

Agenda: Curriculum, Student Affairs and Outcomes (CSAO) Committee

Monday 19th February 2024 12.30 pm – Blended Meeting Face to Face Cumbernauld Campus and via Zoom

1. Chair's welcome
2. Apologies for absence
3. Declarations of Interest
4. Minute of CSAO Meeting 13th November 2023 **(FA)** Minutes emailed
5. Note of Meeting 9th November 2023/Committee Remit **(FI)** Papers Posted

Regional Business

6. Regional Outcome Agreement (ROA) **(FI)**
 - 6.1 ROA Implementation Update Verbal Update: AB
 - 6.2 NCL Credit and Curriculum Update Paper Posted: AB
 - 6.3 SLC Curriculum and Quality activity Update Paper Posted: SMcM
 - 6.4 NCL Committee and Self-evaluation Update Paper Posted – JL
 - 6.5 Developing the Young Workforce/School College Partnership Paper Posted - NM
 - 6.6 Complaints Report Paper Posted JL
 - 6.7 College Leaver Destination 2021 -22 Paper Posted AB
 - 6.8 NCL Retention Strategy Paper Posted - JL
7. Student Association (SA) Reports **(FI)** Paper emailed
 - 7.1 SLC SA Report KW
 - 7.2 NCL SA Update AM
8. Themes and Project Showcases **(FI)**
 - 8.1 Meeting Theme- Graduate Apprenticeships Paper Posted – CM/SMcM
 - 8.2 Projects Showcases – Presentation of Learner Innovation Verbal Update – CJ
 - 8.3 Activity Calendar for themes for 2024 Committee cycle Paper Posted - JL

General Committee Business

9. Approval of Publication of Committee Papers **(FA)** Verbal report - BS
10. AOB

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

Key Abbreviation: AB=Ann Baxter, NM= Nicola Mulholland, CM = Christopher Moore, JL= Jenifer Lowe, SMcM = Stella McManus, AM = President NCL, BS = Board Secretary, DW= Dave Winning; KW = Kayleigh Withers Student President SLC, SLC AP = SLC Assistant Principal, CJ = Chris Jack.

- 11. Date of Next Meeting: The scheduled date for the next meeting is Monday 13th May 2024 at the Cumbernauld Campus.**

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Minute: NCL Curriculum and Student Affairs and Outcomes Committee (CSAO)

12.30 13 November 2023 in person at NCL Coatbridge and via Zoom

Present: David Winning (Chair), Fraser Heaney, Stella McManus, Barbara Philliben, Joanne Rosie, Kayleigh Wither (Student President SLC)

Apologies: Christopher Moore, Tarryn Robertson (SLC Academic Staff Representative), Ronnie Smith, Elizabeth Arogbofa, Sandra McLoughlan

In attendance: Ann Baxter, Jennifer Lowe, Diane McGill, Penny Neish

1. Chair's welcome

David Winning (DW) welcomed everyone to the meeting.

2. Apologies: as noted above.

Ann Baxter (AB) advised that following the resignation for personal reasons of the elected NCL Student President the college had gone through the process to find a replacement. This was more difficult given that term had started and students had taken up their courses. 3 replacement part-time student officers have now been found but their appointments not yet formalised. AB hopes to be able to advise the names of the new appointees very shortly.

3. Declarations of Interest

There were no declarations of interest.

4. Minute of the CSAO meeting 11 September 2023

The Minutes were agreed.

5. Matters arising

Action point from the previous meeting: DW to discuss with Christopher Moore (CM) how best to use the feedback from the recent self-evaluation exercise to the benefit of the college.

DW had called a meeting of the CSAO on 9 November to follow up on the action point. There is a separate note of this meeting. DW invited Barbara Philliben (BP) to provide a summary. BP commented that it was a very positive and interesting meeting. She reported that the discussion had covered a range of possible developments:

- The CSAO is the most flexible of the formal NCL committees to have the opportunity to look outward and forward;
- Alongside the formal business of the Committee, the academic teams could have input to the CSAO to provide insight into what projects they are undertaking and what developments are being considered;
- This interaction would provide an opportunity to celebrate success for students and staff and acknowledge small milestones;
- It could also be an opportunity to recognise innovative use of technology;
- The CSAO could provide a conduit to the Board, showcasing new activities, and build closer linkages between the academic teams and Board members.

Diane McGill (DMcG), Board Secretary, said that she would check against the Terms of Reference for the CSAO to ensure that the proposals fitted against its remit.

Action: to check the proposed development of the activities of the CSAO is commensurate with the remit as set out or whether a review of the remit is required.

Regional business

6. ROA

6.1 ROA Implementation Update

AB reported that the draft ROA went to the Board in November and at the SFC's direction had been submitted as a draft before the final version had been seen by the Board at its meeting in December. NCL still has data to add which they will do as it becomes available, however SFC wants to publish all ROAs in December.

