality and equality within the colleges.

Effective partnership working, which clearly links to local community outcomes and objectives, ensures a needs driven approach to supporting the diverse range of support needs with learners across Lanarkshire. Lanarkshire is able to extend education to learners needing Personal Care Services through a partnership between college, Social Work Resources and various external agencies such as NHS Lanarkshire, Lead Scotland, local authorities, transition forums, National Autistic Society and Who Cares? Scotland. Care agencies provide considerable support to students within the Region. Such services ensure learners with high dependency and complex support needs receive a continuum of support which is specific, targeted and collaborative. The colleges are also able to offer classroom based support which assist students with their academic, social and emotional needs. The support teams are committed to ensuring effective and proactive identification of additional learning needs, and to providing high quality Learning Support, Educational Learning Support, Study Skills and Adult Literacy & Numeracy Support. To provide supported learning experiences, which engage learners and promote progression, we need to agree collaborative working arrangements, share information about a learner's support needs and establish efficient and effective partnerships.

Robust assessment systems and reviewing and reporting mechanisms ensure that there is early identification of needs with assurances built in for reporting and sharing data with relevant agencies regarding undiagnosed needs. Systematic referral systems are used to identify learners requiring additional support and there is a range of agencies involved in ensuring information is relevant and shared effectively. Referral processes are in place, as is detailed information, often shared through multiple avenues including school/college transition meetings, pre-application, enrolment, induction and on course, encompassing the entirety of the college student experience.

In order to utilise the partnership working relationship, when working with the colleges, partner agency staff are asked to:

- Disclose issues which may have implications for the health and safety or well-being of the individual being supported, other learners or staff.
- Provide information about the additional needs of the learner, as it affects the activity, including details of support strategies or resources that have previously proved effective for the individual.
- Provide the physical, intellectual, emotional or social support that is required to maintain effective learner participation in activities; development of the learner's interpersonal and social skills; safe learning and working.
- Respect the status of learners in the college's inclusive learning environment.
- Work openly and honestly with college staff to best support student's needs.

The colleges work with teaching staff to expand the range and scope of learning, teaching and engagement through technology to support an excellent learning experience. They develop systems that facilitate responsibility, ownership and empowerment for learners. The colleges are committed to help learners plan and manage their study, support and wellbeing and develop the potential of systems to provide evaluation of learner achievement, programme performance and help reduce learner withdrawal and promote learner success. Specialist staff within the colleges, offer support to learners with particular educational support needs who sit within price group 1-4. Classroom Support Workers assist in setting up or operating equipment such as digital recorders, video recorders, laptops etc. and provide assistance when using Assistive Technology.

Assistance comes in a wide variety of forms, dependent on learner need. Recommendations are passed on to the Faculties from relevant staff and in some cases equipment and/or software may be lent out or an appropriate member of staff may be deployed to assist a learner. The learner will also receive any training required to operate equipment or use any software. Working with admissions, guidance & welfare and teaching staff the teams are able to provide support at the point of need whether at pre-entry stage or once a learner is on course.

Although a high number of the learners supported have a recognised disability, Educational Support is delivered following the needs-led model. The specialist team of staff carry out needs assessments for learners referred to the service and a range of strategies are discussed and agreed. Educational Learning Support team/Learning Development Team work across Lanarkshire with staff based in East Kilbride, Motherwell, Coatbridge and Cumbernauld, working in partnership with the other Faculties and Support Services they aim to ensure that the needs of individual learners with Additional Support Needs are met.

The teams are committed to ensuring effective and proactive identification of additional learning needs, and to providing high quality Learning Support, Educational Learning Support, Study Skills and Adult Literacy & Numeracy Support. If a learner is deemed to have any additional support need we aim to ensure that they have the opportunity to disclose their needs and receive the support they require to enhance their learning experience. We understand that their support needs may vary throughout their course, therefore, they can access support at any time in their learner journey.

If a learner has disclosed an additional support need, they will be invited to meet with one of our Educational Support Advisers/Learning Development Advisers to talk about their individual support needs. Their Educational Support Adviser/Learning Development Adviser can help them to decide what support and technology they may need and arrange this for them.

They will ensure:

- Hand-outs and course material are issued in the format required
- Help with study skills like essay writing, organisation skills and preparing for exams and assessments is available
- Alternative assessment arrangements – extra time, separate room are agreed
- Teaching staff and support staff are aware of the support required
- Classroom Support is available
- Communication Support is available

If alternative assessment arrangements are required a Personal Learning Support Plan (PLSP) will be completed.

The colleges in the region provide a positive learning experience for all learners who require additional support or extended learner support to achieve their goals. We also ensure that those who wish to contribute to providing this experience can access suitable training and up skilling. Using the experience and expertise of staff we provide opportunities for our learners to access employment, supported employment and develop independent living skills throughout Lanarkshire. We also train the workforce of this sector to a professional, current and high standard.

This endeavour has an inclusive ethos and a strong commitment to improving learner's lives and their lifelong prospects. A wide range of school-link programmes are offered to learners at local schools and several of these programmes are designed and delivered exclusively to learners with profound and complex needs. The colleges identify the strengths and support needs of individual learners through detailed assessment in order to ensure smooth and effective transition at all stages.

The colleges are committed to improve provision for Learners with profound and complex needs and these include working closely with stakeholders and partner agencies to ensure collaborative arrangements promote access and inclusion for all learners. Involving external agencies such as carer/support organisations allows entry and progression requirements to be clearly communicated. All staff are supported through appropriate and relevant CPD opportunities in order to enhance their knowledge and skills.

The colleges' estates support learning and teaching by providing suitable learning environments with classroom accommodation and adapted residential provision for learners with additional needs. Lanarkshire has one of only 3 Access centres in the country used to assess the needs of students attending other institutions throughout the UK. In response to local need, we support a high number of learners with profound and complex needs. At any one time up to 40% of learners who are currently receiving supported learning have such additional needs. These learners are working successfully towards achieving appropriate qualifications or positive destinations.

South Lanarkshire College is a Disability Confident employer with New College Lanarkshire working towards this status. They will continue to progress through the levels of the Disability Confident Employers until the Disability Confident Leader status is achieved. South Lanarkshire College holds Investors in Diversity stage two accreditation as well as holding Leaders in Diversity status. Both colleges have achieved Investors in People with South Lanarkshire College also a centre for reporting Hate Crime.

New College Lanarkshire also has an ASDAN Centre of Excellence in Inclusive Curriculum. ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life. All college staff are supported in regular CPD and the colleges observe all organised initiatives such as Mental Health Awareness week to ensure staff and students are equipped to support fellow learners and staff. The colleges offer a course in 'Mental Health First Aid' in a number of formats.

The Access and Inclusion Strategy will ensure continued improvement of the service delivered through seeking feedback from students and staff and by monitoring relevant Performance Indicators (PIs).

## Supporting all Learners

1

- 1.1 Collate sufficient and relevant data to identify range of learners needs.
- 1.2 Utilise Personal Learning Support Plans in order to meet identified needs for all learners.
- 1.3 Implement robust and effective transitional planning mechanisms to involve Stakeholders in the learner journey.
- 1.4 Ensure effective and professional collaboration across all partner agencies to promote communication and enhance good practice.
- 1.5 Challenge negative perceptions relating to support needs and facilitate ways to break down barriers to engagement.
- 1.6 Deliver bespoke approaches within the curriculum in a creative, innovative and respectful way.

## Developing all Staff

2

- 2.1 Create a supportive, non-judgmental ethos when dealing with all learners.
- 2.2 Effectively promote proactive collaboration to enhance support for all learners.
- 2.3 Work towards developing a holistic support system to ensure all learners have the opportunity to succeed.
- 2.4 Deliver bespoke Access and Inclusion awareness training to all staff.
- 2.5 Engage with teaching staff to ensure a confident, supportive workforce equipped to meet the needs of all learners.
- 2.6 Engage with support staff to ensure services are designed holistically and delivered with individual learners' needs in mind.

## Targeting Resources

3

- 3.1 Ensure sufficient and appropriate assistive technology is provided to meet learners' needs.
- 3.2 Create a supportive and welcoming environment which provides opportunity for engaging with specific support strategies and approaches.
- 3.3 Promote links with external support agencies to allow for sharing of specialist resources and expertise.
- 3.4 Utilise skills, knowledge and specialist expertise of staff to ensure effective provision for support.
- 3.5 Analyse trends in relation to resourcing within specific learning cohorts as highlighted within SFC OA Guidance in order to monitor/ improve attainment and retention.

# People

Provide training and development for all the Colleges' staff to ensure they have the skills and knowledge to engage with the strategy as confident, competent supporters of all learners.

# Partnership Working

Build on the existing strong links within the region and foster a multi-agency approach to support in the post 16 landscape.

# Monitoring

Analyse and act upon robust performance indicators in relation to all learners, but those with protected characteristics in particular, to ensure ambitions and deliverables are realised.

# Resource Management

Utilise sound financial planning, monitoring and control to ensure a continued ability to deliver our strategic objectives whilst operating within strict budgetary constraints for the benefit of all our learners.



## KEY INDICATORS

### Priority 1

1.1	1.2	1.3	1.4	1.5	1.6
Further Education Statistics (FES) data return including Protected characteristics; care leavers; MD10.; and learners with profound and complex needs	Education Scotland's college Review and Learner satisfaction survey	Stakeholder surveys  Schools destination surveys and college destination surveys	Education Scotland's college Review  Further Education Statistics (FES) data return. Student withdrawal and student success rates	Education Scotland's college Review and Learner satisfaction survey	Education Scotland's college Review and Learner satisfaction survey  Further Education Statistics (FES) data return. Student withdrawal and student success rates

### Priority 2

2.1	2.2	2.3	2.4	2.5	2.6
Education Scotland's college Review and Learner satisfaction survey	Education Scotland's college Review  Further Education Statistics (FES) data return. Student withdrawal and student success rates	Learner satisfaction survey  Further Education Statistics (FES) data return. Student withdrawal and student success rates Further Education Statistics (FES) data return. Student withdrawal and student success rates	CPD Records  Learner satisfaction survey  Further Education Statistics (FES) data return. Student withdrawal and student success rates  Education Scotland's college Review	PDR  External awarding and review bodies' evaluation  Further Education Statistics (FES) data return. Student withdrawal and student success rates	Education Scotland's college Review  Learner satisfaction survey

### Priority 3

#### 3.1

Education Scotland's college Review and Learner satisfaction survey

Further Education Statistics (FES) data return. Student withdrawal and student success rates

ICT Strategy

#### 3.2

Estates Strategy

Education Scotland's college Review and Learner satisfaction survey

#### 3.3

External awarding and review bodies' evaluation

Education Scotland's college Review

#### 3.4

CPD records

Further Education Statistics (FES) data return. Student withdrawal and student success rates

#### 3.5

Further Education Statistics (FES) data return including Protected characteristics; care leavers; MD10.; and learners with profound and complex needs and other named groups

## Access & Inclusion Actions

<i>People</i>	<i>2017/18</i>	<i>2018/19</i>	<i>2019/20</i>	<i>Person(s) Responsible</i>
<b><i>Provide training and development for all the Colleges' staff to ensure they have the skills and knowledge to engage with the strategy as confident, competent supporters of all learners.</i></b>	<p>Design an appropriate suite of courses which address the Access and Inclusion strategy and raise awareness of all staff in relation to the wider issues relating to this.</p> <ul style="list-style-type: none"> <li>• Terminology</li> <li>• Nature of support</li> <li>• Diversity of learners' support and individual need</li> </ul> <p>We will produce a workforce who are mindful and able to achieve our plan's ambition to ensure all learners receive appropriate support to succeed on their journey.</p> <p>Senior Management will establish a task and finish group with representation from throughout the college to agree the design and content of bespoke courses which will take cognisance of all staffing roles and draw up a</p>	<p>Deliver the planned training courses as mandatory CPD at the appropriate time slots as identified through the college's calendar of events. Other modes of delivery will allow this development to continue throughout the year and reach as many staff as possible.</p> <p>An Access and Inclusion Steering Group will be established to ensure effective implementation.</p> <p>The impact will see an identified Access and Inclusion champion within each Faculty and support functions who can drive the Access and Inclusion agenda within their staff groups.</p> <p>Human Resources will liaise with College Managers to monitor coverage of training and effectiveness.</p> <p>A member of staff from Human Resources will contribute to the Access and Inclusion steering</p>	<p>Evaluate the design and delivery of training using feedback from a variety of staff through a range of medium including Survey Monkey.</p> <p>Liaise with Marketing to collate results of evaluation, design an awareness campaign and maintain a site on the CLAN staff portal where materials are accessible to all staff.</p> <p>The overall impact will see increased confidence in staff across the College in relation to the Access and Inclusion Strategy's ambitions and the positive impact on learners throughout the college in relation to retention and attainment.</p>	<p>Senior Staff across the College</p> <p>Senior Staff across the College</p> <p>Senior Staff across the College</p> <p>Senior Staff across the College</p> <p>Senior Staff across the College</p>

	timetable and catalogue for delivery which will be our measure of success.	group and report back on a regular basis.		
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<b>Partnership Working</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>Person(s) Responsible</b>
<b><i>Build on the existing strong links within the region and foster a multi-agency approach to support in the post 16 landscape.</i></b>	Work collaboratively with South Lanarkshire College and Dundee and Angus in relation to developing an online PLSP system for Supported Learning students which compliments an already established system for Learners requiring educational support throughout the college.	Invite representatives from identified agencies to join the Access and Inclusion Steering Group to contribute the multi-agency approach for the benefit of all learners across the college.	Continue to work in partnership with all relevant agencies.	Head Of Faculty/Assistant Head of Faculty (Supported Learning)
	Continue to work in partnership with Skills Development Scotland (SDS) to improve communication and information systems to identify specific support needs for all students and best manage the transition process.	Specialist agencies to deliver training to enhance staff development in line with training programme drawn up in 2017/18.	Evaluate the impact of support and training and the impact that this has had on learners' retention and attainment and inclusion into the wider life of the college.	Senior Managers across the College /external staff
	Maintain partnership working with relevant agencies such as Social Work Resources and various external agencies such as NHS Lanarkshire, Lead Scotland, local authorities, transition forums, National Autistic Society and Who Cares? Scotland in order to ensure we are considering all learners including those identified as having protected characteristics.	The Access and Inclusion Steering Group will undertake to monitor and evaluate the partnerships with external agencies and undertake an end of year evaluation and recommendations to inform 2019/20 support.	Produce an evaluative report for SMT which identifies success of the approach and contains recommendations for the next cycle.	Senior Managers across the College /external partners

