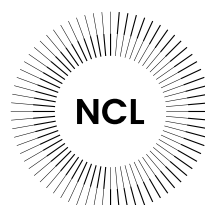




NEW COLLEGE LANARKSHIRE

Self Evaluation

2024/2025



**NEW
COLLEGE
LANARKSHIRE**

Bringing Education Closer



Contents

Introduction	page 3
Student Engagement & Partnership	pages 4-6
Excellence in Learning, Teaching & Assessment	pages 7-9
Enhancement & Quality Culture	pages 10-13
Supporting Student Success – Wellbeing, Inclusion, Equality & Student Support	pages 14-17
Annexe 1 KPI Data	pages 18-20
Annexe 2 Action Plan	pages 21-23
Statement of Assurance	page 24

Introduction

With 13,500 registered students in 2023/2024 and circa 950 staff, New College Lanarkshire (NCL) delivers Further and Higher Education programmes from Scottish Credit Qualification Framework (SCQF) levels 1 to 9 across five campus locations. The College's mission is to "Bringing Education Closer" and we are guided by our Strategy 2025, which places our students at the centre of our decisions relevant to the curriculum, resource allocation and external partnership development. We recognise that our operating conditions, (particularly in North Lanarkshire) have been turbulent as a result of significant economic and social challenges in the past two years. The impact upon our student lives has been profound and has had a detrimental impact upon student retention and attainment. As will be demonstrated in this evaluation, in response to these challenges, the College has responded with determination, focus and an intensified commitment to securing a step-change in our commitment to quality enhancement, (particularly within discipline areas where attainment performance has been persistently low).

Consequently, in Session 2023/2024, the College has prioritised four work streams to support quality enhancement and support performance improvement:

- Clear and competent communication channels to support the student voice, feedback and input;
- Deployment of a comprehensive staff engagement plan to support a whole College involvement in performance improvement;
- Supporting staff to deploy effective student-focused policies, major projects and engagement initiatives;
- Intensifying external partner engagement to advance opportunities and support for our students.

Student Engagement & Partnership

Our College philosophy is to encourage and facilitate opportunities for our students to be active partners in the co-creation and advancement of their learning experience. We have a range of established methods for the views and opinions of our students to be heard, recognised and supported. From Student Presidents' representation at Board and Board Committee levels, to more informal, scheduled monthly student meetings held with the College's Learner Engagement Team (LET), the Assistant Principal for Education & Student Success (APESS) and the Dean for Learning and Teaching (DLT), are actions intended to demonstrate our commitment to student engagement. Furthermore, the APESS and DLT hold monthly open surgeries across our main campus sites and we encourage our students to participate in surveys, open mic sessions, roadshows, focus groups and actively engage as class representatives.

A key quality enhancement theme for Session 2024/2025 is our institutional commitment to deepening and extending the involvement of our students in relevant areas of strategy, policy and procedure development. It is our aim to secure student participation and influence at the very heart of our educational approach. Furthermore, we have also come to recognise the value of establishing compelling partnership agreements with our students that serve as public declarations of a mutual commitment to collaborative working at New College Lanarkshire.

The commitment has already yielded clear impact and benefits to the College community. In terms of the curriculum, the student voice provided the impetus for the redesign of NCL's Course Board Review Process and was essential in the formation of the new [Course Curriculum Review and Evaluation \(CCRE\) procedure](#). Working in partnership with staff, our students supported the reframing of how our programmes are evaluated, enhanced and redeveloped. Their input has strengthened the curriculum design process to ensure that programmes are relevant and aligned with clear articulation pathways that meaningfully prepare students for employment.



Derived from strong partnership working, the CCRE procedure drives programme improvement by ensuring these are flexible, demand-led and delivers an engaging and high-quality learning experience. Drawing upon the SPARQS Student Learning Experience Model, the CCRE is underpinned by the “You Said, We Did” methodology. The adoption of this approach has impact. For example, it brought about adjustments to class start and finish time and increased availability of online and hybrid learning opportunities to allow our students to accommodate employment, childcare and other caring responsibilities into their learning schedules.

Significantly, student involvement is the hallmark for the development of the College’s new [Education Strategy](#). Student feedback, alongside collaborative working actions supported the creation of a powerful new strategy that supports innovation in learning, assessment and feedback methodologies. In combination, these will improve course relevance and value, and most importantly, provide new routes for students to realise their full potential. The new strategy has provided early evidence of change, as evidenced by:

- The integration of meta skills within the Department of Education and Sport which has provided a meaningful context for students to set personal goals in their learning;
- The adoption of Enquiry and Project-based learning in the Department of Dental, Science, Health and Social Care, which significantly improved students’ sense of agency and self-determination in their study;
- Improved assessment flexibility that supported integrated assessment working in both the Visual and Creative Arts department and Computing and Digital Technology department.



The College continued its commitment to the NCL Class Student Representation network. The network has grown in strength, as demonstrated by the number of active class representatives (in excess of 300), who take a positive and active role in influencing and shaping the educational experience at programme and at campus/college levels. Such is the degree of interest and engagement, student representatives recognises and acknowledges that the LET provides a platform for leadership development, as well as experiences of collaborative learning and personal growth.

The 2023/2024 [Education Scotland Annual Engagement Visit \(AEV\) Report](#) concurred that student engagement supported by the Student Association (SA) developed students that were “confident about acting on behalf of their peers to ensure the learner voice was heard”. In 2023/2024, this was echoed with 91.7% of NCL students claiming the SA influenced change for the better (Student Satisfaction and Engagement Report (SSER)).