This is a key document for all colleges but SFC's insistence on submission before the final document was approved by the Board which for both NCL and SLC is in December, is a college governance issue. Due process was not able to be concluded. SFC is moving to a new quality-led model, the details of which are unknown at this time leaving colleges little opportunity to discuss its requirements. SFC guidance is often issued late in the day leaving Boards little time if any to scrutinise what is required. The CSAO suggested that Colleges Scotland has a role to intervene on behalf of the sector in circumstances where SFC timing does not enable due process to be carried out.

DW asked Stella McManus (SMcM) if the Principals' Group had expressed any views on this. SMcM said that she understood that the Tripartite group was handling this at the moment but agreed that late publication of guidance was not acceptable and that the situation should be monitored.

SLC had gone through a process of written procedure with the Board to get the ROA to SFC at the time requested. For NCL the Board Secretary will discuss this approach with the Regional Chair.

BP commented that the ROA document reads well and represents all of Lanarkshire.

Action: To raise with SFC the governance issue, ie, the Board being denied the opportunity to consider the final version of the ROA, a major strategic document, by the SFC requirement to submit the document in draft prior to the Board meeting in December.

Recommendation of approval

The CSAO recommended approval of the ROA to the Board at its meeting in December.

6.2 NCL Key Performance Indicator update

Ann Baxter (AB) spoke to her paper:

SQA NQ appeals: NCL had only 6 appeals in total, 2 of which were successful.

SQA nationally received 39,645 appeals requests. Fewer than 1% of grades were changed.

Five-year Trend:

In session 2022/23, Further Education – Full-time was 42.6 % of activity at New College Lanarkshire.
Note – some improvement in success.

In session 2022/23, Further Education – Part-time was 30.1% of activity at New College Lanarkshire.
Note – some improvement in success.

In session 2022/23, Higher Education – Full-time was 25.3% of activity at New College Lanarkshire.
Note – some improvement in success.

In session 2022/23, Higher Education – Part-time was 1.9% of activity at New College Lanarkshire.
Note – drop in success rate. Number of students was very small, so this has a more significant impact. Total of 113 HEPT students withdrew – 60 (53.1%) lack of attendance, 15 (13.27%) other personal reasons and 15 (13.27%) work commitments

Partial success increased, however there may be an opportunity to address this in session 2023/24 through working with the students to restore the level of success.

Credit summary

For the 2023-24 academic year the College has a core credit allocation of 117,290 credits. There are no additional credits for Foundation Apprenticeships as this activity is now part of core funding targets. At the time of submitting the paper to CSAO 106,553 credits (90.8% of target) have been secured. Additional courses are still to run, for example in January 2024, and further activity is planned to achieve the overall college credit target.

A 2% tolerance against target is provided by SFC, however it is not anticipated this will be required.

Departments that have achieved target are Automotive Studies, Beauty, Aesthetics and Hair and Humanities. Access and Progression Department is unlikely to achieve target as late credit guidance from SFC impacted on curriculum plans.

Withdrawal

Early Withdrawal figures look much more positive – FEFT – 4.48%, FEPT – 2.37%, HEFT – 3.73% and HEPT – 2.04% at 2 November 23. Note early withdrawals are much lower than they were at this point last year. This is partly due to the change of census date which has been brought forward as well as intervention and support actions taken by the college prior to courses commencing and during induction to support students to engage and remain on course.

Reasons for withdrawal:

FEFT:

Top 3 reasons for withdrawal – lack of attendance - 72 (27.07%), gone into employment 44 (16.54%) and health issues 38 (14.29%)

FEPT:

Top 3 reasons for withdrawal – lack of attendance - 21 (23.86%), unknown 21 (23.86%) and course content not as expected 10 (11.36%)

HEFT:

Top 3 reasons for withdrawal – gone into employment 23 (23.23%), transferred to another institution 14 (14.14%) and lack of attendance 13 (13.13%)

HEPT:

Top 2 reasons for withdrawal –lack of attendance 4 (22.22%) and unknown 3 (16.67%)

AB commented that SFC is allowing colleges to report more than one reason for withdrawal however 'going into employment' is not yet considered a positive reason. Jennifer Lowe (JL) advised that the college is capturing this information and also data on students who return to study at the college. The college is also looking at correlation between lack of attendance and students needing more support. This has increased post COVID. NCL is planning to introduce a new role to support this and offer flexibility.

6.3 SLC Curriculum Quality activity update:

SMcM spoke to her paper:

- SLC has completed the FES return and the credit audit and met the core credit target for 2022-23.
- There are challenges around recruitment in some areas, but further in-year activity is still to take place.
- As the Scottish Funding Council are publishing the 2023-24 Regional Outcome Agreements in December 2023, the Region has been asked to circulate to respective Boards for approval due to Board meeting dates not aligning.