	<p>Specialist staff out with the college will assist in delivering the bespoke training</p> <p>Audit external support available with a view to engaging with new partners to enhance the learner experience and strengthen the required support.</p> <p>Representation on the Access and Inclusion task and finish group will ensure there is regular feedback and evaluation on progress,</p> <p>Partnership Interaction Logs will assist in the monitoring and evaluation of engagement</p>			<p>Senior Managers across the College</p> <p>Head Of Faculty/Assistant Head of Faculty (Supported Learning)</p> <p>Partnership Manager 2017/18</p>
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<b>Monitoring</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>Person(s) Responsible</b>
<b>Analyse and act upon robust performance indicators in relation to all learners, but those with protected characteristics in particular, to ensure ambitions and deliverables are realised.</b>	<p>Gather specific information which provides a baseline to inform intake ambitions. This information will be provided through MIS and historical data. When considering this we will take account of the ambitions as outlined in the Regional Equality outcomes:</p> <ul style="list-style-type: none"> <li>-Colleges demonstrate leadership and commitment to eliminate discrimination, advance equality and foster good relations</li> <li>-All learners have an equal opportunities to come to college and achieve positive outcomes</li> <li>-Learners have increased opportunities for progression into organisations that value equality and diversity</li> <li>-Increase engagement with Stakeholders to develop an increased awareness of equal opportunity for a developed workforce.</li> <li>-Colleges within the Lanarkshire region ensure that equality and diversity is embedded in all that</li> </ul>	Analyse the information gathered 2017/18 in order to deliver inclusive practices throughout the Faculties.	Evaluate the effectiveness of the system established to implement the Access and Inclusion Plan and the impact this has had on the Access and Inclusion Strategy.	MIS/Senior Managers

	<p><i>we do and is supported by the appropriate allocation of regional resources.</i></p>	<p>Establish internal collaborative working practices to ensure all relevant information is gathered during recruitment to achieve these ambitions.</p> <p>Disseminate the findings to Heads of Faculties at the Access and Inclusion Steering group and set clear targets which address the data collected and continue to monitor impact in terms of retention and attainment.</p> <p>The Retention and Attainment sub-group will further analyse this information and provide a college wide perspective in relation to the data collected.</p>	<p>2020/21 Plan will be drawn up to take recommendations forward with targets reflecting accurate historical data which provides a meaningful way forward.</p> <p>Measure of success will be evident within the PIs which will outline success within retention and attainment with particular reference to those groups identified in 2017/18.</p>	<p>Access and Inclusion Steering Group</p> <p>Access and Inclusion Steering Group</p> <p>Access and Inclusion Steering Group/ Retention and Attainment sub group</p>
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<b>Resource Management</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>Person(s) Responsible</b>
<b><i>Utilise sound financial planning, monitoring and control to ensure a continued ability to deliver our strategic objectives whilst operating within strict budgetary constraints for the benefit of all our learners.</i></b>	<p>Senior Accountants will be responsible for the review and processing of budget revisions. Revisions to the approved budget require written approval of the Head of Faculty or the Assistant Principal.</p> <p>Staff submit support requests with justification to Senior Finance. Capital expenditure related to the expenditure of capital equipment, computer equipment and other items in excess of 10k will be depreciated in accordance with the college policy.</p> <p>Budget Monitoring from the end of the second month of the new academic year management accounts will be prepared and issued to assist budget holders with monitoring actual against phased budget</p>	<p>Senior Accountants will be responsible for the review and processing of budget revisions. Revisions to the approved budget require written approval of the Head of Faculty or the Assistant Principal.</p> <p>Staff submit support requests with justification to Senior Finance. Capital expenditure related to the expenditure of capital equipment, computer equipment and other items in excess of 10k will be depreciated in accordance with the college policy.</p> <p>Budget Monitoring from the end of the second month of the new academic year management accounts will be prepared and issued to assist budget holders with monitoring actual against phased budget</p>	<p>In collaboration with the Finance team within the college evaluate the effectiveness of this process as a means of assisting effective distribution of the Access and Inclusion fund.</p>	Senior Mangers/Finance

## Annex B (1) – South Lanarkshire College Access and Inclusion Strategy

Strategy created	December 2016
Owner	Equality Group
Approved by	Access and Inclusion Strategy Steering Group
EIA	March 2017
Review date	December 2017

# South Lanarkshire College Access & Inclusion Strategy 2017-2020

## Foreword by Principal and Chief Executive

As Chair of the Equality Group and also as Principal, I am particularly committed to ensuring that Access and Inclusion at the forefront as the College develops and continues to deliver a high quality learning experience.

We are committed to the aspirations set out in our Access & Inclusion Strategy and to supporting all Access & Inclusion initiatives. The College has a clear vision and strategy to promote equality, access and inclusion, and this links with all aspects of our activity, as can be demonstrated by our key core value to promote equality and diversity.

Our Access & Inclusion Strategy outlines the continuing steps we have taken and will continue to take to demonstrate our commitment to ensuring equalities remains an integral part of College life. We are also committed to regularly reviewing and refocusing our priorities to ensure that we continue to make progress in this key area.

We strive to ensure that there are no barriers to entitlement or success at South Lanarkshire College. We positively influence attitudes in the promotion of Access & Inclusion, supporting people in gaining access to education, employment and services provided by the College, free from any form of bias or difficulties.

We look forward to further progressing the aims of The Equality Act 2010, and to continuing to ensure Access & Inclusion are firmly embedded into all functions at South Lanarkshire College, East Kilbride.

Stewart McKillop MA (Hons) Dip Acc Dip Ed  
**Principal and Chief Executive**

## **PURPOSE**

South Lanarkshire College is committed to developing and implementing services, policies and procedures with a positive focus on Access & Inclusion as an essential part of all aspects of the College's work. This document brings together all of the actions from previous equality arrangements and policies with this newly developed Access & Inclusion Strategy, to ensure that SLC continues to develop with a positive focus. As with all of the College's policies and procedures, this strategy is Equality Impact assessed.

This document sets out SLC's commitment and approach to delivering the corporate and legal responsibilities for Access and Inclusion taking into account the Commission on Widening Access. The First Minister's ambition is to give every child born in one of our most deprived communities, the same chance of entering a University course as a child born into one of the least deprived communities. In doing so, the College will communicate what is to be achieved through Equality Outcomes and will outline the approach to mainstreaming Access & Inclusion in all functions and activities. This involves local ownership and delivery of Access & Inclusion across all areas (teaching and non-teaching) of the College, to make a positive difference to the lives of individuals and groups.

The aim of this Access & Inclusion Strategy is to make sure that account is taken of the needs of all students, staff and diverse communities within and beyond the College and that, where appropriate, these are addressed. It seeks to include all students as well as staff and therefore will not single out any one "category" but assume equal and fair opportunity is granted to everyone without bias or prejudice.

South Lanarkshire College is a Disability Confident employer. Together, the ethos statement, 'We believe in equality and diversity' and the award for FE provider of the Year for Equality and Diversity highlight the College's commitment to this agenda and are affirmation that Access & Inclusion is well established in the behaviours and culture of SLC. This strategy will ensure continued improvement of the service delivered through seeking feedback from students and staff and by monitoring relevant Performance Indicators (PIs).

The College holds Investors in Diversity stage two accreditation and is the first organisation in Scotland to achieve this standard as well as holding Leaders in Diversity status. South Lanarkshire College has achieved Investors in People Platinum, the first College to do so. SLC is also a centre for reporting Hate Crime.

At Academic Boards full account is taken of the protected characteristics as defined in the Equality Act 2010 of: religion, race, age, sex, gender identity, sexual orientation, pregnancy and maternity or disability. In addition, reports on these are delivered annually to the Board of Management, actions are identified for improvement and monitored. The College's annual engagement with, and periodic reviews by Education Scotland also increasingly focus on the important links between quality and equality within the College.

South Lanarkshire College currently gathers data relating to both students and staff. This information is analysed by, Course Teams, the Equality group, Academic Board, Board of Management and College Management Team to allow for full consideration of any Access & Inclusion related issues. Particular

data is considered in terms of student recruitment, retention, achievement, progression, support, outcomes of student and staff surveys, staff recruitment, staff retention and staff profile information.

The College is the highest in Scotland for HE attainment at 77.4% and the Full-time FE attainment rates are well above the Scottish average. 92% of our students have a positive destination at the end of their course. (SFC college leaver destination September 2016). 98% of our students, when asked, said that they were being encouraged to develop good learning and study skills (from 1,500 who responded to the annual student survey in 2016).

### **Mainstreaming Access & Inclusion**

“Mainstreaming”, as described by The Equality and Human Rights Commission means integrating equality into the day to day work of a public body, by means of taking equality into account in the way it works, and by making equality a part of everything that is delivered by the College.

“Access” is an issue of fairness and it is the belief of the Widening Access Commission, that Scotland has a moral, social and economic duty to tackle inequality.

The College will encourage access and inclusion, and thus widen participation, by recognising, prioritising and meeting the needs of individuals and groups which comprise the communities the College serves. Some key enablers of Access and Inclusion include:

- Local Market Intelligence – what employers need and the key employment sectors for the Region
- Curriculum Design
- Marketing and Communications
- Community Engagement including LAs
- Student Recruitment and Selection
- Student Funding
- Student Services
- Student Learning Support
- HR Recruitment and Selection
- Staff CPD and Development

## **APPROACH AND SERVICE WE PROVIDE**

### **Institutional/group support and bespoke individualised support**

Learners with an additional support need are identified or can self-refer at a number of stages:

- On their original application form
- Prior to interview or at interview
- At enrolment or induction
- In one-to-one guidance sessions or
- At any time during their course

Barriers to learning may be identified by staff at any time, where there has been non-disclosure and there is an obvious dislocation between a student's performance and the manner in which they present themselves. Care has been taken to assure confidentiality and to remove, as far as possible, any stigma attached to the need for additional support.

The students will be interviewed by the Learning Development Team to ascertain the support required to meet their individual needs.

Learning Development on average assists around 4% of students annually. However, many more are assisted who do not fit into the traditional Extended Learning Support (ELS) categories for funding. This is growing year on year, both as the student population increases but also as students become more comfortable in disclosing. Currently, these learners are tagged in the FES system. Going forward, Access & Inclusion includes not only those students eligible under the ELS funding mechanism but students with any kind of barrier to success whether it is social, financial, medical, personal, ability to communicate using the English language, or any other.

Assistance comes in a wide variety of forms, dependent on learner need. Recommendations are passed on to the Faculties by the Learning Development Team and in some cases equipment and/or software may be lent out or a Support for Learning Assistant may be deployed to assist a learner. The learner will also receive any training required to operate equipment or use any software. In addition, resources and facilities within the campus are accessible to all students; there is a hearing loop capability available and accessible toilets on all floors of the main building and in the Annexe, some with hoists and changing facilities.

Continued Professional Development (CPD) for staff in dealing with a range of additional support needs is ongoing on three annual, designated staff development days, at the Staff Conference and on an ongoing basis as required if a learner with a specific need is in one of their class groups. Additional information to inform staff is available on the College portal. Career Reviews are used annually to identify or suggest training needs of all staff both teaching and non-teaching.

Specialist staff are employed in the Learning Development area to assist learners and to complete Disabled Students Allowance (DSA) assessments. The College employs a British Sign Language Interpreter and a range of Support for Learning Assistants.