The College is unequivocal in its commitment to addressing the significant levels of student withdrawal and to improve student attainment rates. As an organisation, we have taken seriously the direction from the Education Scotland AEV Report (2023), which stated that “the College should continue to take steps to address high rates of learner withdrawal and improve attainment rates across all modes of study”.

We have faced this requirement directly. We have adopted a rigorous process for the analysis of key performance data, in order to scrutinise the nature and pattern of this problem and we have engaged with students, using a variety of research methods, including focus groups and interviews, in order to secure a deep understanding of the situation.

The findings of this work clearly indicate a strong relationship between non-attendance for economic reasons and absence as a result of health problems, most notably those related to mental health. To illustrate, in 2023/2024 at NCL the main reasons for student withdrawal were lack of attendance (962 students: 36.68%) and health reasons including mental health (391 students: 14.91%).

Drawing from the invaluable insights provided by students, the College recognises the requirement to find solutions and remedies to the challenges associated with student retention and success at NCL. Building on the productive partnership that the College has with the LET and our student body more generally, we have now formalised the scope and ambition of our collaborations with the establishment of a formal [NCL Student Partnership Agreement](#). Augmented by a compelling [Student Mental Health Agreement](#), (both of which were signed by the Student President and the Principal at a College-wide event), the Student Partnership Agreement serves as a clear public demonstration of our joint commitment to improving and protecting the students’ experience at NCL through effective and committed student engagement and partnership working.

The research-led approach to better understand the needs, expectations and challenges faced by our students, has led to powerful and compelling insights into the factors that lead to non-attendance and withdrawal. Significant among those reasons are issues associated with financial insecurity and food poverty, that result in feelings and expressions of stress, anxiety, depression, stigma, discrimination and feelings of helplessness and alienation.

Our partnership working and student engagement has, without doubt, provided a rich seam of insights which have served to underpin a range of critical initiatives in support of our commitment to quality enhancement. These include the following:

- [NCL Personalisation of Learning Procedure](#);
- [Be Well to Do Well campaign](#);
- [NCL Being Resilient Curriculum](#);
- [Student Mental Health Agreement](#);
- [Getting to Know You campaign](#);
- [Be Financially Fit campaign](#).

Each of these will be referenced in the next sections of this evaluation.



Excellence in Learning, Teaching & Assessment

Our College strategy confirms our commitment to delivering high quality education. It makes clear that we promote social justice, enable whole person education and partner to release potential in our organisation and beyond. Characterised by our commitment to innovation, engagement, inclusivity and continuous improvement, we bring education closer to students offering a market led curriculum portfolio demonstrating the highest standards in education, in tandem with fostering environments where students and educators thrive.

With a firm commitment to mitigate against withdrawals and improve attainment, we actively create meaningful learning opportunities empowering and enabling students to participate in innovative pedagogy to realise their full potential. Central to this is NCL's Education Strategy (ES) developed with students for students in order to increase student engagement and participation in learning activities; improve academic outcomes across diverse student groups; reduce withdrawal rates by fostering a sense of belonging and resilience; and equipping students with critical skills for future success, including collaboration, problem-solving, and digital literacy.

Through research and meaningful student engagement, we recognise the clear correlation between really knowing our students and tailoring an educational experience that accounts for this. Driven by our ambition to individualise learning, we developed a Personalisation of Learning (PL) Procedure supporting the transformation of an educational experience from a one-size-fits-all model to a learner-centric approach, creating a more effective and inclusive learning environment.

The features of the Personalisation of Learning Procedure are as follows:

- To support lecturers to understand student needs and challenges within the context in which they are living and studying to mitigate against withdrawals and improve attainment;
- To encourage students to take personal responsibility for leading their own learning by enabling and empowering them to engage and achieve to maximise their potential;
- To develop a lecturer/student relationship based on mutual respect, trust, support and integrity where students can discreetly express feelings of anxiety, concern and need;
- To promote and support a culture of quality improvement by tailoring educational experiences to meet the unique needs, interests and abilities of each student.

In order to encourage direct, face to face engagement, we adopted QR Code technology in this setting. This allows students to discreetly provide feedback on issues impacting on their educational experience and personal circumstances allowing for a deeper understanding of students' educational needs and tailoring learning to support this.



NCL have benefited from employing this procedure:

- Beauty, Hair and Aesthetics students have demonstrated improved attendance, retention and achievement;
- Dental, Science, Health and Social Care students have been matched into a placement reflective of their needs and personal circumstances – location, accessibility and family commitments. This has encouraged a sense of belonging and developed more confident students who are less anxious and motivated to succeed;
- Construction students have demonstrated improved attendance, concentration and overall student commitment resulting from a flexible timetable affording extracurricular activities supporting their mental health and wellbeing.

We understand student needs and challenges associated with the context in which they are living and studying, and how this impacted on retention. Our approach towards integration of assessment was actioned to mitigate against student withdrawal, acknowledging that assessment burden has the potential to have a detrimental impact on mental health. Through meticulous mapping of learning outcomes, our approach towards integration of assessment combines learning from multiple units. We have noted a strong improvement on student retention in Beauty, Hair and Aesthetics and Support for Learning by using this approach.

Our commitment towards learning and teaching was noted in the SSER in AY 2023/2024 with 96% of our students recorded that staff encourage them to take responsibility for their learning and 90.6% of students claiming they were able to influence learning on their course; adding to this, 92.6% of students stated that they receive useful feedback, which informed future learning and 91.3% stated the way they were taught helped them to learn (response rate, 54.95%, 4305 responses).