- Industrial action in the form of Action Short of Strike Action is continuing to impact, but the end of the industrial action mandate on 14 October 2023 provides a window before the next ballot for results to be entered.
- Student early retention figures are as per this year's SFC guidance, which remain high at this point in the year.
- A substantial amount of good practice has continued to take place over the start of the academic year 2023-24

7. SFC Transition Plan and Assigned College Update

Diane McGill (DMcG) updated the CSAO and advised that NCL and SLC had recently met with representatives from SFC including Karen Watt, CEO, to discuss how to take this forward with the Minister, as both Boards have agreed to dissolution. There will be a further update at the meeting of the RSB in December.

8. Student Association Reports

SLCSA: Kayleigh Wither (KW) Student President spoke to the SLCSA report and highlighted:

- **Student engagement** and the return to campus, including Freshers' Week activities such as turning the library into a Wellbeing Zone for the three days, and there were lots of organisations providing important advice and support to the students. Lush attended and gave free samples of their amazing products, free hand massages and sleep advice! Our mindfulness classes also restarted for the year and took place in the Group Study Room.
- The ongoing **cost of living crisis** is still greatly impacting the students and the Student Association is committed to helping them through this difficult and challenging time. Over the past year, with the financial support of the South Lanarkshire College Foundation, the SA has been delivering free healthy breakfasts and free soup and sandwich for students on selected days each week.
- The SA started a **food larder** for students during the last academic year and hopes to continue to provide this service this year. Located within the Student Association Office students can come in anytime and take whatever they need, including food and toiletries. In the larder, the SA also provides free stationary such as notebooks and binders;
- **Hoodies:** The Student Association is committed to tackling student poverty. One way the SA tackles this is by continuing to sell SA branded hoodies to students for £5. These are good quality hoodies that provide our students with extra warmth in the upcoming cold months.
- **Strategic Plan:** The Student Association has updated and finalised the new Strategic Plan for the period 2023-2026. This process commenced in AY 2022-23 and was led by the SA President who engaged with NUS and the student community. This included workshops and student forums. The Strategic Plan was recently concluded by the incoming Student President and Vice President for the start of the AY 2023-24.

The SA's mission is to empower, represent and celebrate students whilst maintaining a creative and supportive environment.

The Student Association is committed to actively listening to students and supporting them towards positive pathways. We are open, honest, and transparent with all students and staff members.

The themes for this year are:

- Student-led - working closely with class representatives to identify areas of development.
- Partnership - work in partnership with the College to create opportunities for a positive experience for our students.
- Community – engage with students and celebrate their success.
- **Student Mental Health Agreement (SMHA):** The SLCSA worked in partnership with Student Services to create the updated Student Mental Health Agreement for 2022-2024. We have already delivered a significant level of activity to support our three key initiatives:
 1. Continuing to Address Student Poverty

2. Peer Support through Games & Activities
 3. Supporting Men's Mental Health
- **Forthcoming Events:**
 - Care Experienced Week
 - Estranged Students Week
 - Movember
 - Step into STEM – 15 November
 - 16 Days of Action

NCLSA: AB spoke to the NCLSA report:

- New NCL student presidents have been elected and their appointments are being formalised. Names will be announced shortly.
- Initiated by the College's Executive Board and supported by the Young Person's Guarantee, New College Lanarkshire was proud to be able to celebrate exceptional attendance among the students. In recognition of their dedication and commitment, the 6 winning students were each presented with a prize—an iPad Air.
- A new initiative focused on community engagement within Lanarkshire has been developed. The College Tours programme aims to foster stronger connections with the local youth, offering a unique opportunity to showcase the range of opportunities available at New College Lanarkshire. In collaboration with Routes to Work and Rise, NCL has been welcoming diverse groups of young individuals to the newly established recruitment centre in Motherwell Campus. Here, they were able to gain a first-hand experience of the opportunities and resources that the college has to offer. Feedback from group leaders has been very positive.
- NCLSA student outreach efforts have been recognised in two awards at the sparqs Student Engagement Awards:

Runner-up: Digital Partnership award

Working with MIS, NCLSA developed a way of using Teams that strengthened 'the effectiveness of the Student Rep function and provided a platform for their voices to be heard on their terms'. This approach streamlines and increases accessibility for active dialogue for the student voice to be recorded.

Runner-up: Outstanding Academic Representative

Kellyann McGraith was recognised for her work as student president. During her two years in office as a president of the student association, Kellyann always went over and above and had the student at the centre.

DW thanked both SAs for their very positive and forward-looking reports.