### **Partnership working**

The College works in partnership with Local Authority schools and with other Colleges to provide a smooth transition for learners coming to or moving on from the College. Assistance is purchased from an Educational Psychologist for Dyslexia testing as required and a partnership with the local Council's Psychological Services assists, on occasion, in areas outwith staff expertise. There are links with a wide range of local disability organisations, the local Council and with local assistive technology and equipment suppliers for specialist help when required. Advice was sought from South Lanarkshire Access Panel and other disability organisations in the design of our new building.

### **Ongoing CPD**

Staff development activity centred around Access & Inclusion is an ongoing priority and is a key element of successful and sustained mainstreaming. Annually, significant levels of Access & Inclusion training, covering a range of related topics, are delivered.

All staff have undertaken an equality training scheme, developed in partnership with '*DisabledGo*' and all staff have undergone Quality and Equality in Learning and Teaching Materials (QELTM) training. It is mandatory for all new staff. In addition to these all staff training initiatives, a significant amount of Access & Inclusion training covering protected characteristics is delivered. The annual All Staff Conferences are additionally used to promote Access & Inclusion to staff. SLC has responded to and won tenders relating to Access & Inclusion awareness in the workplace. Courses have been delivered successfully and repeat business has been requested based on the quality of the trainer and the benefits for the workforce.

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### **Investment in ICT**

A wide range of hardware and software is available for students to ensure independence in learning. Much of the software is available via the College network to ensure that it is available to all staff and students. There is a wealth of “free” resources available to supplement the college-based support. The variety of up to date equipment available throughout the College ensures that staff are able to adopt a wide range of teaching and learning methods and students can learn in a way that is best suited to their needs. ICT is constantly being updated within the College to ensure that the most recent equipment possible is available to all.

### **Supported Programmes**

The College provides a range of supported programmes to give students, previously identified as DPG18, access to educational provision and to allow them to progress at a rate suitable to their abilities. Courses are held in College and in outreach locations and are both full time and part time in nature ranging from SCQF Level 1 to Level 4. In AY 2015/16, this represented 36% of enrolments and 15% of the College’s credit target. There is a programme for school pupils in partnership with the Council, allowing them to have work experience and the college experience as well as completing their school curriculum.

### **Other Initiatives to enhance Access and Inclusion**

- Counselling Service available two days per week to students
- College devised initial diagnostic core skills testing tool for those without a profile
- Workshops to brush up on core skills held daily
- Chaplaincy Service available to students covering a range of denominations
- Health & Well Being Week held every year
- Sustainability Week held every year
- Managing your money sessions offered regularly to students
- Equalities Week held every year
- Destination Success and Employability sessions held every year
- Partnerships
- Specialist Workshops held at appropriate time throughout the year eg for UCAS applications
- Mental Health Committee and mental health promotion and awareness promoted regularly
- Equalities Committee meet regularly to ensure equality is being maintained
- Mindfulness Classes held weekly
- SDS Careers Guidance available as required to individuals and groups



- ASIST trained staff (suicide prevention) to counsel students
- Adjustments to the environment made as required to adapt to individual needs
- Documents available in alternative formats as required
- Transition pathways from school and from College – links to ensure smooth transitions
- Monitoring of Protected Characteristics, Care Leavers, Carers takes place at regular points each year
- Accessible Minibus for wheelchair users
- UCAS personal statement support workshops
- The garden is fully accessible

### **Ambitions to support our diverse profile of learners**

- To provide assistance to those who do not fit the old ELS categories eg English for Speakers of Other Languages (ESOL)
- To provide in-college work placement opportunities for students on supported programmes
- To make all software across the College network available to all, not just as assistive technology – digital inclusion
- To provide supportive apps for both android and apple devices
- To increase the number of workshops available and providing more specialised ones
- To enhance the number of Level 4 and below programmes available with identified progression routes
- To provide courses for those in the more remote areas of Lanarkshire via the College's Virtual Learning Environment
- To provide more Dyslexia testing for students (other than those on Higher National level courses)
- To provide courses for students with more complex and profound needs with identified progression routes
- To enhance partnership working
- To set up an online booking system for Access & Inclusion
- To improve dedicated rooms for Access & Inclusion with more privacy
- To provide further printing resources for alternative formats
- To increase Mindfulness and resilience workshops
- To employ and train more guidance and provide support for specialist staff
- To enhance CPD for both staff and the Students' Association
- To provide financial help to purchase appropriate clothing for interview for vulnerable students
- To provide fitness and healthy eating classes
- To further enhance relations with an active Students' Association
- To focus on marketing/promotion of the Access & Inclusion agenda across all college programmes
- To have focussed marketing of the Access 1-4 courses with potential progression into employment

- To further liaise with employers re giving opportunities to students under the Access & Inclusion banner
- To invest in development of distance learning packages and the relevant staff support for learners in remote areas of Lanarkshire, possibly by using or developing MOOCs (Massive Open Online Courses)
- To ensure staff training about learners with complex and profound needs to ensure succession planning
- To build on the good Access & Inclusion foundation within South Lanarkshire College
- To mainstream all Access & Inclusion activity and ensuring that it is adequately funded and accounted for
- To update the accessible minibuses and provide drivers

### **Measuring Success**

The College will know if the Strategic Priorities and Objectives have been delivered by:

1. measuring our self against a range of Key Indicators:
  - Volume and attainment of learners in:
    - Age Ranges
    - Multiple Deprivation Indices
    - All Protected Characteristics especially gender/transgender ...
    - Schools, especially Senior Phase
    - Care leavers
    - Carers
    - ESOL
    - Disability
    - Learning difficulties
    - Literacy and numeracy
    - Price group 5
2. by self-evaluation:
  - carried out annually
  - at Academic Boards – three per year
  - through Course Reviews – three per year
  - through student and staff feedback – throughout the year

**3. external audits and reviews:**

- by Education Scotland
- by Investors in Diversity
- by Investors in People
- by SQA
- by City & Guilds
- by Responsible Futures
- by the Scottish Funding Council

**Distance travelled to date and satisfaction rates**

SLC is already a very inclusive College but cannot be complacent and must constantly endeavour to maintain and improve this status by constantly monitoring progress and taking action to ensure that Access & Inclusion are completely mainstreamed within the organisation.

**Impact & Statistics:**

- In Lanarkshire as a whole 11% of the population live in the 10% most deprived postcodes – intake to SLC from these postcodes is 17.9% (8389 credits) with a 73.4% success rate, compared to the Scottish average of 65.4%. According to UCAS, 18 year olds from Scotland's 20% least deprived communities are more than 4 times as likely to enter University as those from the 20% most deprived communities. Working with support from Who Cares Scotland and our Local Authority partners, the College will work to positively influence those statistics. The ambition of the Widening Access Commission is that by 2030 students from the 20% most deprived backgrounds should represent 20% of entrants to Higher Education. The College will work towards supporting that goal.
- SLC delivered 1204 credits involving formal qualifications to learners with complex needs – 2.6% of delivery, with Scottish target of 1.1%
- Success rates for those indicating a disability at SLC was 75.7%, compared to the Scottish average of 65.9%

**Some Success Stories**

**Andrew (quote):**

"I began my College journey on the Fresh Start programme where I slowly built up my confidence through educational activities like drama, raising the profile of important topics such as bullying. This gave me the reassurance I needed to progress to a mainstream programme learning the skills required

to work in an office. I wanted to make myself and my tutors proud of me so I worked as hard as I could and was rewarded with the Student of the Year Award at the end of the course. I then decided to study Administration at a higher level and despite some issues with writing, for which I received help and support from the College, I was confident to start looking for that job that I hadn't felt ready for when I first came to College. I have been treated really well by my fellow students and by my tutors. I was given plenty of support through challenging times and I don't think any other College would have been so supportive and helpful."

#### **Martin:**

Martin came to SLC on a supported programme, Fresh Start, in 2012 having already achieved a number of SQA qualifications at school and elsewhere. He was interested in a career in painting and decorating but felt he needed some additional support and confidence to enable him to progress onto further education as he has Asperger's Syndrome.

As part of his course Martin completed an intensive work placement 2.5 days a week with the college Facilities department whilst studying core skills, personal development, citizenship and employability units.

Martin successfully completed all the elements of his programme and gained a place on a Skills Development Scotland programme which included a further 6-week work placement within the Facilities department, predominantly doing painting and decorating in the college as well as some maintenance tasks. During this time, he gained his CSCS card and also completed Preparing for Employment: First Steps. He then successfully applied for the 22-week Construction crafts pre-apprenticeship course at SLC in 2013-14 where he gained the full group award in Employability and Leadership as well as Construction Crafts.

He has recently achieved Construction Crafts Pre-Apprentice of the year in Painting and Decorating, Joinery and Bricklaying and is soon to represent the college at a regional competition. This is a terrific success for Martin and reflects the enormous progress he has made in terms of his skills and confidence and his ability to work alongside his peers.

For his next step Martin is now considering a wide range of options including the Diploma in Painting and Decorating.

#### **Michael:**

Michael started on Intro to FE (formerly Fresh Start), got supported to apply for Project Search at Hairmyres hospital, got selected with feedback saying he was the best candidate they had ever interviewed and now has a permanent job at Hairmyres.

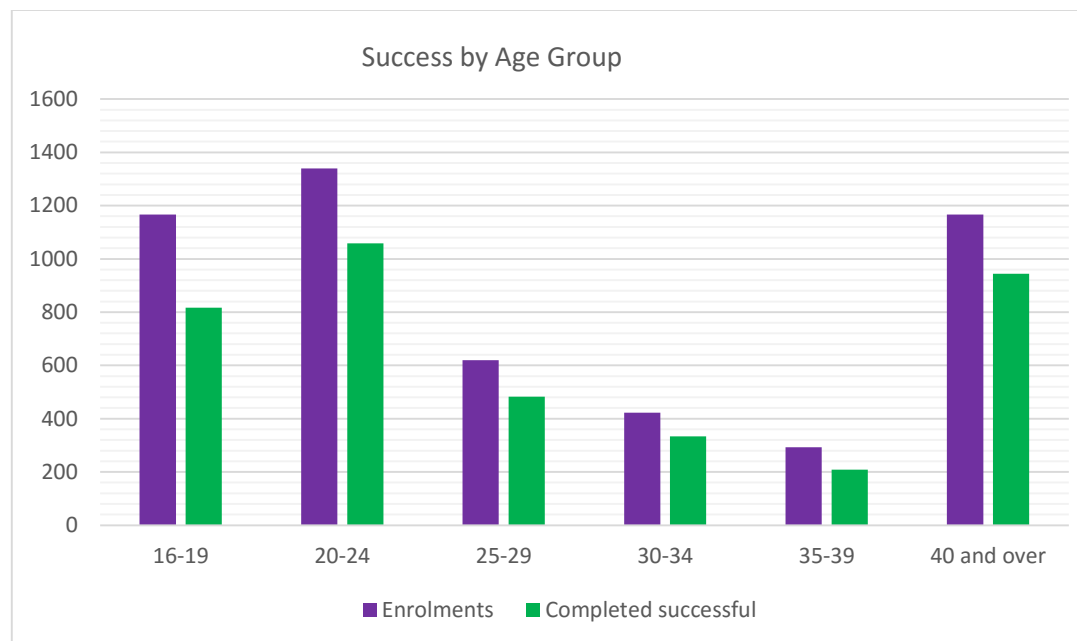
## Ambitions to build on and develop current practice

Based on the available data for academic session 15/16 and using attainment as the measure of the impact of current support services offered to various groups this is what we know already:

Group	Number of enrolments	Attainment/Completed successful at SLC	Scottish average where known
10% most deprived data zones	576	73.4%	65%
20% most deprived data zones	981	75%	65%
Care leavers	68	93%	
Carers	178	90%	
Deaf or serious hearing impairment	34	76%	Scottish benchmark is for all disabilities taken together = 66% SLC completed successful for all disabilities = 76%
Blind or serious visual impairment	33	88%	
Dyslexia/Learning difficulty	212	78%	
Health condition: Diabetes, heart condition, epilepsy	62	85%	
Mobility issues/wheelchair users	36	72%	
Aspergers/other autistic disorder	30	80	
Mental health condition e.g. depression	105	68	
Any other non-listed condition	117	86	
Student has no known disability	4445	77%	
Ethnic minority	162	72%	70%