Our focus upon high quality learning and positive student learning experiences, led us to establish and invest in the [NCL Staff Development Academy \(SDA\)](#). Recognising that our staff are our greatest asset, the SDA functions to provide Academic and Professional Services staff with outstanding opportunities for personal growth and professional development, while creating an environment where staff are empowered to deliver an outstanding College experience that our students expect and deserve.

Driven by a need to improve learning and teaching to mitigate against withdrawal and improve attainment, the SDA developed a [SCQF Professional Practice unit](#) to:

- Upskill staff and equip them with advanced teaching strategies to address diverse learning needs;
- Foster innovation in teaching, encouraging the use of innovative tools, technologies and approaches to create engaging, dynamic and future-ready learning environments;
- Support staff to deliver learning and teaching that improves student understanding, retention, and academic performance;
- Equip staff with the knowledge to leverage digital tools and platforms to enhance the learning and teaching experience;
- Align teaching with current General Teaching Council for Scotland standards.

With a firm focus on high quality learning and teaching, we have transformed our [Evaluation of Learning and Teaching \(ELT\) Procedure](#) concentrating on leadership, continuous evaluation and identification of highly effective practice through peer review.

The Evaluation of Learning and Teaching procedure aims to:

- Support NCL's strategic priorities- recruitment, retention, attainment and progression through continuous evaluation of learning and teaching;
- Promote collaborative and collective leadership of learning addressing the Quality Assurance Authority principles for excellence in learning and teaching through peer review and evaluation of learning, teaching, assessment and feedback;
- Embrace change, emerging practices and developments, encouraged by a culture of quality enhancement promoting contemporary evidenced based practice, leading on innovation of learning, teaching, assessment and feedback and the sharing of highly effective practice;
- Support Academic staff to critically reflect on their own practice and learning needs, accepting responsibility for the quality of learning and teaching, and the application of knowledge they provide to ensure a first class learning and teaching experience for all students;
- Support staff to feel energised and empowered to work in partnership with peers, students and stakeholders to design and create innovative learning and teaching activities and environments.

Introducing peer evaluation of learning and teaching supported by the use of the Professional Practice Unit has created a sense of community, where staff feel valued and empowered to share innovative learning and teaching, feedback and assessment practices.

Examples include: -

- Education and Sport sharing the use of Loom to provide personalised feedback;

- Computing and Digital Technologies and Music Industries and Performing Arts using artificial intelligence to advance 21st pedagogy practices;
- Music Industries and Performing Arts using Gamification to fully engage students;
- Beauty, Hair and Aesthetics developing green skills supported by NCL's Sustainability units;
- Computing and Digital Technologies in partnership with Dental, Science, Health and Social Care developing an immersive classroom;
- Visual and Creative Arts using podcasts;
- Automotive using enquiry-based learning;
- Culinary Arts using project-based learning.