9. **Principals' overviews:**

AB gave the overview for NCL:

- NCL has had a successful start to the academic year, making good progress towards its credit target. Recruitment events have been very successful.
- Action Short of Strike Action (ASOS):
 - EIS-FELA undertook a ballot resulting in boycott (ASOS) from May to 12 October 2023 which had a significant impact on a number of student groups;
 - Graduation has been delayed from November 2023 to February 2024;
 - All eligible students were able to progress to University due to the efforts of the Principal reaching out to his contacts at UWS and the dedication of staff at NCL;
 - All SWAP students who completed in 2023 were able to progress with a good range of interesting and diverse progressions across the Partnership;

- Following 12 October, staff were asked by SFC to submit results into college systems and this was achieved within the timeframes set by the Deputy Principal. The information requested was submitted to the SFC; NCL received confirmation on 10 November 2023 that the 2022-23 FES is now complete and closed for New College Lanarkshire post ASOS outcomes.
- Scottish Fair-Trade Outstanding Achievement Award 2023: Eileen Imlah and her supported learning students won this award for their amazing work using technology to bring Fairtrade to life for the students at New College Lanarkshire. Fairtrade makes a difference to the students and it makes a difference to the farmers and workers they support.
- The Education Scotland annual engagement visit is scheduled for 6/7 December.

The CSAO offered its congratulations to Eileen Imlah and her students for their dedication and hard work resulting in their win at the Scottish Fair-Trade Awards.

SLC: SMcM gave a brief summary:

- The SLC FES return has been completed;
- Graduation will now take place in February 2024;
- Education Scotland will undertake a thematic review in January/February 2024;
- SLC's self-evaluation has been subject to a short delay to ensure all results are included. It will go to the SLC Board in December.

10. Horizon scanning

AB advised that the Tripartite Group is looking at further flexibility for colleges and guidance from SFC is expected to be issued shortly, possibly including in-year redistribution of credits. In the event that in-year realignment of credits becomes an option, it will become necessary for regional discussions between the Lanarkshire colleges.

SFC is seeking costing information from the sector to enable them to understand the cost basis of the current credit system before going to the Scottish Government with proposals for different funding models. SFC has intimated it will be taking a more supportive approach going forward.

Colleges Scotland's College Principals' Group (CPG) is seeking to streamline its activities and links to workforce structure and skills; the first topic they will address is apprenticeships.

NCL Business

11. NCL Committee and Activity update

Jennifer Lowe (JL) spoke to her paper and noted:

Education Scotland (ES): The ES Annual Engagement Visit will take place 6/7 December 2023 and will be led by Barbara Nelson, Lead Inspector.

Learning and Teaching Group: This group has been established and will be formally launched on 21 November 2023. It will drive forward evidence-based practice in innovation of learning and teaching, assessment, and student feedback, supported by the college's SCQF Level 9 Professional Practice Unit.

Retention and Attainment Group: The remit of this group is to improve recruitment, retention, attainment, and student progress and will meet regularly throughout the year.

Curriculum/Course Evaluation: This new form of evaluation is simplifying how the college works and supports staff to evaluate and action plan for improvement.

Student Association: Three part-time student presidents have been appointed. Formal processes have to be completed before the new office-bearers can be named. This process is well advanced and the new student presidents will be able to take up their posts shortly.

Internationalisation of the Curriculum:

- **Heze University, China:** Representatives from Heze University visited NCL in October to refresh its partnership agreement with NCL on the delivery of a suite of Dental Nursing qualifications.
- **Chifeng University, China:** Representatives from Chifeng University are planning to visit NCL later in November to explore opportunities to deliver a Dental Nursing Degree.
- **The Philippines:** Dental lecturing staff and staff from External Funding and International department have recently returned from a trip to the Philippines where they were working in collaboration with other international partners to promote the development and delivery of dental nursing qualifications.

Student Induction: A two-week induction for students which included multiple team building initiatives to mitigate against withdrawals was undertaken at the beginning of term. This has been formally evaluated resulting in positive feedback being received from students noting that it helped them to settle in and develop good relationships with their peers and college staff.

Student Engagement Awards: NCL's Student Association was short listed for SPARQS Student Engagement Awards. Digital Partnership, and Outstanding Academic Representative (Kellyann McGraith). Kellyann was awarded runner up for Outstanding Academic Representative.

Action Planning for Student Recruitment: NCL will be holding three recruitment open days this month across our main campuses.

Staff Development Academy: In partnership with CDN (College Development Network), NCL ran a Curriculum Ideation workshop for all Academic Heads of Department and Academic Leaders on 21 September. The day was extremely well received and enabled curriculum teams to connect across departments and generate change ideas for new and contemporary programmes aligned to the needs of our students and communities.

College Updates: SQA carried out a Systems Verification Audit on 31 October 2023 to ensure NCL is managing its systems and resources to meet SQA quality assurance criteria. The exercise was very positive with a number of areas of best practice identified.

DW congratulated JL on all of the encouraging developments covered in her report.

General Committee Business

12. Approval of publication of Committee papers

- Agenda for the CSAO meeting 13 November 2023
- Minutes of the CSAO meeting 11 September 2023
- NCL KPI update
- SLC Curriculum and Quality activity update – via the SLC website*
- NCL Students' Association Report
- SLC Students' Association Report – via the SLC website*
- NCL Activity Update

13. Date of next meeting

The date of the next meeting of the CSAO Committee is **Monday 19 February 2024** at 12.30. Venue to be advised.