**Success by age group:**

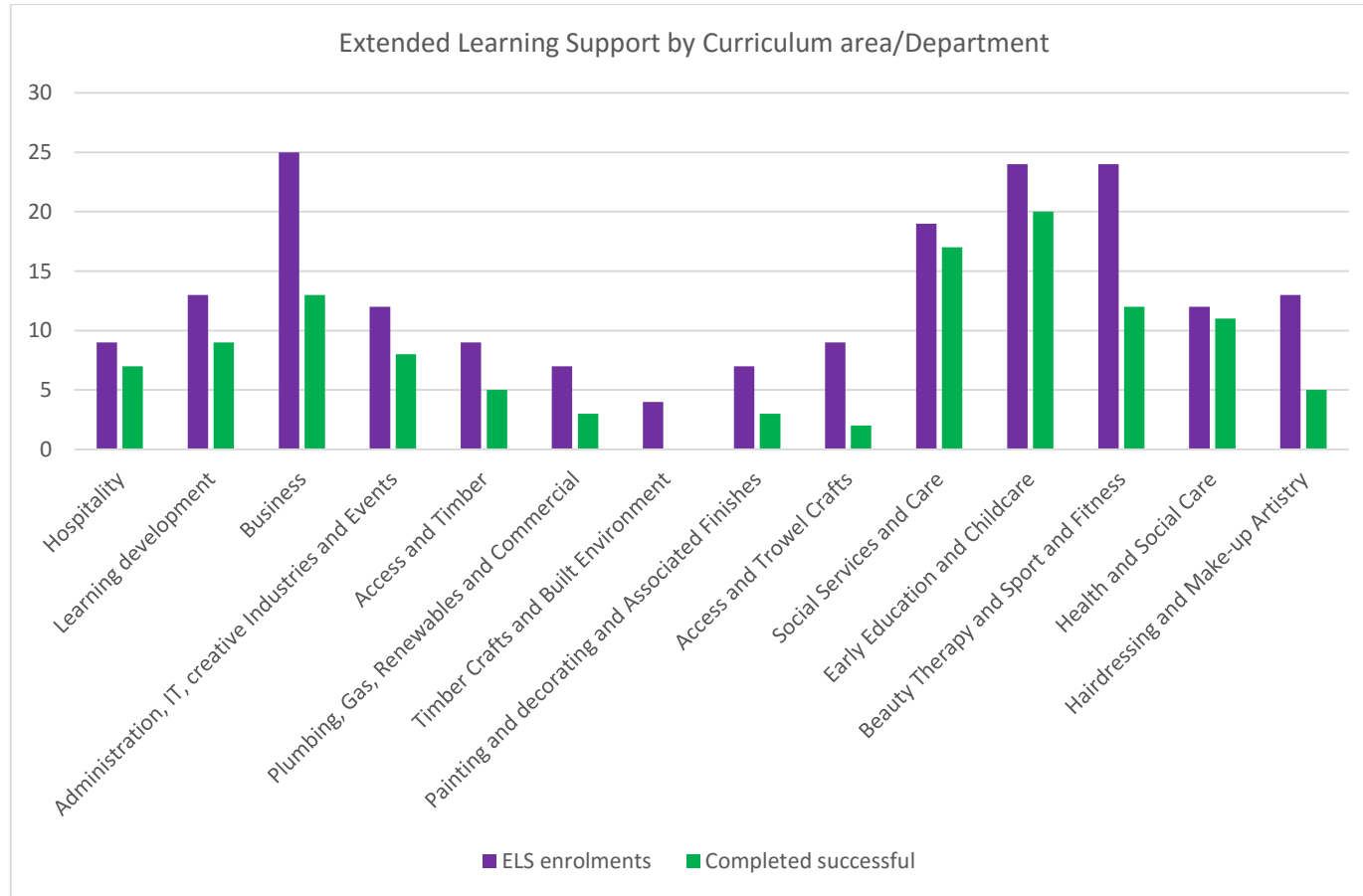
Age	Enrolments	Completed successful
16-19	1167	70%
20-24	1340	79%
25-29	619	78%
30-34	422	79%
35-39	293	71%
40 and over	1166	81%



**Extended Learning Support by Curriculum area/Department:**

<b>Curriculum Manager</b>	<b>ELS enrolments</b>	<b>Completed successful</b>	<b>%</b>
Hospitality	9	7	77%
Learning development	13	9	69%
Business	25	13	52%
Administration, IT, creative Industries and Events	12	8	66%
Access and Timber	9	5	55%
Plumbing, Gas, Renewables and Commercial	7	3	42%
Timber Crafts and Built Environment	4	0	0% But all 4 students progressed to the next year.
Painting and decorating and Associated Finishes	7	3	42%
Access and Trowel Crafts	9	2	22%
Social Services and Care	19	17	89%
Early Education and Childcare	24	20	83%
Beauty Therapy and Sport and Fitness	24	12	50%
Health and Social Care	12	11	91%
Hairdressing and Make-up Artistry	13	5	38%
<b>Total</b>	<b>187</b>	<b>115</b>	<b>61% with 74% completed successful + Progressed to next year (70% of assessed credits achieved)</b>

**30/3/17**



30/3/17



<b>Aim</b>	<b>Measure</b>	<b>Date for completion/Action</b>	<b>Impact</b>
Provide in-college work placements for price group 5 students	Placements sourced, carried out, reviewed and evaluated; recorded on the CRM system	Session 2016/17	Greater opportunities of employment following the end of their courses
Achieve Digital Inclusion	All staff and students have access to all software, apps and hardware, as appropriate, across the college network	By December 2017	Greater attainment: Partial Success and Completed Successful at all levels and modes of delivery
Increase the number of open and specialist workshops available, including ESOL	Additional workshops offered and numbers attending	From August 2017	Increased number of students accessing support than previously due to ELS restrictions eg ESOL learners
Increase Mindfulness workshops and incorporate resilience training into guidance sessions	Capacity to meet the needs of all applicants delivered and evaluated	From September 2017	Increase retention and decrease Early Withdrawal especially
Increase the number of level 4 and below programmes with progression routes	Additional courses offered across the college with identified progression	For session 2017/18	All students progress to the next level of course or onto a different course or into sustainable employment
Provide learning to remote areas and provide materials on the VLE for rural learners	SSE Community Benefit project outcomes and increase the number of units available and the quality of the learning materials	For session 2017/18	Increase enrolments at the College; attract hard to reach and disengaged learners including those without any qualifications or employment
Provide Dyslexia testing as required	Number of non-advanced students accessing testing with evidence of positive outcome	From August 2017	Increased attainment among non-advanced learners with diagnosed Dyslexia
Provide courses for learners with profound and complex needs	List of courses with potential progression routes	For session 2017/18	Maintain provision and progression where appropriate
Set up an online booking system for Access and Inclusion meetings and provide dedicated spaces for Access	Record of applications for support; record of support provided: e-PLPs and appropriate rooms provided	By June 2017	Faster referral and support put in place to aid retention and positively impact Early Withdrawal

and Inclusion support with more confidentiality in location			
Provide alternative printing resources for alternative formats	New printers with appropriate capability	By end of 2017/18	Remove barriers to progression/attainment for those students who require this support
Train guidance tutors to support all learners and enhance CPD for staff delivering to students with profound and complex needs as well as for support staff in front-line roles and for the Students' Association	Guidance tutors trained on staff development days and list of staff and students trained; involvement of SPARQs as appropriate; maintain enrolments to at least 2.6% of delivery (1204 credits) (Scottish target 1.1%)	Throughout session 2017/18	More staff trained lowers the pressure on the service and provides faster responses and support to learners
Provide financial support for students attending job interviews: clothing allowance	Financial support provided and recorded	As requested	Remove barriers on grounds of financial hardship
Continue to provide fitness and healthy eating sessions	Sessions provided and feedback collected for evaluation	Throughout session 2017/18	Maintain health and well being agenda for staff and students: healthier populations
Further enhance relationship with Student Association	List of activities recorded	From January 2017	Support of SA with officers appointed to represent all groups within the protected characteristics will enhance retention.
Provide a focus on Access and Inclusion in all marketing and promotional materials and provide focussed marketing of Access 1-4 level courses with potential progression into employment	Materials checked for Access and Inclusion prior to being used and record numbers on courses, attainment and progression; maintain or improve the success rate (73.4%) of learners from the 10% most deprived post codes (Scottish average 65.4%)	From January 2017	Reinforces the ethos and culture of the College as one promoting Equality and Inclusion and carrying aspirations into reality

## Access and Inclusion

### Costs

Category	Associated cost
Management, teaching and support staff including Language support	£706,038
Professional Development	£40,000
Digital Inclusion	£30,500
Specialist Consultant	£15,000
Accessible Resources	£178,000
On-costs: uplift 2.4% salaries 16/17	£16,465
Opportunity	£326,540
<b>Total</b>	<b>£1,312,542</b>

## Annex C – Gender Action Plan

It is recognised that there is gender imbalance in certain college subjects and programmes. This issue is not unique to the Lanarkshire region, but is an issue for education, industry and society at large. Many of these imbalances have persisted over time but much is being done and more will be done to break perceived stereotypes by working proactively in partnership with schools, pupils, parents, industry and our local communities. Underpinning the Gender Action Plan the College will ensure all staff and the Students' Association are briefed on their role and responsibility to facilitate and promote gender equality and opportunities for all. Regular updates will be provided as part of the communication strategy to ensure all staff are aware of progress made.

The Lanarkshire Board recognises the value our organisations and learners make to society. Together we can grow, flourish and ensure economic success, contributing to the growth of the country and beyond. Within the learner journey, the culture that values and respects diversity is clearly defined as is the need to tackle gender imbalance among learner provision for identified priority key subjects and corresponding employment sectors. All learners should receive the assistance to obtain the skills require to support the regional economy regardless of their gender or personal circumstances.

<b>Infrastructure</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>Person(s) Responsible</b>
<b>Systems:</b> <i>incorporating into policies, processes, strategies, leadership and current reporting mechanisms</i>	<p>Audit of all college policies and procedures to ensure adherence to the guidelines and ethos of Equality and Diversity.</p> <p>Need to ensure equality impact assessment is completed for all policies and procedure</p> <p>Monitoring of applicant's gender when applying for employment or place at college.</p> <p>Ensure all college groups / committees has equality and diversity as a standing agenda item at Internal committees.</p>	<p>Monitor all policies and procedures to ensure that equality impact assessments are correct and amended as appropriate.</p> <p>Establish a Gender Equality Steering Group as a sub-group of the Equality and Diversity Strategy group.</p>	Introduce gender champions in each Support area/department and Faculty.	Senior Staff

	<p>Valuing gender balance and equality to be highlighted and pervasive in all aspects of the life and work of the College.</p> <p>Work in-partnership with the Students' Association to increase awareness of the need to raise any concerns they have in relation to sexual harassment and the importance of having this logged so appropriate actions can be taken.</p> <p>Review College support mechanisms to maximise retention in all curricular areas, but of particular emphasis on areas with large gender imbalance.</p>			Students' Association
<i><b>Humans:</b> embedding in staff CPD, and reward and recognition processes</i>	<p>As part of PDA Teaching Practice in Scotland's College the 9 protected characteristics are covered via class activities, independent learning activities, professional discussions and part of the Group Profile summative assessment. Equality, Diversity and Inclusion are reviewed in-depth throughout the programme through formative and summative assessment.</p> <p>Review where vacancies are advertised to ensure media is accessible to all. All recruitment to</p>	<p>Work towards achievement of Athena SWAN Charter which encourages and recognises commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) as well as addressing gender equality more broadly, and not just barriers to progression that affect women.</p>	<p>Consider the gender balance of the staff in the relevant subject areas – is there a role model on the staff in those identified areas whose presence might be reassuring.</p>	Senior Staff

	<p>include a strong gender equality statement.</p> <p>Unconscious bias training for staff in curriculum areas of large gender imbalance i.e. construction, care, beauty, automotive.</p>			
<b>Resources:</b> <i>research and understanding, time, finance and physical support</i>	Ensure current, relevant publications are highlighted to staff and uploaded onto My Equality - VLE	Produce newsletters with updates on equality issues and with particular emphasis on gender equality.	Consider the working environment in the relevant areas: accessibility, welcoming, changing facilities, inclusive – what's on the Wall of Fame / display boards and how is student success acknowledged.	Senior staff
<b>Relationships:</b> <i>internal and external networks for collaboration</i>	Continue to develop links with schools and external organisations, such as Amec Foster Wheeler to promote engineering scholarships for females joining engineering provision.	<p>Embed that the colleges work with partners (schools / colleges / universities / employers) to overcome gender stereotyping and reduce occupational segmentation.</p> <p>Offer to host an event for Women's Enterprise Scotland works to create an entrepreneurial environment where women-led businesses can flourish and grow.</p>	Engage with key stakeholders that are currently encountering challenges of recruiting from a specific gender group.	<p>Senior staff and Curriculum leaders</p> <p>Marketing</p>