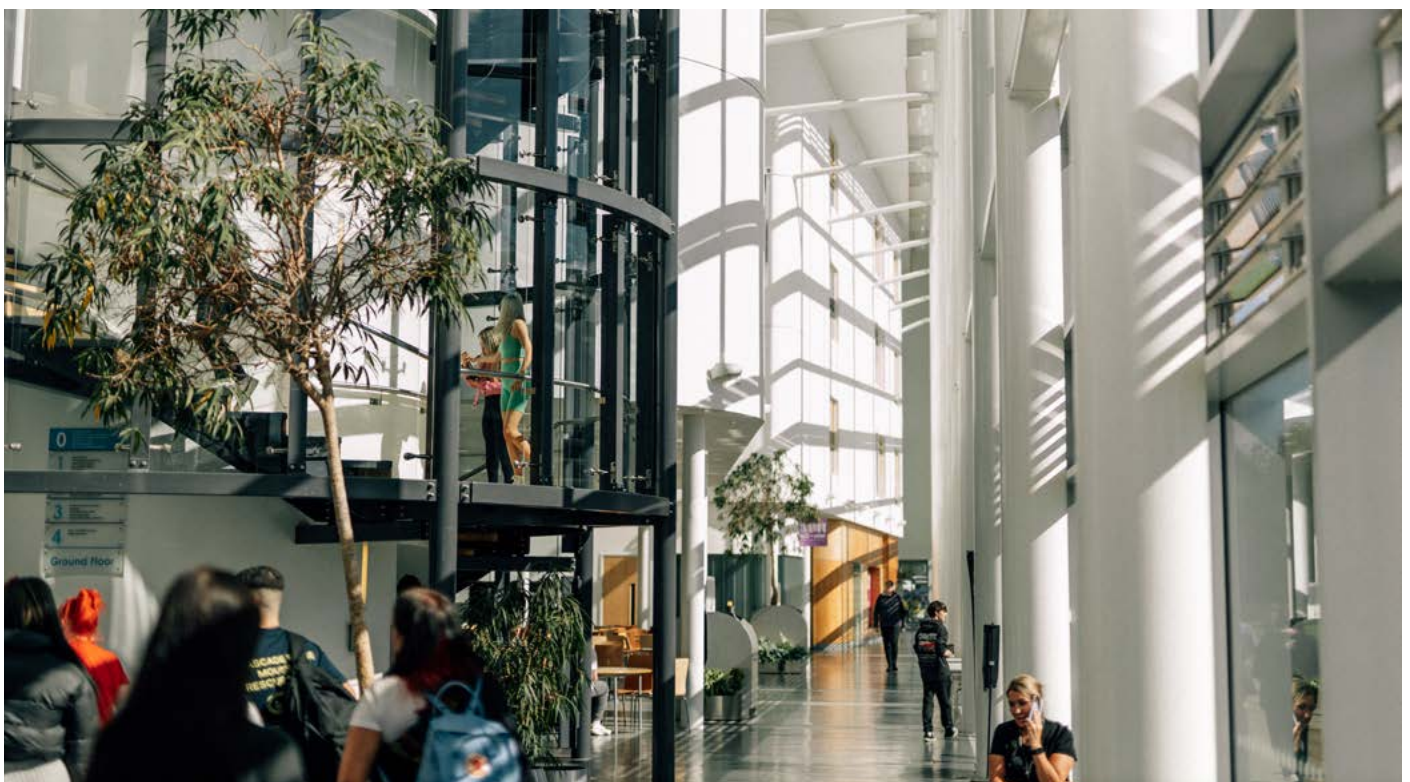
Enhancement & Quality Culture

The ES AEV (2023) noted 30 areas of positive progress with no points for action in significant areas validating NCL's commitment to create a high-quality learning environment where there is strong student engagement and a determination to achieve excellence.

We continue to promote an institution wide culture of quality assurance, improvement and enhancement to mitigate against student withdrawal and improve student attainment. At NCL, our enhancement and quality culture is a mindset and a way of working that prioritises continuous improvement and a commitment to excellence in all aspects of learning, teaching and organisational practice. This culture is driven by shared values, collaboration and a focus on evidence-based decision-making to ensure that standards are not only met but exceeded. We foster an environment where feedback is actively sought and used constructively to refine processes, innovate practices and address challenges. By embedding quality assurance and enhancement into everyday activities, we create an environment where students, staff and stakeholders are engaged in promoting high quality standards and driving sustainable progress. This improves outcomes, builds trust and accountability, ensuring that we adapt effectively to change while maintaining a focus on delivering excellence.

Improving student retention requires a multifaceted approach that addresses both academic and emotional needs. The strategic objective is to create an engaging, supportive learning environment where students feel valued and connected to their peers and the College community. Our unwavering commitment to student retention has included a revision to our [Retention Strategy](#) which is laser focused upon creating a supportive and engaging educational environment that addresses both academic and personal needs of students.

By acknowledging early identification of at-risk students through predictive analytics and proactive monitoring, we are able to target interventions in order to effectively identify and directly support at-risk students.



NCL uses predicative analytics based on a set of criteria—applicants age, SIMD data, number of applications made and the time of application to:

- Identify at risk students prior to enrolling on the programme;
- Conduct meta skills analysis to identify the specific needs of each student allowing for targeted early interventions;
- Ensure Academic and Professional Service teams are accountable to mitigate against withdrawal and improve attainment.

Our Student Retention Officers (SRO's) are central to mitigating against student withdrawals acknowledging that they are the conduit between lecturers and students.

They are responsible for:

- Identifying factors that may lead to student withdrawal and implementing strategies to prevent it;
- Working with Academic and Professional Service departments to monitor attendance and engagement to identify at-risk students;
- Working closely with the Learner Engagement Team, Student Presidents, Education Support, Funding, and Student Advisers to create personalised support plans;
- Analysing data to understand trends in student behaviour, using this information to mitigate against withdrawal.

Predictive analytics and SRO'S have contributed to reducing withdrawals. For example, this has resulted in a 13% improvement in early withdrawals at HE FT for Beauty, Hair and Aesthetics and HE PT for Dental, Science, Health and Social Care. With Culinary Arts improving by 12% at HE FT in AY 2024/2025.

NCL has also adopted a peer enhancement led approach working with partners in the tertiary sector to improve quality enhancement and improvement. Intensifying external partner engagement to advance opportunities and support for our students we are working with QAA, Dumfries and Galloway and Dundee and Angus Colleges, Abertay University and the University of the West of Scotland, we are engaging in a pedagogy project to support students as they transition from Further Education (FE) to Higher Education (HE) by aligning pedagogical approaches across institutions.

The project sets to:

- Evaluate commonalities and differences in pedagogical practice in Colleges and Universities;
- Identify and raise awareness of transitional challenges and use this to develop a deeper understanding for College and University staff of the changing needs of students regarding learning and teaching methods;
- Enhance understanding and confidence amongst academic FE and HE staff in the application of new, active learning pedagogies into their teaching practice to support students to transition from FE to HE.

In partnership with Dumfries and Galloway (DG) College, NCL reviewed its approach to peer observation of learning, supported by a tool employed by DG to enhance learning and teaching. Academic departments at NCL have welcomed the opportunity to engage in peer observation, resulting in a sharing of highly effective practice, and critical reflection of their own practice and learning needs, our staff are focused upon taking positive accountability and responsibility for the quality of learning and teaching, and the application of knowledge they provide in support of an effective learning experience for all of our students.

Established, effective approaches and practices adopted by Ayrshire College has supported change to our Construction Department's curriculum design and has informed across the Institution, how we at NCL manage student absence data. This change has borne fruit and we note an increasingly more positive impact on student recruitment and retention across all levels of study.

Working in partnership with Edinburgh College, NCL's Beauty, Hair and Aesthetics Department redesigned their curriculum offering in order to better match (and exceed) our students expectations and career aspirations. This has resulted in significantly improved recruitment (the department has exceeded its credit target for AY 2024/2025) and improved retention (most notably at HND Level).