Note of the extra meeting of the NCL Curriculum and Student Affairs and Outcomes Committee (CSAO) to consider how the committee could support the college following the recent Board self-evaluation process

11.30 9 November 2023 in person at NCL Coatbridge and via Zoom

Present: David Winning (Chair), Fraser Heaney, Christopher Moore, Barbara Philliben, Joanne Rosie, Kayleigh Wither (Student President SLC)

Co-optee: Elizabeth Arogbofa

Apologies: Ronnie Smith, Sandra McLoughlan

In attendance: Ann Baxter, Jennifer Lowe, Diane McGill, Penny Neish

1. Chair's welcome

David Winning (DW) thanked everyone for attending this extra meeting of the CSAO the purpose of which was to explore the CSAO's role and how this committee could provide better support to NCL. This was an outcome of the recent annual self-evaluation exercise.

2. Apologies: as noted above.

DW invited Christopher Moore (CM) to set out his thinking on how the CSAO could make a more effective contribution to NCL. CM said that he considered that the CSAO was the most flexible of the RSB committees and that some of the required reporting items could be noted leaving more opportunity for creative discussion. He outlined two elements:

- Themed meetings, and
- Engaging with the academic and professional services teams to enable them to showcase their projects and activities to the Committee and the Board, thereby receiving feedback and support. CM commented that there is much good work being carried out but that this goes unseen and therefore not recognised, denying staff a sense of achievement. He suggested that Heads of Departments could attend the committee to showcase developments such as the integration and use of technology. Some departments are making big changes following the lessons learned from COVID and the issues that created.

Jennifer Lowe (JL) compiles an activity calendar and can share the themes identified for Learning and Teaching developments and innovation being phased in in 2024. NCL has a particular interest in doing things differently around Learning and Teaching to empower the staff and is keen to bring this to the Board. A Learning and Teaching conference is being organised and the involvement of the Board in this would be welcome.

DW and Barbara Philliben (BP) welcomed these positive developments and commented that it would be good to get a better understanding of college activities, especially since recent discussions have been forced to focus on difficulties around the sector's financial position.

CM confirmed that the college remained focused on achieving its credit target but thought that providing insight into college activities such as recruitment and admissions would be welcomed by the committee and the Board. It would also serve to bring the Board closer to the operational side of the college.

BP asked how the college ensured that developments around the curriculum met local needs. JL responded that the college has an employer engagement strategy and a community engagement strategy allowing them to identify the skills required.

AB noted that integrated learning is another theme running at NCL.

Action: Ann Baxter (AB) and JL to invite departments to demonstrate their key activities/projects to the CSAO.

BP asked about the role of the CSAO in the college's follow up to the inspection and regulation activity carried out by Education Scotland. CM welcomed the CSAO's involvement in supporting NCL in this way.

Before deciding on theming the Committee's meetings and the particular topics to be addressed, Diane McGill (DMcG) said that she would check the CSAO's workplan as set out in its remit to ensure that the themes approach would fulfil this requirement and that a balance could be maintained between demos by departments and the required reporting.

Action plans

1. **Duties of the Curriculum and Student Affairs Committee**

The Committee shall be responsible for the following matters:-

- The committee will take cognisance of the requirements of the Code of Good Governance.
- Ensure the Lanarkshire Board and NCL and SLC provide a curricular provision which supports both local and national economic and skills requirements.
- Ensure and monitor the delivery of the Regional Outcome Agreement
- Analyse and evaluate appropriate market research information and provide advice on future regional curricular activity.
- Ensure that resource requests for regional curricular growth are supported by demonstrable market research and are focused on the needs of students
- Oversee and promote initiatives to widen access and extend progression opportunities.
- Monitor quality improvements throughout the two Lanarkshire Colleges' activities with particular reference to services to students.
- Receive and discuss student feedback on the quality of provision provided to the range of student groups within the two Lanarkshire Colleges and to receive reports on the effective running of the Student association and student elections.
- Ensure Colleges funds to support students welfare including Bursaries, Hardship Funds and Access Funds are utilised effectively.
- Analyse appropriate performance indicator data on the two Lanarkshire Colleges' performance and promote quality improvement initiatives where need is identified.
- To receive reports and information from the Assigned College SLC necessary to fulfil the committee's Regional Strategic Body responsibilities as defined by the enabling legislation. Collaborative approaches will be promoted by the committee.



FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum and Student Affairs and Outcome		
Presented by	Ann Baxter		
Author/Contact	Ann Baxter	Department / Unit	Executive
Date Created	1 February 2024	Telephone	2359
Appendices Attached	Credit and Curriculum Update		
Disclosable under FOISA	Yes		

- 1. PURPOSE**
To update CSAO on NCL credit target for academic year 2023-24.
- 2. BACKGROUND**
Report provided to CSAO updates on progress against targets within the Regional Outcome Agreement.
- 3. DETAIL**
The report includes data submitted to SFC and current NCL performance in 2023-24.
- 4. BENEFITS AND OPPORTUNITIES**
This report illustrates the progress made in relation to KPIs measures and gives a greater understanding of departmental activity.
- 5. STRATEGIC IMPLICATIONS**
The Board retains an overview of NCL activity in the interests of good governance.
- 6. RISK**
N/A
- 7. FINANCIAL IMPLICATIONS**
Inability to achieve SFC credit targets could result in loss of income to New College Lanarkshire.
- 8. LEGAL IMPLICATIONS**
There are no legal implications.
- 9. WORKFORCE IMPLICATIONS**
There are no workforce implications
- 10. REPUTATIONAL IMPLICATIONS**
There are no reputational implications
- 11. EQUALITIES IMPLICATIONS**
There are no equality implications

CONCLUSIONS/RECOMMENDATIONS

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

1. INTRODUCTION

1.1 This paper seeks to provide an update on the credit target for academic year 2023 - 24, recruitment, retention and a synopsis of learning and teaching activity to date.

2. CREDIT, RECRUITMENT AND RETENTION ACTIVITY 2023 - 24

2.1 For academic year 2023–24, New College Lanarkshire has been allocated a core credit of 117,290. Foundation Apprenticeships are no longer allocated as additional credits and are incorporated into core funding targets. At the time of writing this report in January 2024, student enrolments had given the college 112,597 credits. January recruitment is ongoing and additional planned courses still have to run to enable the college to achieve the overall college credit target.

2.2 At 31 January 2024, there were 9983 student enrolments which is circa 62 student enrolments higher than at the same time last year. Appendix 1 summarises credits achieved per department on 31 January 2024.

2.3 Credit and Performance Monitoring Report is reviewed weekly by the Executive Board and Deans. Based upon planned activity, the college is projected to slightly over achieve the credit target, but will not exceed the 2% upper limit.

2.4 Open days held on 16 and 18 January were well attended and will have contributed to recruitment for both January and August 2024 courses.

2.5 The table below show the college position in relation to overall recruitment, early withdrawal and further on 31 January 2024. Appendix 2 summarises the position in relation to Departmental Credit and Retention on 31 January 2024.

Table 1: Enrolments, Early and Further Withdrawals – 31 January 2024

Level/Mode	Enrolled	EW	% EW	FW	% FW	Retention
FEFT	3854	190	5.1%	594	15.6%	79.3%
FEPT	5670	221	4.5%	153	3.1%	92.4%
HEFT	2072	86	4.2%	201	9.8%	86%
HEPT	546	20	3.9%	24	4.7%	91.4%

2.6 The overall focus is to increase the rate of successful completion for students on all levels and modes of study. Through discussion with Academic Heads, spotlight on poorer performing programmes will continue via a Plan, Do, Study, Act project.

3 ALTERNATIVE FUNDING ACTIVITY – FWDF AND MODERN APPRENTICESHIPS

- 3.1 The Scottish Funding Council (SFC) have confirmed that following the recent Scottish Budget 2024-25 announcement, there will be no funding available for FWDF in academic years 2023-24 and 2024-25. As part of year 6 FWDF funding (which spanned across academic years 2022-23 and 2023-24), we were allocated £700k of funding and delivered upskilling and reskilling training to 43 levy and 62 SME employers with employer demand exceeding available funding. The college continues to experience substantial employer demand and are currently working with these employers to explore commercial and alternative funding options to meet their ongoing workforce development needs.
- 3.2 The immediate impact on the college's 2023-24 FWDF budget originally set at £858,500 is a reforecast deficit of £435k. Given the additional income reforecast to come in under other alternative funding streams including modern apprenticeships and commercial activity, this would reduce this deficit to approximately £155k.
- 3.3 The college has submitted a bid in response to the Skills Development Scotland (SDS) Modern Apprenticeship contract opportunity for 2024-25 (optional two 1-year extensions for 2025-26 and 2026-27 at SDS discretion). Our request is for 371 places (2023-24 allocation was 244 places) and we have expanded our apprenticeship pathways to include care services (management), construction, creative media, customer service, digital marketing, social services, pharmacy and management. Contract awards are anticipated February/March 2024 for delivery commencing April 2024.

4 DEPARTMENTAL UPDATES

- 4.1 **Access and Progression department**, in partnership with Women's Aid, have commenced working with a group of women to assist members of our local community enhance their self-confidence and self-belief to create a more supportive, encouraging, and thriving environment for everyone – assisting our purpose of advocating social justice and releasing potential in our communities. Utilising funding from the Student Mental Health and Wellbeing Transition Fund, the department has purchased resources to support the programme that now has 14 students enrolled with a long-term goal of progressing onto a 'Women in Business' course, engaging those furthest away from education and providing entrepreneurial opportunities.
- 4.2 **Automotive Studies** have organised a number of educational visits for students such as visiting the Motor Transport Museum (MTM) in Glasgow as well as the Motorbike show in Birmingham. The Department has hosted 2024 Triumph motorcycle, Scottish dealership training on the Motherwell campus, demonstrating new model information and training to industry partners and academic staff. Other campus visitors include, Alexander Dennis of Falkirk, Scotland's only bus and coach manufacturers who were particularly interested in HGV centre and further opportunities to work in partnership with the college.