Influencing the influencers	2017/18	2018/19	2019/20	Person(s) Responsible
<p><b>Educators and careers advisors:</b> training, CPD and resource creation</p>	<p>Plan and host an evening event for Parents, Pupils and Career Advisers – “Have A go” to support individual making an educational choice. At the event there would be the opportunity to challenge gender stereotypes and raise ambition which would enable the college to effect gender imbalances.</p> <p>Ongoing presentations to school pupils in S1 to S3 to highlight college provision and facilitate taster sessions as appropriate.</p> <p>Work with schools to identify females with an interest in construction / computing subjects and males with an interest in Childcare/Hair/Personal Care.</p> <p>Include SDS in the regional gender action planning process.</p> <p>Ensure awareness at Faculty/ departmental management level of gender equality plan and include specific CDP to raise awareness of this throughout all levels of the organisation.</p>	<p>Plan and host a daytime event inviting school pupils in the senior phase and teaching staff to participate in – “Have A go” to support individual making an educational choice. Senior Faculty staff to support event to assist with challenging stereotypes and raise ambition which would enable the college to effect gender imbalances.</p> <p>Ongoing presentations to school pupils in P5 to P7 to highlight college provision and facilitate taster sessions as appropriate.</p>	<p>Plan and host a daytime event inviting school pupils in the S1 to S3 and teaching staff to participate in – “Have A go” to support individual making an educational choice. Senior Faculty staff to support event to assist with challenging stereotypes and raise ambition which would enable the college to effect gender imbalances.</p> <p>Focussed events with employers, training and awarding bodies to ensure programme development is inclusive.</p>	Curriculum leaders

<b>Parents:</b> awareness raising and support	Plan and host an evening event for Parents, Pupils and Career Advisers – “Have A go” to support individual making an educational choice and raise awareness of parents. At this event there would be the opportunity to challenge gender stereotypes which would enable the college to effect gender imbalances.	Plan to attend parents’ evenings with pupils in the S1 to S3 to support individual making an educational choice and raise awareness of parents. Senior Faculty staff to support event to assist with challenging stereotypes which would enable the college to effect gender imbalances.		Curriculum leaders
<b>Current students:</b> embedding in the curriculum and co-curricular activities; awareness raising and training	<p>Attend relevant events organised by SFC, Equate, sparqs and NUS Scotland to inspire and empower women students in areas where they are under-represented.</p> <p>Routes to Success / employability events planned to assist learners gain employment and raise ambition.</p> <p>Publicise Careerwise - Equate, which is an annual placement scheme exclusively for women studying STEM subjects at Scottish Universities and Colleges. This should:</p> <ul style="list-style-type: none"> <li>• improve access to STEM industry</li> <li>• increase awareness of STEM occupations</li> </ul>	<p>Organise interfaculty day – give a skill ago to raise awareness employment opportunities for those identified subject areas with severe imbalances.</p> <p>Offer to host an Interconnect event which will allow students to network with professional women working in their chosen field.</p>		<p>Marketing</p> <p>Curriculum Leaders</p> <p>Student Advisers</p> <p>Students’ Association</p> <p>Learner Engagement</p>



	<p>•Increase employability skills.</p> <p>Publicise the Equate Interconnect Student Network to reduce isolation they may feel being in a minority on their course.</p> <p>Publicise Girl Geek Scotland as ongoing role model and mentoring network to support young females.</p> <p>In subject areas with severe gender imbalance encourage people from the minority gender to stand for election as class representatives to increase participation. By end December 2017, monitor and evaluate if this approach has resulted in a diversity of class representatives.</p> <p>Continue to promote hairdressing/barbering to increase male participation as part of Be Engaged programme.</p> <p>Continue to invite Dress for Success and Suited &amp; Booted to Moving on employment fairs so that they help to empower women and men entering the workforce by assisting them with workplace clothing for interview.</p>			
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<b>Raising awareness and aspiration</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>Person(s) Responsible</b>
<p><b>Outreach:</b> workshops, taster programmes, clubs, talks, bespoke programmes, competitions, school visits et al aiming to raise awareness and understanding of and interest in subjects and careers so as to influence the educational and career choice process. Use of role models, single-sex activities.</p>	<p>All events attended by Schools Development Team raise awareness that gender does not preclude pupils from applying from various courses.</p> <p>Continue to build upon the externally recognised success of previous promotional literature campaign for marketing material detailing the College's Modern Apprenticeship that will highlight student successes as positive examples within information leaflets/electronic information in subject areas with severe gender imbalance.</p> <p>Continue to participate in Science and Dental Ambassadors programme.</p> <p>Continue to promote and attend events organised by Equate, such as "Eat. Sleep.STEM.Repeat"</p> <p>Emphasis on engaging with male students to obtain their views and participate in events to ensure they do not disengage with college life.</p>	<p>Develop video presentations that can be used by Schools Development Team to address gender stereotyping particularly in identified subject areas with severe gender imbalances.</p> <p>Students to participate in workshops with schools to raise awareness of subject and careers.</p> <p>Host for secondary schools in the Lanarkshire region a Girl Geek Scotland event to support young females who would like to work or study in technology, computing, IT, digital, creative, media, business, enterprise and related sectors in Scotland.</p>	<p>Deliver single-sexed workshops in identified subject areas with severe gender imbalance. This would include combining role model presentations and practical workshops.</p> <p>"Showcase" gender balance of the Lanarkshire Board.</p> <p>Be ambitious and capitalise on learning from other areas such as rugby/football where women's teams are now covered by the media and awareness raising of the gender agenda appears in adverts – how can we use their expertise in our promotional material without looking contrived?</p>	<p>Senior staff</p> <p>Curriculum Leader</p> <p>Students' Association/Students</p>

Encouraging applications	2017/18	2018/19	2019/20	Person(s) Responsible
<b>Recruitment:</b> ensuring equitable admissions, supporting the recruitment process and tackling attainment disparities	<p>SFC (2016) – SFC/CP/05/2016 – identified subject areas with severe imbalances (greater than 75% of one gender)</p> <p>Analyse college and regional recruitment figures in subject categories listed by SFC and establish if there are other areas of concern.</p> <p>This is the baseline from which the college can identify targets for the future.</p> <p>Analysis of conversion rate from application to admission to tackle gender underrepresentation</p> <p>Unconscious bias training to be provided to admission and marketing staff to tackle gender underrepresentation.</p>	An ambitious improvement programme should ensure that all subject areas to have achieved a minimum of a 2% improvement in relation to gender balance in subject areas with severe imbalance.		MIS and Marketing
<b>Marketing:</b> embedding gender equality and counter stereotyping within prospectuses, websites and open day activities	<p>Build upon the internal communication award winning ‘All Equal, All Individual’ campaign which demonstrated fantastic student engagement to promote equalities.</p> <p>Audit to be undertaken by Marketing of all materials and</p>	Focus groups of students to review and audit of all marketing materials and websites to establish if the materials are effective in tackling gender underrepresentation. Focus groups will also consider the use of language, colour and layout of website and information leaflets.	Promote inspirational testimonials from former students who chose non-traditional courses and their subsequent careers – role models.	Senior staff  Marketing  Curriculum leaders

	<p>websites including the use of language, colour and layout of website and information leaflets</p> <p>Staffing of college events to be supported by staff of both genders</p> <p>Conduct single sex focus groups with students with the purpose of tackling gender underrepresentation.</p> <p>Positive statements on gender equality to be put onto college website.</p> <p>Within course information case studies of students who have been successful on programmes that their gender is underrepresented will be included. Videos links produced by organisations such as CITB, IMI and Men in Childcare will also be included.</p>	Involve staff and students role models in open days and outreach.		
<b>Course packaging:</b> designing courses to attract non-traditional students and utilising access programmes	<p>Men into Childcare is an established programme.</p> <p>Plan to deliver new programme "Men into Care"</p>	Plan to deliver new programme "Women into Engineering". Programme will be designed to recruit women returning to the workplace, similar to the second chance programme which enabled 90% of participants to gain employment. In addition to on-line promotion, curricular staff will work in partnership with the	Plan to deliver new programmes "Women into Construction" and "Women into Automotive". Programmes will be designed to recruit women returning to the workplace, similar to the second chance programme which enabled 90% of participants to gain employment. In addition to on-line promotion, curricular staff will	Curriculum leaders

		employability team and student advisers to promote the programme to community groups.	work in partnership with the employability team and student advisers to promote the programme to community groups.	
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Supporting success	2017/18	2018/19	2019/20	Person(s) Responsible
<b>Creating inclusive environments:</b> auditing for and tackling environmental and structural barriers and developing gender inclusive environments	<p>All learning and teaching material should be audited using QELTM audit tool to avoid genderisation.</p> <p>This audit will be a priority of courses with identified subject areas with severe imbalances.</p>	<p>Audit of teaching spaces to ensure that there are no environment or structural barriers that would impede a gender inclusive environment.</p> <p>Audit of work placements to ensure that there are no environmental or structural barriers that would impede a gender inclusive environment.</p> <p>Review all current advertising and promotional material to ensure gender bias is avoided</p> <p>Ensure that all interviewers are sufficiently trained to prevent gender bias when recruiting.</p>		Curriculum leaders
<b>Enhancing the student experience:</b> student mentoring, student networks, awareness raising and support for progression into counter stereotypical careers	<p>Continue to promote events such as Vex Robotics to assist with supporting consideration into counter stereotypical careers.</p> <p>In 15/16 2 female students participated, in session 16/17 9 female students.</p> <p>Awards from GOLF (Giving Opportunities to Leap Forward) fund provided a 2 week</p>	<p>Using Erasmus and GOLF funding promote development of skills through International Learning Exchanges. Target curricular areas would be identified subject with severe imbalances (greater than 75% of one gender). This would offer learners the opportunity to study and work in an overseas environment as well as supporting young people who face barriers to learning</p>	<p>Student mentoring programme to build confidence and contacts for studying and working in male/female dominated areas</p> <p>Introduce peer mentoring schemes.</p>	Curriculum leaders

	<p>placement in Finland to participate in Forest Schools and gain a better understanding of Scandinavian early education as well as the benefits of outdoor play.</p> <p>On his return, the student will be presenting to all early education learners and staff promoting the benefits of outdoor play and men into childcare. He will also within his presentation, advise learners of the 'Tall-Small Gym' which is a sports initiative to encourage fathers to engage in play through sports.</p> <p>Use social media such as Facebook, Twitter as well as national and local media to highlight the success of the colleges</p>	<p>/employment caused by gender stereotyping. This project should increase the profile of courses as well as being motivational to students and staff.</p>		
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**Full details of targets for priority areas can be seen in Annex A – Summary of Baselines and Targets for National Measures**

## Annex D – Developing the Young Workforce Plan

This *Developing the Young Workforce* plan builds on the outcomes and ambitions currently in place from the ROA of 2014-17. The current plan supports the further development of high quality Senior Phase vocational pathways and experiences, engagement with employers, building capacity of schools to support employability and progress for young people, as well as improving gender balance in specific subjects and ensuring the equalities agenda is met.

The colleges in Lanarkshire have well developed partnerships with the 3 local authorities and with the local schools. Other partners include SDS, Focus West, HEIs and employers. Lanarkshire region delivers above the national average in terms of credits delivered to Senior Phase pupils and to S3 and above, working to deliver a wide range of vocational areas and levels. This work is enhanced by joint planning with local authorities, using the Regional Skills Assessments as a basis for decisions on provision, as well as ensuring both partners and learners' aspirations are met. We deliver a range of SCQF levels, and have developed pathways that include NPAs, Skills for Work, HNCs and Foundation Apprenticeships in areas which should increase the likelihood of employment. These pathways are under constant review, to ensure the most appropriate skills are being developed, leading to opportunities for success for our young people.

Themes are being aligned to other ROA action plans where appropriate. An Inter college development team is established to take this forward. Substantial development is already complete at both colleges and at regional level. Statistical support and analysis is in place.