We are currently engaging in a major review of Professional Services, the overall aim of which is to enhance and support student-facing services to provide a more consistent, streamlined and student-centred experience. These changes are directed and shaped by our commitment to improving recruitment, retention, attainment and progression. This transformation will include centralised Student Services Hubs to ensure that students have a welcoming and efficient single point of contact for all non-academic support needs. This change in approach will not only improve accessibility and response times, it will, we believe, reduce the frustrations associated with non-aligned working within the College.



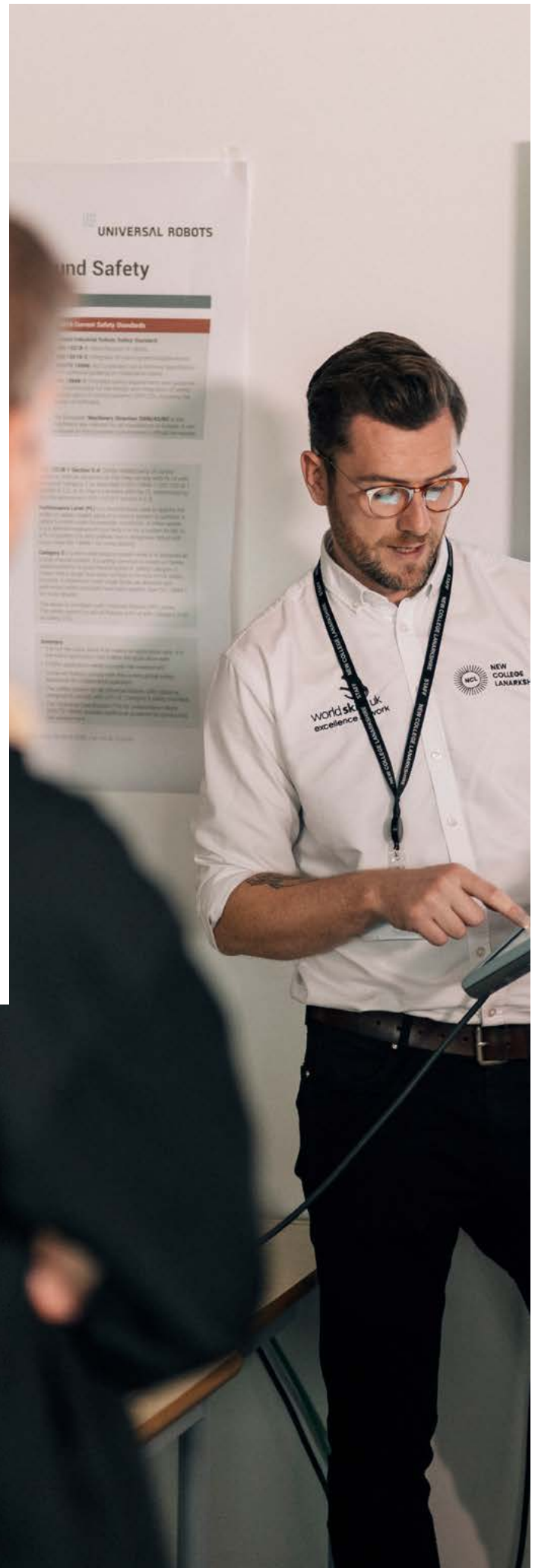
At curriculum level, we annually engage in a Spotlight on Curriculum to mitigate against withdrawals and improve student attainment. The agenda focuses on ensuring the curriculum is:

- Progressive, meaningful and offers clear articulation pathways;
- Supports pedagogy and discipline development led by regional experts;
- Considers local and national policy and key strategic drivers including Labour Market Intelligence;
- Provides regular engagement with employers to support student-led activities and placement opportunities;
- Flexible, supporting students to engage with learning opportunities acknowledging the need for employment, childcare, etc., whilst studying;
- Inclusive, ensuring all students are supported to attain at the highest level possible;
- Embedding meta skills in programme design and assessment to foster creativity amongst learners, promote problem-solving methods, expanding opportunities for knowledge creation, research and innovation, and enhancing students' self-evaluation skills and confidence;
- Demonstrating equality and diversity, which promotes inclusiveness, trust and fairness;
- Incorporating sustainability in learning and teaching;
- Demonstrating clear articulation pathways framed around SCQF;
- Supporting growth of degree provision to support individuals to attain a degree level qualification while studying at a local College campus;
- Affording new partnerships with HEIs across Scotland and increasing the range of articulation routes.

The work done so far has been extensive and the commitment has been significant, but the benefits and rewards have, and will, be many.

Thus far, we have:

- Implemented flexible learning options, online and hybrid models, to accommodate diverse learning preferences and life circumstances;
- Developed SCQF units where the curriculum was moribund, examples include [Being Resilient](#), [Developing a Unit Specification](#), PPU and [Sustainability units](#);
- Worked in collaboration with UWS to establish the first Undergraduate School in a College setting in Scotland;
- Secured additional placement/work experience for students;
- Supported placement experience opportunities for staff delivering vocational qualifications supporting them to upskill to achieve currency in their knowledge and skills;
- Engaged with employers to ensure relevance and currency of the curriculum offering.



Supporting Student Success – Wellbeing, Inclusion, Equality & Student Support

At NCL, supporting students to achieve optimally involves an holistic approach to all aspects of our work in that we can prioritise wellbeing, inclusion, equality and comprehensive student support systems. Embedded in our values, we have committed to enabling student success by “giving more than we take” in order to create environments where our students feel valued and empowered to achieve their potential.

We recognise that students have to be well to do well and, in the knowledge that 64% of students in Scotland reported low mental health and wellbeing (Thriving Learners Report, 2022), we prioritised mental health and wellbeing to mitigate against withdrawal and improve attainment. In partnership with students, we developed three College wide campaigns; Getting to Know You, Be Financially Fit and Be Well to Do Well.