- 4.3 **Beauty, Aesthetics and Hair Design** team have been working in partnership with The Salvation Army in Motherwell. Students operate a Hairdressing and Beauty salon dedicated to supporting carers, showcasing the strength of community spirit. This partnership highlights the potential for positive change and community support, benefiting all involved. Students actively participate in these salon sessions for carers every Friday, integrating valuable extracurricular activities into our curriculum. Aligning with NCL's purpose, mission and values, these initiatives promote equality, diversity, and social responsibility, providing students with a deeper understanding of diverse community needs. The department takes pride in contributing to this meaningful project, emphasising our commitment to holistic education and community engagement.
- 4.4 **Computing and Digital Technologies** department was delighted that Kevin Morrow won gold in Network Systems Administration at WorldSkills UK. Kevin commenced college on a digital taster course before progressing to full time Level 5 NQ Computing & Digital Media course, then onto HNC and HND NextGen Networking & Cloud Infrastructure at our Coatbridge campus. Other departmental highlights include "Inspiring Women in IT" online conference led by Claire McRae, Academic Leader, with 4 great speakers from diverse backgrounds and covering a wide range of topics. In partnership with University of the West of Scotland, the department commenced BEng Cyber Security in 2023-24. This is the first-degree programme offered by the department at the Motherwell campus.
- 4.5 **Construction Trades Technology** department is proud with the range of activities undertaken including working with local employers to assist in recruitment processes, undertaking projects for community benefits in conjunction with North Lanarkshire Council as well as converting accommodation in the Cumbernauld campus for dedicated project activity. In November, the department was delighted with the success of Ross Black who achieved gold in Fire Detection and Alarm systems. Designed by industry experts, WorldSkills UK aims to help young people grow personally and professionally by developing their technical and employability skills and boosting their confidence. Recently the department has been able to offer an additional short course for apprentices on SECTT programmes, who are ready to sit their Final Skills Test to complete their apprenticeship. The course has increased the first time pass rate from 30-40% to approx. 80%.
- 4.6 **Culinary Arts** have organised several trips for students to attend MasterChef of Great Britain demonstrations including Game and patisserie. One former student presented at the event and the department will be highlighting progression openings for students. In-college placement opportunities continue at both Motherwell and Cumbernauld campuses and occasionally HNC Professional Cookery students prepare dishes for the refectory on Fridays.

- 4.7 **Dental, Health and Social Care** department has recently participated in a wide range of activities including staff from the Dental Team visiting the Philippines showcasing and sharing exceptional work within the department. Uniform Services and Gradu8 school pupils visited the Fire and Rescue service to gain a greater understanding of the vital role local care and safety services have in protecting individual's health and wellbeing. Glasgow City Council and North Lanarkshire Recovery Community brought conversation cafes regarding addiction services to students to reiterate recovery from addiction is not an individual effort alone. To ensure health care students are fully aware of all branches of nursing available to them, department organised a speaker from Glasgow Caledonian University to discuss working within the learning disability sector. Funding activity by dental students raised over £1000 for Diamonds in the Community, a charity that provides projects to improve opportunities of social inclusion, better physical health as well as encouraging better mental health.
- 4.8 **Education and Counselling** department has introduced STEM based activities to provide purposefully for work place opportunities for the students who do not have a placement on the course. Students plan deliver and evaluated the experiences and it is the intention to introduce a booking system for sessions within the local community rolling out August 2024. The department was also engaged with external organisations such as Moira Anderson Foundation to support the delivery of the Rights and Entitlements and Services for Children and Young People units. Staff development undertaken in Froebel Training, which considers a new approach to early education. The key principles of Unity and Connectedness, Autonomous Learners, and Relationships underpins this alternative learning style which can be embedded into new and existing curriculums and potentially the introduction of a new twilight course in the near future.
- 4.9 **Humanities** commenced a new SWAP Access to ESOL with Business course at Coatbridge Campus, which is the first framework of its kind in Scotland. The course has retained 100% of students with most progressing very well. Another new development was NQ Psychology and Understanding Mental Health which also recruited well and all students have been retained. A conference, organised by the department, *Breaking The Cycle: The Intersection Between Crime and Poverty* [Breaking the Cycle - The Clan - NCL \(interactgo.com\)](https://www.interactgo.com) brought together key speakers and students from both the college and other HE institutions.
- 4.10 **Lanarkshire Business School** students on HND Legal Studies programme have visited the High Court of Justiciary in Edinburgh, Scotland's highest criminal court. During the visit students were able to sit in on a murder trial, listening to several Crown witnesses giving evidence; have a private audience with current High Court Judge and former Lord Advocate, Lord Mulholland, who had specially prepared a presentation on several high profile cases that he had been involved in including World's End Murderer Angus Sinclair and serial killer Peter Tobin; tour of Parliament Hall within the Court of Session and private talk in Court 1 by the Principal Clerk to the court as to how it operates.