<b>Infrastructure</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>Person(s) Responsible</b>
<b>Systems:</b> <i>incorporating into policies, processes, strategies, leadership and current reporting mechanisms</i>	<p>Develop appropriate policies/frameworks for delivering relevant vocational options to school pupils (including Foundation Apprenticeships).</p> <p>Set up a working group with partners to co-ordinate a centralised approach to expand work placement opportunities.</p> <p>Review relevant policies against the protected characteristics to</p>	<p>Regional and assigned colleges to develop common strategy for reporting and evaluating results for school-college programmes.</p> <p>Develop clearer pathways for those not in work or from those groups under-represented.</p> <p>Work with partners HEIs to increase the range of SCQF Level 7 and 8 programmes articulating onto degree level programmes.</p>	Joint reporting and evaluating results for school-college programmes	Senior staff



	<p>ensure no disadvantage to certain groups.</p> <p>Develop and carry out planned action to improve Gender balance and representation of key equalities groups on pathways (this is included in Gender Action Plan in Annex C.)</p> <p>Monitor articulation agreements to ensure smooth pathways exist to higher education.</p>			
<p><b><i>Humans: embedding in staff CPD, and reward and recognition processes</i></b></p>	<p>Work with local authorities and schools to develop initial joint CPD sessions for school and college staff.</p> <p>Develop CPD programmes that support teaching staff in managing challenging behaviour.</p> <p>Further develop CPD programmes that equip college staff to work with pupils and young people with ASN.</p> <p>Ensure that college based programmes relating to learning and teaching emphasise the particular needs of a young cohort (16-19 yrs) – eg PDA Teaching Practice.</p>	<p>Establish ongoing need for CPD to support the aims of DYW.</p> <p>Continue to develop appropriate CPD programmes that support the development of staff working with young cohorts.</p>		Senior staff

	Develop the work of the particular project groups related to learning and teaching, with emphasis on sharing and adopting good practice across college/Lanarkshire.			
<b>Resources:</b> <i>research and understanding, time, finance and physical support</i>	<p>Establish with local authorities a common pricing strategy for school-college delivery.</p> <p>Review the areas in schools where college programmes are delivered, to ensure appropriate facilities for learning and teaching.</p> <p>Work with local authorities to develop appropriate timetables to maximise use of college resources.</p> <p>Ensure stability of provision across the region.</p>	Monitor the value of ongoing school-college partnership programmes to ensure good use of resources.	Work with an HEI to develop a research focused review of DYW activities, in terms of advantages to participants.	Senior staff
<b>Relationships:</b> <i>internal and external networks for collaboration</i>	<p>Establish and facilitate advisory forums to include representation from employers and local strategic partnerships.</p> <p>Continue to develop relationships with HEIs to ensure smooth transition for students.</p> <p>Work with other appropriate agencies (such as SDS), to ensure</p>	<p>Evaluate the first year of the advisory forum, making any necessary changes to ensure effective working.</p> <p>Continue to work with appropriate agencies, to ensure curriculum offerings are aligned to needs of local industry/employers.</p>	Continue to work with appropriate agencies, to ensure curriculum offerings are aligned to needs of local industry/employers.	Senior staff

	<p>curriculum offerings are aligned to needs of local industry/employers.</p> <p>Continue to work with various HEIs to explore alternative pathways to degree study. Ensure partners are aware of the range of support available for vulnerable groups and care experienced learners.</p>			
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Influencing the influencers	2017/18	2018/19	2019/20	Person(s) Responsible
<b>Educators and careers advisors:</b> training, CPD and resource creation	<p>Develop shared CPD opportunities for school and college staff, such as a one-day CPD session with pupil support teachers.</p> <p>Plan and host an evening event for parents, pupils, pupil guidance teachers and career advisers – (Have A Go) to support individuals making an educational choice. This event will showcase a wide range of vocational areas, with appropriate challenge to stereotypes.</p> <p>Ensure educators and careers advisers are aware of the range of support available for vulnerable groups and care experienced learners.</p> <p>Work with schools to raise awareness of subject areas where there is a significant gender imbalance.</p> <p>Develop a good working relationship between college staff and the DYW lead in each school.</p>	<p>Develop a plan of work with DYW staff in primary schools.</p> <p>Continue to work with schools to raise awareness of subject areas where there is a significant gender imbalance.</p>	Continue to work with schools to raise awareness of subject areas where there is a significant gender imbalance.	Senior staff
<b>Parents/carers:</b> awareness raising and support	Develop further appropriate mechanisms to communicate with parents regarding the	Support local authorities to deliver bi-annual awareness raising events,		Staff responsible for

	<p>vocational pathways (eg school-college prospectus or newsletters), clarifying the various options available (such as Foundation Apprenticeships, NPAs, Skills for Work etc).</p> <p>Ensure parents/carers are aware of the range of support available for vulnerable groups and care experienced learners.</p> <p>College staff to take part in school roadshows/assemblies. School-college partnership staff will attend school parent events, where possible.</p>	such as those targeting care experienced young people.		school-college links
<b>Current students:</b> <i>embedding in the curriculum and co-curricular activities; awareness raising and training</i>	<p>Create a plan to communicate successful pathways to current students that can showcase routes from school, through college to HE/work.</p> <p>Work with agencies that support care experienced young people to encourage successful transition.</p> <p>Work with current students to improve transition to higher levels of study.</p>	Showcase successful routes from school, through college to HE/work.		Staff responsible for school-college links
<b>Employers:</b> <i>awareness raising and support</i>	Develop further appropriate mechanisms to communicate with employers regarding the vocational pathways (eg school-college prospectus or newsletters).	Develop case studies of successful young people who completed school-college links.	Further develop employer contacts to support the development and delivery of senior phase curriculum.	Staff responsible for school-college links and Heads of

	<p>Increase participation of employers in forums that are relevant to curriculum and course developments.</p> <p>Increase employer contacts to support the development and delivery of senior phase curriculum, including with DYW regional group.</p> <p>Continue to host business breakfasts to aid networking, and opportunity for knowledge exchange.</p> <p>Plan timeline of employer engagement events to enhance delivery and maximise employability experience/opportunities for learners.</p> <p>Work with employers to increase employment opportunities for learners.</p>	<p>Increase employer contacts to support the development and delivery of senior phase curriculum.</p> <p>Continue to engage with the DYW regional group to enhance senior phase development and delivery.</p> <p>Continue to work with employers in developing their knowledge of pathways available to young people in progressing their qualifications and careers.</p> <p>Review timeline of employer engagement events to enhance delivery and maximise employability.</p> <p>Continue to work with employers to increase employment opportunities for learners.</p> <p>Further develop work placement opportunities by working with partners.</p>	<p>Continue to have relevant engagement with the DYW regional group.</p> <p>Continue to work with employers to increase employment opportunities for learners.</p> <p>Continue to work with partners to provide appropriate placement opportunities by working with partners.</p>	curriculum areas
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<b>Raising awareness and aspiration</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>Person(s) Responsible</b>
<b><i>Outreach:</i></b> workshops, taster programmes, clubs, talks, bespoke programmes, competitions, school visits et al aiming to raise awareness and understanding of and interest in subjects and careers so as to influence the educational and career choice process. Use of role models and activities.	<p>Provide support for parents evenings, open days/evenings and other events that target sharing of information between schools and college staff, parents and young people.</p> <p>Develop a programme to work with local primary schools to highlight a range of vocational options that may be considered.</p> <p>Work with Focus West to support pupils with campus visits (S3 and S5).</p> <p>Provide support for NLC and SLC's different winter leavers' programmes.</p>	<p>Ongoing presentations to school pupils in S1 to S3 to highlight college provision, including work with Focus West.</p> <p>Develop a project with taster sessions to increase understanding of vocational areas, specifically aimed at S1 to S3.</p>	Deliver taster sessions to increase understanding of vocational areas, including with Focus West pupils.	Senior Staff, Staff responsible for school-college links and Curriculum Leaders
<b><i>Publications:</i></b> thematic foci, newsletters and media campaigns.	Production of school-college newsletters to showcase work to improve employability with schools – will be sent to all schools and local employers. School-college information will be made available (link available on college websites and hard copies sent to schools).	Develop DVD case studies of successful school to college transitions.	Highlight further successful case studies of school to college transitions.	Staff responsible for school-college links

Encouraging applications	2017/18	2018/19	2019/20	Person(s) Responsible
<b>Recruitment:</b> ensuring equitable admissions, supporting the recruitment process and tackling attainment disparities	<p>Maximise applications from disadvantaged learners by promoting school-college provision to schools' staff, pupils and parents.</p> <p>Monitor applications from those with protected characteristics, to ensure equity in recruitment.</p> <p>Increase the number of Modern Apprenticeship starts at South Lanarkshire College, maintaining numbers at New College Lanarkshire.</p>	<p>Develop the STEM agenda across provision, encouraging staff to support applications that address gender balance in engineering, construction care and beauty areas.</p> <p>Refresh and update Senior Phase offer in line with labour market demand.</p>	<p>Work with local authorities to meet targets for gender balance in specific subject areas.</p>	Senior staff
<b>Marketing:</b> embedding equality within prospectuses, websites and open day activities	<p>Production of school-college newsletters to showcase work to improve employability with schools – will be sent to all schools and local employers.</p> <p>School-college information available (link available on college websites and hard copies sent to schools).</p> <p>Provide presence at school open evenings to allow parents/carers and school staff to access information in good time.</p>	<p>Develop DVD case studies of successful school to college transitions.</p> <p>Work with Marketing teams to develop a PR campaign to promote the Lanarkshire colleges' work with employers.</p>	<p>Promote positive marketing campaign to address gender imbalance in relevant subject areas.</p>	Staff responsible for school-college links and Senior Staff



	<p>Further develop information on pathways from school programmes through college programmes and beyond.</p> <p>Promote positive marketing campaign to address gender imbalance in relevant subject areas.</p>			
<p><b>Course packaging:</b>  <i>designing courses to attract non-traditional students and utilising access programmes</i></p>	<p>Tailored offer of information, advice and guidance to learners at key transition phases.</p> <p>Expand the offer of Foundation Apprenticeships by one subject from 2016/17 offer. Deliver 1<sup>st</sup> year of 4 Foundation Apprenticeships – 2 at each college.</p> <p>Deliver one STEM related course at SLC.</p>	<p>Expand the offer of Foundation Apprenticeships by one subject (assuming successful adoption of the other FAs in 2017/18). Deliver 2<sup>nd</sup> year of the 4 Foundation Apprenticeships.</p> <p>Review availability of Modern Apprenticeships that provide progression for Foundation Apprenticeships and senior phase programmes.</p> <p>Deliver one additional STEM related course at SLC.</p>	<p>Deliver 1<sup>st</sup> year of additional Foundation Apprenticeships.</p> <p>Increase the number of STEM related programmes.</p> <p>Work to enhance availability of Modern Apprenticeships that provide progression for Foundation Apprenticeships and senior phase programmes.</p>	Curriculum leaders

Supporting success	2017/18	2018/19	2019/20	Person(s) Responsible
<b>Creating inclusive environments:</b> auditing for and tackling environmental and structural barriers and developing inclusive environments	<p>Carry out equalities monitoring of performance indicators for those involved in school-college programmes.</p> <p>Continue to work with local authorities to ensure suitable vocational opportunities are available for ASN pupils.</p>		Further audit of environmental and structural barriers, with specific actions discussed with local authorities.	Senior staff
<b>Enhancing the student experience:</b> student mentoring, student networks, awareness raising and support for progression into counter stereotypical careers	<p>Create opportunities for competition entries for students/pupils in several subject areas.</p> <p>Increase engagement with employers through industry visits, speakers, work experience opportunities, volunteering opportunities and work-related projects across college provision, as appropriate.</p> <p>Pilot discussion panels in 2 Lanarkshire schools for S3 to S6 pupils to discuss college options such as apprenticeships, FE programmes leading to HE (panels to include college staff and students, as well as pupils) – ‘Be Engaged – Be Educated’ initiative.</p>	<p>Develop a student mentoring programme to support transition to school-college partnership programmes.</p> <p>Continue with discussion panels in schools across Lanarkshire (if pilot successful).</p>	Review the impact of student mentoring programme across the year.	Staff responsible for school-college links

<b>Transitions:</b> working with partners to enhance	Work with partners, such as schools and SDS to develop a model of student mentoring, using care experienced learners as a cohort.	Work with local authorities and schools to develop a student mentoring programme to support transition to school-college partnership programmes.	Continue to improve school to college transition building on links already made.	Staff responsible for school-college links
<b>Auditing for success:</b> Monitoring and evaluating PIs, self-evaluation activities.	<p>Work with local authorities to develop a robust self-evaluation model for school-college partnership activities, culminating in a pilot.</p> <p>Monitor the number of high quality relevant work placements and work experience in FT and senior phase programmes, to ensure appropriate provision.</p> <p>Increase the % of school leavers attaining vocational qualifications at SCQF level 5.</p> <p>Increase the number of school pupils achieving recognised qualifications by 5%.</p> <p>Work to ensure levels of achievement for Modern Apprenticeships meets achievement targets for college and national targets.</p>	<p>Continue to develop the model for self-evaluation.</p> <p>Maintain high quality relevant work placements and work experience in FT and senior phase programmes.</p> <p>Continue to increase the % of school leavers attaining vocational qualifications at SCQF level 5.</p> <p>Continue to increase the number of school pupils achieving recognised qualifications by 5%.</p> <p>Work to ensure levels of achievement for Modern Apprenticeships meets achievement targets for college and national targets.</p>	<p>Review pathways available to ensure currency and success for Lanarkshire's young people.</p> <p>Continue to maintain high quality relevant work placements and work experience in FT and senior phase programmes.</p> <p>Further increase the % of school leavers attaining vocational qualifications at SCQF level 5.</p> <p>Further increase the number of school pupils achieving recognised qualifications by 5%.</p> <p>Work to ensure levels of achievement for Modern Apprenticeships meets achievement targets for college and national targets.</p>	Senior Staff

## Annex E – Regional Equality Outcomes

The current Regional Equality Outcomes are an umbrella for the colleges' Mainstreaming Reports and all other actions, policies, strategies, strategic and operational plans to do with Equality and Diversity.

The colleges will:

- demonstrate leadership and commitment and strive to eliminate discrimination, advance equality and foster good relations.
- offer a breadth of curriculum choice that meets the needs and aspirations of all learners, including those from under-represented groups.
- Ensure learners have an equal opportunity to come to college and achieve positive outcomes.
- increase engagement with stakeholders to develop a better awareness of equality of opportunity for a developed workforce.
- Provide learners with increased opportunity for progression into organisations that value equality and diversity.
- ensure that equality is embedded in all that we do and is supported by the appropriate resources.