The Getting to Know You campaign involved:

- Signposting students for tailored support at point of accepting an offer if they disclosed mental health, educational support needs, care experienced, financial insecurity etc., to realise our strategic priorities- recruitment, retention, achievement and progression;
- Connecting students with similar social interests to build meaningful relationships and enhance a sense of belonging;
- Meta skills profiling to personalise the student's educational goals based on their academic aspirations.

Aligned to our Retention Strategy, is NCL's Be Financially Fit campaign, which addresses the link between financial insecurity, mental health and wellbeing. The campaign makes financial health a guiding principle. Working in partnership with the Citizens Advice Bureau, North Lanarkshire Tackling Poverty Group, HSBC, The Royal Bank of Scotland and Scotwest Credit Union, tailored support and guidance is offered to NCL students throughout their academic journey, to develop services and financial products that meet their needs. The campaign is designed to empower students with the knowledge, skills and resources necessary to manage finances effectively and alleviate financial stress.

By fostering financial wellness, the campaign aims to equip students with the tools to make informed financial decisions and provides support to mitigate against financial difficulties. Complementing this is our SCQF Fundamental Financial Concepts unit, raising awareness around income, expenses, assets, liabilities, interest rates, inflation and making sound financial decisions.

Recognising the extent of food poverty within Lanarkshire and acknowledging food poverty profoundly impacts education, creating significant barriers to learning and student wellbeing, NCL committed to providing students with a complimentary breakfast. Funded by NCL's Foundation, an average 3,500 breakfasts are provided each month to reduce food insecurity, alleviate stress and anxiety and support students with financial constraints.

Our Be Well to Do Well campaign supports students to improve their wellbeing and remain on their programme of study, recognising the critical link between student wellbeing and academic success. Supported by our Wellbeing Academies (WA's), the campaign provides holistic support services that cater to the physical, emotional and social wellbeing of our students to enhance student retention, academic performance and overall satisfaction.

This campaign aims to:

- Challenge the stigma and discrimination associated with mental health;
- Enhance communication with students relating to the wellbeing services available to them at NCL, offering easy and on-going access to comprehensive wellbeing support throughout their academic journey;
- Expand our partnerships with mental health organisations, healthcare providers, schools, Colleges and Universities, employers, community and technology partners and policy makers;
- Work closely with NCL's Foundation to support fundraising opportunities;
- Enhance student resilience, mental health and overall wellbeing to support academic and personal success;
- Contribute to improved student retention and success rates by addressing wellbeing as a fundamental aspect of the student experience.

The three campaigns link into our Wellbeing Academies (WA's). Formally launched in October 2024 and supported by a calendar of events developed by our Wellbeing Committee, over 3,000 students have engaged in the Academies.

Integrated into the curriculum the WA's foster holistic student development via:

- Practicing mindfulness and stress management techniques offered by our Beauty, Hair and Aesthetics students and staff;
- Accepting professional help-Cognitive Behavioural Therapy, SAMH, Mind etc., offered by our community partners;
- Engaging in regular exercise offered by our Active Campus Coordinator;
- Oral health promotion offered by dental students;
- Health checks offered by Health and Social Care students.

Prioritising mental health, NCL's [Student Mental Health Agreement \(SMHA\)](#) is a collaborative framework between students, the College and Think Positive, designed to support the mental wellbeing of the student community. The agreement outlines shared responsibilities and commitments to foster a culture of openness, inclusivity and proactive care around mental health. It aims to reduce stigma and encouraging students to seek help when needed.

With 14.67% of NCL students in academic year 2023/2024 withdrawing from their course due to health issues, including mental health, we recognised the need for a simple, targeted approach with a clear and consistent message framed around; raising awareness of the stigma and discrimination associated with mental health; identification of factors and triggers that may impact on a student's mental health and wellbeing and coping strategies to improve personal resilience.

To raise awareness of the stigma and discrimination associated with mental health, our SCQF Being Resilient unit was introduced into the curriculum portfolio.

The unit examines the correlation between stigma, discrimination and mental health and wellbeing by:

- Analysing reasons why mental health and wellbeing stereotyping and the media impact on an individual's mental health and wellbeing;
- Exploring reasons why people with mental health problems are discriminated against;
- Challenging mental health and wellbeing stigma and discrimination;
- Identifying ways in which an individual is discriminated against-direct and indirect discrimination, harassment and victimisation.

NCL and the SA have enjoyed a long and productive partnership, which is formalised in our [Student Partnership Agreement \(SPA\)](#), a shared vision designed to enhance the student experience, fostering a sense of ownership and agency among students and empowering the student voice in shaping their educational experience.

The SPA draws on the expertise of students, Academic and Professional Services staff and a strong effective student representative structure that is accountable to the entire student body supporting student and staff capability to co-create and implement solutions.

This SPA communicates our commitment to continue to work in partnership to enhance and improve NCL for all members of the College.

To ensure currency in the dynamic landscape of tertiary education, the partnership agreement will support the creation of an engaging, inclusive and supportive academic experience via:

- Engaging with students to identify ways in which learning and teaching and the student learning experience could be improved;
- Promoting the role of the student in the process of self-evaluation valuing the contribution students make individually and through departmental and class representation supporting you said we did opportunities;
- Supporting students to co-create aspects of their learning experience;
- Promoting, enabling, and empowering students to engage and achieve to maximise their potential;
- Supporting and encouraging students to take personal responsibility for leading their own learning;
- Supporting NCL's Getting to Know You, Be Well to Do Well and Be Financially Fit campaigns, tailoring educational experiences to meet individual needs and promptly signposting students for support;
- Develop a lecturer/student relationship based on mutual respect, trust, support, and integrity;
- Understand and recognise the importance of students as partners in the process of personalisation of learning.

In conclusion, there is clear, enthusiastic and an unwavering commitment to our strategic priorities to improve upon recruitment, retention, attainment and progression at New College Lanarkshire. Shaped by values and culture, we are active and innovative in our approach. We recognise that we have to undertake significant changes in order to improve how we operate to the advantage of our student. This has required significant commitment from our staff at all levels in the Institution. We recognise that the network of change has been significant and demanding. But we also recognise that the need for deep level change was necessary and also worthwhile.

We are confident that we have made significant strides in improving how we deliver high-quality education. We have taken external advice and counsel and this has supported us to reach key achievements including the integration of innovative teaching strategies, robust student partnership agreements and targeted campaigns such as Be Well to Do Well and Be Financially Fit (the latter of which we believe to be uncommon in the sector). As a College, we are committed to modernising how we operate in order to improve the experience and outcomes for our students. And, as importantly, we have sought to do this by adopting methods that encourage staff to feel valued, empowered and respected in all parts of the process.

By embedding personalisation, collaboration, and sustainability into its core strategies, NCL has sought to not only respond effectively to the challenges it faces but has done so in order to cultivate a culture of continuous improvement. The active involvement of students in shaping curriculum, campaigns and strategies underscores the Institution's determination to empowering and celebrate students via the student voice. Looking forward, the College's emphasis on adaptability and partnership positions it as a leader in driving positive change within Scotland's tertiary education sector.



Annexe 1

Full-time FE

College			
	Completed successfully	Partial Success	Withdrawal
2018-19	63.0%	6.9%	30.0%
2019-20	62.2%	14.2%	23.6%
2020-21	59.0%	12.0%	28.9%
2021-22	52.1%	13.0%	34.8%
2022-23	57.8%	10.1%	32.1%
2023-24	51.1%	13.5%	31.8% (3.7% outstanding)
National sector performance			
	Completed successfully	Partial Success	Withdrawal
2018-19	65.2%	10.1%	24.7%
2019-20	66.0%	13.2%	20.8%
2020-21	60.9%	11.7%	27.3%
2021-22	59.0%	11.7%	29.3%
2022-23	63.6%	11.1%	25.3%
2023-24			

Part-time FE

College			
	Completed successfully	Partial Success	Withdrawal
2018-19	79.2%	8.1%	12.7%
2019-20	69.3%	19.3%	11.4%
2020-21	77.0%	14.5%	8.5%
2021-22	72.4%	15.6%	11.9%
2022-23	76.1%	11.9%	12%
2023-24	73.8%	11.4%	11.9% (2.9% outstanding)
National sector performance			
	Completed successfully	Partial Success	Withdrawal
2018-19	79.7%	11.0%	9.3%
2019-20	78.0%	12.5%	9.5%
2020-21	76.2%	13.7%	10.1%
2021-22	76.3%	13.0%	10.7%
2022-23	77.3%	12.1%	10.6%
2023-24			

Annexe 1 (cont).

Full-time HE

College			
	Completed successfully	Partial Success	Withdrawal
2018-19	66.9%	12.4%	20.6%
2019-20	71.5%	12.3%	16.2%
2020-21	66.0%	14.7%	19.2%
2021-22	59.8%	14.9%	25.3%
2022-23	63.7%	13.9%	22.4%
2023-24	56.6%	16%	23.1% (4.3% outstanding)
National sector performance			
	Completed successfully	Partial Success	Withdrawal
2018-19	69.8%	11.7%	18.5%
2019-20	73.4%	11.7%	14.9%
2020-21	71.6%	10.9%	17.6%
2021-22	62.5%	13.9%	23.6%
2022-23	65.5%	14%	20.6%
2023-24			

Part-time HE

College			
	Completed successfully	Partial Success	Withdrawal
2018-19	75.0%	10.7%	14.3%
2019-20	78.4%	9.6%	12.0%
2020-21	78.2%	14.8%	7.1%
2021-22	74.1%	16.0%	9.9%
2022-23	60.2%	23%	16.8%
2023-24	67.2%	8.8%	13.7% (10.3% outstanding)
National sector performance			
	Completed successfully	Partial Success	Withdrawal
2018-19	78.9%	12.1%	9.0%
2019-20	78.2%	13.7%	8.2%
2020-21	80.9%	9.9%	9.2%
2021-22	78.8%	11.7%	9.5%
2022-23	79%	12%	9%
2023-24			

Annexe 1 (cont).

	2022 -2023			
New College Lanarkshire	Enrolled	% Completed Successful	% Partial Success	% Withdrawal
10% Most deprived postcode areas	1,553	59.8%	12.7%	27.5%
20% Most deprived postcode areas	3,410	60.6%	13.9%	25.6%
Care Experienced	428	52.3%	17.3%	30.4%
Disability	2,749	61.2%	14.1%	24.7%
Ethnic minority	357	59.9%	16.5%	23.5%
FE Females	1,756	57.3%	14.1%	28.6%
FE Males	2,347	68.2%	11.3%	20.5%
HE Females	830	62.8%	14.3%	22.9%
HE Males	584	64.5%	16.1%	19.3%
	2022 -2023			
Scotland	Enrolled	% Completed Successful	% Partial Success	% Withdrawal
10% Most deprived postcode areas	20,603	62.6%	13.5%	23.9%
20% Most deprived postcode areas	38,457	63.6%	13.5%	22.9%
Care Experienced	8,434	55.4%	17%	27.6%
Disability	32,766	64.1%	14.2%	21.7%
Ethnic minority	13,127	67.4%	14.9%	17.8%
FE Females	46,790	64.9%	13.6%	21.5%
FE Males	49,039	71.6%	11.8%	16.7%
HE Females	17,236	68.8%	11.3%	19.8%
HE Males	14,637	66.3%	16.4%	17.3%