Through their individual arrangements the colleges will monitor equality of outcomes for under-represented groups and report these to their appropriate committees. Arrangements are in place to monitor outcomes for these groups from college-wide level through to course team level. This enables focused action to be taken if required. Both colleges have developed its Equality Mainstreaming Report and associated action plan to meet its specific equality objectives. For detail regarding how the colleges are actively promoting Equality and Diversity please reference the colleges' Mainstreaming reports, Equality and Diversity policies, awards for equality and diversity and other associated plans.

A full Regional Outcome Equalities plan will be published by the required date in June 2017

## Annex F - Developing New Quality Arrangements

Developing new appropriate quality arrangements for October 2017 and beyond.

Both Boards made a commitment in their October 2016 Self-Evaluation Report to developing new quality arrangements for October 2017 and beyond. This commitment is re-iterated here.

South Lanarkshire College was one of three SFC Colleges that engaged in the SFC learning process entitled the *SFC Action Learning Pilot*.

Through this initiative the College developed an alternative methodology for engaging effectively with Education Scotland (ES) and SFC. The objectives of the South Lanarkshire College pilot were to *enhance student attainment and outcomes, integrate approaches to quality reporting, publish a report exemplar, publish a report on the learning that had taken place and develop an appropriate quality enhancement plan*. This Enhancement Plan was to address matters identified as areas for development and build on the existing strengths in other areas.

During 2016-17, SFC and ES are developing a new Scotland-wide Quality Framework and Methodology for the external review of Quality in all Scottish colleges. This development is informed partly by the learning outcomes from all three Action Learning Pilot Colleges.

In the ROA guidance of October 2016, each College Board is required to:

*“formally pledge/commit to engage with ES and SFC in the year of development and to create new arrangements for their college, and commit to producing an evaluation report and an enhancement plan for Oct 2017.”*

By formally signing this document, both College Boards pledge/commit to engage with Education Scotland and SFC in this year of development of new arrangements for the external review of quality.

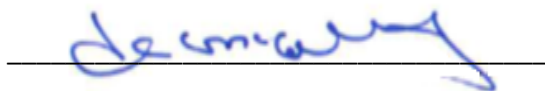
Both Boards also commit to develop new appropriate quality arrangements and to each college producing the required evaluation report and associated Enhancement Plan for Oct 2017.

Signed:



Linda McTavish

The Lanarkshire Board



Jane McCartney

South Lanarkshire College Board of Management

## Annex G - Student Association Plans

### New College Lanarkshire SA and South Lanarkshire College SA Plans

New College Lanarkshire Students' Association Operational Plan 2016-17			
Objective	Key Deliverables	Target Date	Key Actions
<b>1. Building Community</b>	1.1 Increase number of clubs & communities to at least 3 on each campus	30-Jun-17	Organise date for 1-1 with our Clubs, Charities and Communities officers Jemma, Thomas and Craig.
	1.2 Organise Halloween event in partnership with the Learner Engagement Team	31-Oct-16	Set up meeting with L.E. Organise date for event. Decorate social areas, communicate with our students about event. Zorena, Daniel and Sylvia take lead on event at each main campus Buy 3 £10 Cineworld gift vouchers.
	Organise Gender Equality men in to care and Stem campaigns. Role swap across faculties with invites sent to schools. Invite partner organisations to Event.	Mar/Apr 17	Daniel to arrange the twitter campaign material and work in partnership with marketing on the #. Contact faculties and create a working group for role swap day. Danny will take part in a short video documentary about men in care as he talks about his progress in this field of study. Zorena to oversee everything.
	1.4 Organise a Christmas Party and Christmas Fayre with Learner Engagement to build community at each of the main campuses.	13/14/15 December 2016	Organise a meeting with L.E to start discussing plans for party. Put together ideas for Christmas party and suggest to L.E.

<b>New College Lanarkshire Students' Association Operational Plan 2016-17 (continued)</b>			
<b>Objective</b>	<b>Key Deliverables</b>	<b>Target Date</b>	<b>Key Actions</b>
<b>2. Giving Information and Support</b>	2.1. National Inclusion day event.	28/29/30 Sept 16	To promote feeling valued, respected, listened to and able to challenge life goals. Fill out Hospitality sheets for tea/coffee. Contact key organisations. Work in partnership with LE and marketing. Speak to Marketing RE: Social Media/Posters. Visit all campuses and promote event. Contact all staff about event.
	2.2 Make students more aware of resources available if they are struggling with their mental health. Come and Chillax event promoting positive mental health and wellbeing.	22/23/24 November 2016	Contact Students Advisers and inform them of this event ask for resources/leaflets/availability. Organising external charities to come along, e-mail charities informing them of event (Sam H, See Me, Well Informed etc..). Organise a yoga workshop (contact instructors) Organise volunteer officers to put together anti-stress packs. Contact Marketing posters/social media for event. Speak to hospitality about catering vouchers
	2.3 Offer on-going information and signposting to students who come and seek our assistance.	On-going	Organise a meeting with Student Advisers once per month to keep up-to-date with relevant organisations and rules/regulations. Make sure that we are stocked with relevant flyers/leaflets once a month (Zorena)

New College Lanarkshire Students' Association Operational Plan 2016-17 (continued)			
Objective	Key Deliverables	Target Date	Key Actions
<b>2. Giving Information and Support (Continued)</b>	2.4 Promote College and its services to a community group and have at least 10% of its membership say they are more likely to apply to College	on-going 2016/17	Communicated with the Student Adviser, remember to ask if they are more likely to consider applying for College. Figure out what I am going to talk about to the membership and write it down. Get someone to check speech. E-mail Student Adviser and HCP to make sure that the date and time are still final. Take "freebies" to hand out.
	3.1 To schedule and plan and end of year/mid-year review with Volunteer Officers about the experiences in their role and any training they require	January 2017/ Before 12th March 2017	Find a date for officers, <b><u>find date for NUS executive officer training</u></b> , think of things we will chat to our officers about. Create a feedback form for anonymous feedback. Write up report based on feedback from officers about ways in which the SA will improve volunteer management for future.
<b>3. Developing Student Skills</b>	3.2 Volunteering Day - increase number of students taking on volunteering opportunities and for 30 students to have signed up to a volunteer role 2 months after	26/27/28 Feb 2017	Contact voluntary organisations, follow up companies that have not yet responded, contact estates to organise space, ask volunteer officers for their time on these days to help, Organise Students' Association stall for volunteer opportunities, contact Marketing to raise awareness of event (posters/Social media), speak to students about event, inform lecturers (via Adelle) contact organisations nearer the time to finalise dates/times/locations (make really clear) Speak to hospitality about catering vouchers for organisation staff to get lunch. Finalise with Marketing who is attending.

30/3/17



<b>New College Lanarkshire Students' Association Operational Plan 2016-17 (continued)</b>			
<b>Objective</b>	<b>Key Deliverables</b>	<b>Target Date</b>	<b>Key Actions</b>
<b>3. Developing Student Skills (Continued)</b>	3.3 Create a Student fundraising group to organise an end of year fundraising activity and fundraisers throughout the year.	Committee set up by end of October 2016. Events throughout the year with the big event at the end of the academic year	Speak to Fundraising group about setting up a committee, speak to students who are interested in charity work. Create database of contacts who will be helping. Set date for initial meeting with our fundraisers. Create a design brief for marketing for recruiting. Help the fundraising group create an agenda. Share NUS resources with the committee for minute taking, creating agendas etc...
<b>4. Representing Students' Views</b>	4.1 Facilitate all class rep meetings to hear issues and act on them and feedback on action taken	On-going	Make sure dates for meetings are in the diary, assign an officer to each meeting, Speak to L.E about our plan for feedback. Ask John about class rep issues and make sure we always get sent outcomes of meetings. Find out who feedback goes to, find out what their process is re-actioning. Prioritise issues. Always make sure we have a report to feedback to class reps
	Sparqa Training. Support our new Institute Associate Trainers facilitate their first Sparqs training this year.	on-going	Prepare Sparqs cooklets and training materials. Prepare PowerPoint presentation. Support IAT's in there training. Order refreshments.

<b>New College Lanarkshire Students' Association Operational Plan 2016-17 (continued)</b>			
<b>Objective</b>	<b>Key Deliverables</b>	<b>Target Date</b>	<b>Key Actions</b>
<b>4. Representing Students' Views (Continued)</b>	4.2 Represent Students' views on Committees so that voices are heard and actions are taken.	On-going	Check agenda/minutes of the last meeting, consult with students regarding agenda items. Put something on the agenda (if applicable) talk to other Committee members before meeting if need to lobby, create briefings for students (for complicated issues) - staff member to support in understanding issues (reports etc..) make sure dates and times/locations are in diary. Act professionally during meetings. Follow up on issues/actions. Communicating decisions with students.
	4.3 Involvement in NUS Campaigns and representing students at NUS events	On-going	Being aware of NUS events, activities, campaigns. Inform students of these events etc. Feedback to students about NUS events. Put a motion in to Conference. Meet with fellow Sabbatical Officers to discuss motions and ideas for Conference.
	4.4 Organise Voter Registration Campaign	May-16	Zorena to attend NUS meetings to get further information on Voter Registration. Use campaign materials from previous year for ideas on this year's new campaign. The Council elections are a good way to target community issues.
	4.5 Assist Learner Engagement with BeHeard	Dec-16	Zorena to attend NUS meetings to get further information on Voter Registration. Use campaign materials from previous year for ideas on this year's new campaign. The Council elections are a good way to target community issues.

<b>New College Lanarkshire Students' Association Operational Plan 2016-17 (continued)</b>			
<b>Objective</b>	<b>Key Deliverables</b>	<b>Target Date</b>	<b>Key Actions</b>
<b>5. Developing the Students' Association</b>	5.1 Create an engagement plan to increase number of students who know that the S.A exists and an idea of what they do.	On-going	Be equally visible on all campuses. Visit classrooms during induction and after. Activity be out and about talking and engaging with our students to raise awareness of the SA.
	5.2 1000 students to turn out for sabbatical election voting. For both positions to be contested. Volunteer Elections to be contested and at least	Plan of Action by January 17. Working group in February.	As part of the plan, lecturers need to be informing their classes to vote in elections with the help of SMT. Talk to Ann about plan for elections, creating a working group/how the word can get about. Continue with paper ballot voting and a return to first past the post.
	5.3 Use the Framework to develop the S.A over the next 2 years.		Read the Framework, Identify areas we need to develop, Speak to Ann about her opinion of areas of improvement, Set up working group where we decide on priorities, Invite Harriet along to working group. Be more targeted in recruitment for S.A and College Development Group.
	5.4 To create a Student Partnership Agreement with the College	End of Academic Year 2017	Speak to Ann about putting together a working group. This will be a priority for the SA in January 2017.
	5.5 Create a Funding Bid when required.	Mar-17	Find out exact date of when funding bid needs to be submitted by. Find out the actual process of how to submit a funding bid. Work out how we can record and measure impact on S.A activities, work out where we will store these reports. Take pictures at all of our events and log them. Write out Funding Bid.

<b>New College Lanarkshire Students' Association Operational Plan 2016-17 (continued)</b>			
<b>Objective</b>	<b>Key Deliverables</b>	<b>Target Date</b>	<b>Key Actions</b>
<b>5. Developing the Students' Association (Continued)</b>	5.6 Create an Impact Report to go alongside Funding Bid and then later on in the year to give to the Board and to also create a Student facing one.	1st version for funding bid 04/2017 2nd version for students/BoM June	Planning out our projects properly in order for us to make sure we achieve our goals. Work out how we can record and measure impact on S.A activities, work out where we will store these reports. Take pictures at all of our events and log them.

<b>South Lanarkshire College Students' Association Operational Plan 2016-17</b>			
<b>Objective</b>	<b>Key Deliverables</b>	<b>Target Date</b>	<b>Key Actions</b>
<b>1.Representation</b>	1.1 Sabbatical Elections to have at least 6 people applying and running this year	April/May	Promote the posts regularly through leaflets and chats through the students as well as advertising it throughout social networking pages and through the TV's throughout the college. Have a stall to promote the roles and to give in depth information about the roles and what they entail.
	1.2 Class rep and SA to communicate	Throughout the session	We have identified that we are not utilising the rep system as well as we could be. We aim to find out who all the reps all in each faculty. Get the feedback reports sent through email even if we cannot attend the meetings. Do a review and always updates our students and class reps on any and all actions taken. Megan has arranged a meeting for the focus groups to utilise the REPS for events and information around the college. Using the text tool to advertise events and activities.
	1.3 Students Association must make induction talks more clearly. Stating the reason for them being in their role so the students don't misinterpret our purpose	MAY	We are being used as a complaints system more than an opportunity for students to shape the college. We need to be clear that we are here for any student for most purposes but not always just a complaints system. We need to sign post more and not take too much on as reps. We need to have specific training to help improve communication with students.