ACTION PLAN 2024/2025

Principle and Area for Enhancement or Development	College Identified Enhancement Areas	Planned Outcome/Impact	Target Date	Responsible Leads
Student Engagement and Partnership.	Continue to promote students in their learning experience.	Continue to maximise opportunities to promote students in their learning experience to mitigate against withdrawal and improve attainment.	June 2025	Assistant Principal for Education and Student Success (APESS) Dean for Learning and Teaching (DLT) Head of Learner Engagement and Wellbeing (HLEW).
Student Engagement and Partnership.	Ensure students are at the core of review and enhancement activities.	Continue to ensure students are at the core of review and enhancement activities by reviewing the impact of the reform of professional services to identify student experience and satisfaction.	December 2025	Deputy Principal for Professional Services and HLEW.
Student Engagement and Partnership.	Ensure students are at the core of review and enhancement activities.	Review the impact of the following procedures/campaigns/agreements to establish how they impacted on the student experience, mitigated against withdrawals and supported student achievement: <ul style="list-style-type: none"> • Student Partnership Agreement; • Student Mental Health Agreement; • Be Well to Do Well campaign; • Be Financially Fit campaign; • Getting to Know You campaign; • Personalisation of Learning. 	December 2025	DLT HLEW.
Student Engagement and Partnership.	Responsiveness to student feedback.	Review the impact of the revised agenda items (derived from the sparqs Student Learning Experience Model) embedded within the Course Curriculum Review and Evaluation (CCRE) procedure supporting action planning for improvement.	June 2025	APESS and DLT.

Principle and Area for Enhancement or Development	College Identified Enhancement Areas	Planned Outcome/Impact	Target Date	Responsible Leads
Student Engagement and Partnership.	Responsiveness to student feedback.	Continue to maximise opportunities for student feedback to action plan for improvement and mitigate against student withdrawal.	June 2025	Heads of Department (HD) and Heads of Professional Services (HPS).
Excellence in Learning and Teaching.	Peer review and evaluation of learning, teaching and assessment.	Review the impact of the reformed Evaluation of the Learning and Teaching (LT) Procedure to establish if peer observation is supporting innovation of LT, assessment and feedback.	August 2025	DLT.
Excellence in Learning and Teaching.	Professional development.	Review the impact of the following interventions designed to mitigate against withdrawal and improve attainment: <ul style="list-style-type: none"> • Development of SCQF units; • Professional Practice unit; • Employer Engagement Strategy. 	August 2025	DLT.
Excellence in Learning and Teaching.	Professional development.	Partner with external organisations for example, Autism Scotland to increase and promote awareness of neurodiversity among students to support excellence in LT.	August 2025	DLT.
Supporting Student Success.	Enabling student success – wellbeing, inclusion, equality, student support.	Continue to promote student wellbeing, inclusion, equality and student support working in partnership with academic and professional services staff and key stakeholders to mitigate against withdrawals and improve attainment.	June 2025	HD, HPS, HSEW.
Supporting Student Success.	Enabling student success – wellbeing, inclusion, equality, student support.	Continue to review and evaluating the KPIs in relation to protected characteristics as defined under the Equalities Act (2010) and other special interest groups, such as care experienced.	June 2025	Dean for Innovation and Planning (DIP).
Supporting Student Success.	Effective and successful transitions.	Continue to work with the Local Authority and Skills Development Scotland to support and promote successful transitions. Continue to establish and grow the Undergraduate School to ensure clear progression. pathways to degree education that aligns with the needs of the students and the region.	June 2025	Dean for Partnerships (DP).
Supporting Student Success.	Effective and successful transitions.	Continue to develop meta skills profiling to support student retention and improve attainment.	June 2025	Dean for Partnerships (DP).

Principle and Area for Enhancement or Development	College Identified Enhancement Areas	Planned Outcome/Impact	Target Date	Responsible Leads
Enhancement and Quality Culture.	Impact of collaboration.	Commit to the QAA Transition Pedagogy review to deepen insight into the student experience.	September 2025	APESS, DLT
Enhancement and Quality Culture.	Impact of collaboration.	Continue to work with the Further and Higher education sector to identify highly effective practice and enhance the quality culture within the college.	June 2025	HD, HPS Associated Dean.
Enhancement and Quality Culture.	Institution wide culture of assurance, improvement and enhancement.	Continue to promote an institution wide culture of assurance, improvement and enhancement to mitigate against student withdrawal and improve student attainment by: <ul style="list-style-type: none"> • Promoting a shared vision; • Reforming our quality enhancement strategy; • Strengthen our data informed culture; • Maximising staff development opportunities relevant to institutional needs; • Enhance student support mechanisms; • Strengthen curriculum design and delivery. 	June 2025	Academic and Professional Services staff.

Statement of Assurance

As the Accountable Officer for New College Lanarkshire, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2023/2024, including the scope and impact of these. I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision. I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.

Signature: Accountable Officer

A handwritten signature in black ink, appearing to read 'Professor Christopher Moore', written in a cursive style.

Professor Christopher Moore
Principal and CEO