<b>South Lanarkshire College Students' Association Operational Plan 2016-17 (Continued)</b>			
<b>Objective</b>	<b>Key Deliverables</b>	<b>Target Date</b>	<b>Key Actions</b>
<b>1.Representation (Continued)</b>	1.4Student/college board impact report at the end of the year.	May / June 2016	Complete a report with statistics and quotes expressing the impact of the Student Association within the past year. Put out a student questionnaire to find out these statistics. Megan has been updating each week on activity and events the SA are involved in. We aim to measure success through our surveys and events that we have made. We are keen to know what impact we have made within our roles and what works best for the next year.
<b>2. Campaigning and Lobbying</b>	2.1 Getting at least 1 member of staff from every dept Mental Health Trained	MARCH	Find out costs of training and venues in order to present a plan to train staff.
	2.2 Catering survey	MARCH	A survey has been created by inspire catering and the SA to get feedback from the students about the new catering (Inspire).
	2.3 Sustainability survey	FEB	The SA have student feedback to collect information regarding the sustainability event on the 11th of FEB 2016. Will collate into results
<b>3. Building Skills</b>	3.1 Student officers give evaluation feedback	MAY	Ask the elected student officers to fill out a feedback evaluation form to tell us what they feel they have gained from their year in the SA as well as any skills they have learned too. This will help to create feedback and impact of the SA.

<b>South Lanarkshire College Students' Association Operational Plan 2016-17 (Continued)</b>			
<b>Objective</b>	<b>Key Deliverables</b>	<b>Target Date</b>	<b>Key Actions</b>
<b>3. Building Skills (Continued)</b>	3.2 Volunteering	JAN	At the moment we have 4 student elected officers. On volunteering week this year we aim to reach out to students and help them understand the volunteering roles that are available through the SA. Hopefully this will then gain more candidates for the elections in MAY/JUNE. We will also highlight the importance of volunteering on their CV as they will become more employable.
<b>4. Providing support and information</b>	4.1 Raising awareness	MARCH/APRIL	Raise awareness of mental health issues by providing information through the student officers and through holding events.
	4.2 Health week	Aug-15	Provide information about HIV, AIDs and Mental health by getting the Terrance Higgins Trust and See me into the college.
	4.3 Sustainability day	FEB	Organise a day with various sustainable organisations to set up stands to talk and provide information. On the 11th of FEB 2016 the SA sustainability event took place. Home energy Scotland, cycle friendly campus, dr bike sessions, new build visits, SA stand, swap shop, inspire catering and pure gym. The event was to promote sustainability and to get feedback from the students on what they think sustainability is and what they are doing within the college to maintain a healthy sustainable environment. (revolve and keep Scotland beautiful had to cancel)

<b>South Lanarkshire College Students' Association Operational Plan 2016-17 (Continued)</b>			
<b>Objective</b>	<b>Key Deliverables</b>	<b>Target Date</b>	<b>Key Actions</b>
<b>4. Providing support and information (Continued)</b>	4.4 Pride event (LGBT)	Jan 25th	Organising different organisations to come in, getting the students engaged. Following the LGBT charter. Using the beauty therapists to help create a rainbow themed day and staff. SA will be working alongside staff to all help create this. SA will promote with posters and leaflets and through social media to raise awareness and also get the word out about the day. We want to let all the staff and students know that we are Working towards the LGBT charter mark and we want all staff and students to participate in events and training. Pride event to be arranged outside of the college for the pride march. Staff and students to be participating in this and showing their support.
<b>5. Developing the SA</b>	5.0 Visibility	All year	President and VP as well as student officers campaign and hand out flyers to increase awareness of the SA. Working on the framework with the SA and helping to continuously develop. Working on the operational plan, attending the BOM, OMCM, committees and letting staff champions know what we are working on at that time to work in partnership.



<b>South Lanarkshire College Students' Association Operational Plan 2016-17 (Continued)</b>			
<b>Objective</b>	<b>Key Deliverables</b>	<b>Target Date</b>	<b>Key Actions</b>
<b>5. Developing the SA (Continued)</b>	5.1 Clear understanding of finances	January onwards	Discuss with Rose and finance dept. to get a clear understanding on what we can spend within the year to plan ahead. Met with Gordon from finance to get support on finance and to get a new hoodie structure in place to avoid the office being crowded. Offering specific times to collect hoodies and to also create an order booking system.
	5.2 Shared drive	January onwards	Put all important files and information that is gathered throughout the year into a shared drive for the new incoming officers. For example ideas, minutes and reports .Ensure all officers can access this easily and can look at any documents they wish to.
	5.3 Financial procedures and constitution	Before the end of session handover	The constitution and financial procedures need to be reviewed and updated so the SA can be more sustainable and autonomous in its own right.
	5.4 Framework	Throughout 2015/16	Themes and principles have been looked over and the SA have now identified where there is room for improvement and areas we already are doing very well.
	5.5 Social SA activities	May-16	Work with NCL and communicate more to create sport events and general meetings to ensure we are all working in the same way and have each other for support.

# Annex H - Equality Impact Assessment.



**South  
Lanarkshire  
College**  
East Kilbride

## EQUALITY IMPACT ASSESSMENT

**STAGE 1 - SCREENING.**

**DETAILS:**

**Department or Faculty:**

☐ Alternative Funding

☐ Facilities

☐ Faculty of Business

☐ Faculty of Care

☐ Faculty of Construction

☐ Human Resources

☐ Information Systems

☐ International & Marketing

☐ Principalship

☐ Quality

☐ Student Services

☐ Finance

**Other:**

Regional Outcome Agreement Impact Assessment

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**Enter name of policy/procedure/plan owner:**

Derek Smeall and Angus Allan

**Enter name of policy/procedure/plan to be assessed:**

Regional Outcome Agreement

**What is the purpose of this policy/procedure/plan?**  
*Provide brief explanation:*

To publish, with SFC, a document that demonstrates outcomes and funding regarding the colleges in the Lanarkshire Region.

**Who is, or is likely to be affected by this policy/procedure/plan?**  
*Provide brief explanation:*

Students and staff in both colleges.

**Select reason for screening:**

☒ Proposed new policy/procedure/plan

☐ Proposed change to an existing policy/procedure/plan

☐ Undertaking a review of an existing policy/procedure/plan

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**PUBLIC SECTOR EQUALITY DUTY QUESTIONS (PSED):**

Ask the Public Sector Equality Questions against each Protected Characteristic.

Does this policy/procedure have, or could have a:

**POSITIVE IMPACT** - The outcome creates a benefit to support the advancement of equality for people with protected characteristics and/or promotes good relations between groups.

**NEGATIVE IMPACT** - The outcome creates disadvantage or unequal treatment of people with protected characteristics.

**NEUTRAL IMPACT** - The outcome has no negative or positive results in relation to people with protected characteristics.

*Please note: Marriage & Civil Partnership is relevant only to PSED 1 (In respect to eliminating unlawful discrimination in employment)*

**PSED 1. Eliminate unlawful discrimination, harassment and victimisation:**

	Positive Impact	Negative Impact	Neutral
Age	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Reassignment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marriage & Civil Partnership	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy & Maternity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion or Belief	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PSED 2. Advance equality of opportunity between people from different backgrounds:**

	Positive Impact	Negative Impact	Neutral
Age	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Reassignment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy & Maternity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion or Belief	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PSED 2a. Remove or minimise disadvantages suffered by people due to their Protected Characteristic:**

	Positive Impact	Negative Impact	Neutral
Age	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Reassignment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy & Maternity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion or Belief	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PSED 2b. Meet the needs of people with protected characteristics:**

	Positive Impact	Negative Impact	Neutral
Age	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Reassignment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy & Maternity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion or Belief	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PSED 2c. Encourage people with protected characteristics to participate in public life or other activities where participation is low:**

	Positive Impact	Negative Impact	Neutral
Age	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Reassignment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy & Maternity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion or Belief	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSED 3. Foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups:

	Positive Impact	Negative Impact	Neutral
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Reassignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy & Maternity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion or Belief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### IDENTIFY IMPACT:

Please identify Impact(s) for any Protected Characteristic(s)?

- ☒ POSITIVE - Go directly to STAGE 2 - Full Equality Impact Assessment.  
☐ NEGATIVE - Go directly to STAGE 2 - Full Equality Impact Assessment.  
☐ NEUTRAL (No Impact) - Screening completed - continue with signing off process below.  
☐ UNCLEAR - Should be treated as having an impact - go directly to STAGE 2 - Full Equality Impact Assessment.

Any other Comments:

The Regional Outcome Agreement has specific sections on Access and Inclusion and Gender balance. The funding supplied by SFC specifically supports equality and diversity.

#### SCREENING COMPLETED - SIGNING OFF PROCESS:

Screening undertaken by:

Angus Allan and Derek Smeall

Insert Date - dd/mm/yyyy:

14/12/2016

Approved by policy/procedure/plan owner - if different from above.

Insert Date - dd/mm/yyyy:

#### SUBMIT EQUALITY IMPACT ASSESSMENT (Stage 1 Screening)

Email the completed EIA form with EIA list to: [equality@slc.ac.uk](mailto:equality@slc.ac.uk)

## STAGE 2 - FULL EQUALITY IMPACT ASSESSMENT.

### ASSESSING THE IMPACT:

Which Protected Characteristic(s) are likely to be affected by this policy/procedure either directly or indirectly.

- ☒ Age
 ☒ Disability
 ☒ Gender Reassignment
 ☒ Marriage & Civil Partnership  
☒ Pregnancy & Maternity
 ☒ Race
 ☒ Religion & Belief
 ☒ Sex  
☒ Sexual Orientation

What evidence is available about the needs of the Protected Characteristic(s) - for example:

- ☒ Information/feedback from stakeholders.  
☐ Involvement or research with stakeholders either in groups or individually.  
☒ Equality monitoring data.  
☒ Course team reports.  
☒ Self evaluation reports.  
☒ Information from similar policies/practices.  
☒ Internal/external audit.  
☒ Complaints reporting.  
☒ Management reports and recommendations.  
☒ Student - In Course Questionnaire - parts 1 & 2.

Other: Provide brief explanation:

Have you identified gaps in the information required - Provide brief explanation:

N/A

### PUBLIC SECTOR EQUALITY DUTIES:

Where you have indicated an impact on a Protected Characteristic Group(s) now consider (give DUE REGARD to) the impact on each Public Sector Equality Duty (PSED) by answering the following questions then provide a brief explanation where relevant.

PSED 1. Elimination unlawful discrimination, harassment and victimisation:

	Yes	No	Neutral
Is the policy/procedure likely to treat anyone any less favourably or disadvantage them because of their Protected Characteristic?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Could it lead to different outcomes for different Protected Groups?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Provide brief explanation:

The ROA includes specific strategies that support the Scottish Government's priorities for Excellence and Equity. The funding from SFC incorporates specific monies to support access, inclusion, diversity, extended learning support and other strategies to ensure the elimination of unlawful discrimination.

PSED 2. Advancing Equality of Opportunity:

	Yes	No	Neutral
Will the needs of students and staff with different Protected Characteristics be met?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Could the policy/procedure lead to increased take-up/participation?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are there opportunities to proactively advance equality for specific protected groups and/or between protected groups?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide brief explanation:

The policies in each college supporting the ROA are designed to advance equality of opportunity.

**PSED 3. Promoting Good Relations:**

	Yes	No	Neutral
Have steps been taken to tackle prejudice and promote understanding?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have relevant individuals, groups or organisations been involved/consulted in developing and impact assessing this policy/procedure?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Provide brief explanation:*

Staff and students have been involved in the development of the ROA. The Student Association Presidents from each college have had an active role in meetings as the document has been evolving.

**ACTION PLAN:**

Select the actions you are taking to address **NEGATIVE IMPACT(S)**

- ☒ No Action Required  
☐ Amendments or changes to remove barriers  
☐ Proceed with awareness of negative impact  
☐ Abandon (stop and rethink)

*Provide brief explanation:*

The ROA is a development of previous ROAs. The strategies and actions are well developed in each college and supported by comprehensive policies.

Stop the policy or procedure if there would otherwise be unlawful discrimination or adverse effects that are not justified and cannot be prevented or mitigated.

**How will you promote POSITIVE IMPACT(S)?** *Provide brief explanation:*

See Access and Inclusion strategy in Annex B; Gender Action Plan in Annex C; Equality Outcomes Plan in Annex F.

**MONITOR AND REVIEW.**

**How will you monitor/evaluate/review the Action to check the successful implementation of changes to policy/procedure/plan?**

*Please explain how this will be done:*

Each college will monitor this in line with their public sector duties.

**LEGAL REQUIREMENT** - It is a legal requirement to publish the results of Equality Impact Assessment

**FULL EQUALITY IMPACT ASSESSMENT - SIGNING OFF PROCESS.**

Full Equality Impact Assessment Completed by:

Angus Allan and Derek Smeall

Date - dd/mm/yyyy:

14/12/2016

Approved by policy/procedure/plan owner - if different from above.

N/A

Date - dd/mm/yyyy:

**SUBMIT EQUALITY IMPACT ASSESSMENT**

Email the completed EIA form with EIA list to: [equality@slc.ac.uk](mailto:equality@slc.ac.uk)

Updated June 2015