- 4.11 **Lanarkshire Institute of Science and Technology** students on Higher National Computer Aided Draughting and Computer Aided Architectural Design and Technology have had presentations from key industry professionals and partners. Keppie Design are setting the Architectural Design Graded Unit project and will act as the client. Computing Aided Draughting and Design will be going to visit a prototyping company and will work with a design company to review industrial product design and manufacturing. FE students are working alongside North Lanarkshire Council to redesign the plot of land behind the Motherwell Fire Station as well as designing the Wellness spaces within the 3 Campuses. Staff are working with companies to organise mock interviews, work experience and part time employment opportunities.
- 4.12 **Music and Performing Arts** continues to highlight the talents of students. At the recent BA Acting and BA Musical Theatre Showcase, every participating student received employment offers as a direct result of their outstanding performances. This achievement underscores the calibre of our students and the effectiveness of our showcase in connecting them with meaningful career opportunities. A key component of this success is the comprehensive accompanying programme, which includes the provision of professional headshots and CVs for all performers. This initiative has proven to be instrumental in presenting students in the best possible light to industry professionals, facilitating their seamless transition into the workforce. Future events to showcase talent as well as creating a valuable experiential learning opportunity for students are planned for May.
- 4.13 **Sports and Physical Activities** department has recently provided access to Coach Logic: An industry leading Interactive Sports Analysis programme for learning, teaching and evaluation. Coach Logic is a platform that connects the student and athlete(s) with a collaborative view of performance. This resource ensures students are 'employment ready' utilising equipment commonly found in industry. Loom software has been successfully used by Sport Staff to provide meaningful and innovative methods of assessment feedback. Recognised as excellent practice by Education Scotland, this student-centred approach allows for audible and video learner feedback while encourages ownership of assessment and improvement.
- 4.14 **Staff Development Academy** has opened a Hub dedicated to the staff and their development. Located in Motherwell, it is a place where staff can come together to learn with and from each other. The Staff Development Academy believes you can't deliver what you don't experience so the room has been kitted out with the best and most up to date technology including a Clevertouch panel and a Hybrid Kit. The Hub is available for formal training sessions, workshops and for staff to have a safe space to experiment with the new technology either individually or as a small group. The first group to use the Hub was the monthly Academic Leaders Support and Development session in December 2023, these monthly professional learning sessions will be replicated with the Professional Services Line-mangers team from January. The sessions allow time for networking, learning and developing themselves within a team environment. As with any new programme "Enhancing Learning and Teaching" for academic staff, continues to evolve and develop. Each month there is a theme e.g. Trauma Informed Practice and resources are shared, encouraging networking, online workshops and a journal club. The programme aims to make professional learning accessible to all and to enable knowledge into action.

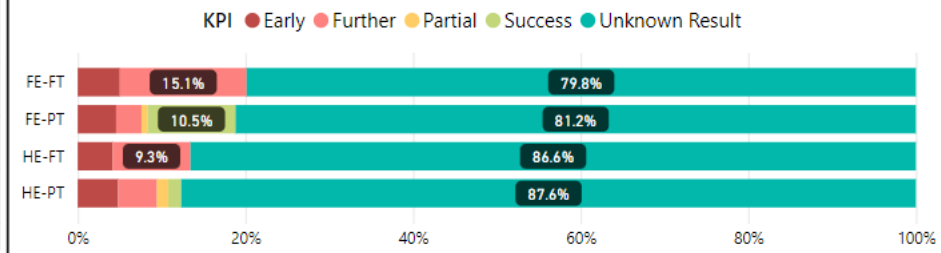
- 4.15 **Supported Learning** students operate “The Braw Wee Shop” which is an exceptional opportunity for students with additional support needs to gain a variety of skills within a supported vocational retail operation. The initial shop opened at Motherwell Campus in 2022, and given its success, we have now opened outlets at both Cumbernauld and Coatbridge, late 2023. The success of the shops was highlighted over the festive period. Students worked hard to introduce and sell a range of Christmas themed gifts through various enterprise activities. Takings from the shop are donated toward the NCL foundation, addressing poverty within our communities through our free breakfast initiative.
- 4.16 **Visual and Creative Arts** department this session has launched the BA in Filmmaking and Screenwriting at Cumbernauld with a £10k investment in new Production equipment. School Partnerships have continued across both local authorities through the delivery of Foundation Apprenticeships in Creative and Digital Media and engagement with employers has provided work placements for students in Semester 2. Art and Design have introduced a Wednesday afternoon professional practice slot for students across all programmes being introduced to best practice via a series of guest speakers. Make-up Artistry have taken students from all levels on field trips into industry witnessing first-hand the practice within the Fashion and Make-up industry.



Appendix 1 – NCL Credit Summary – 31 January 2024

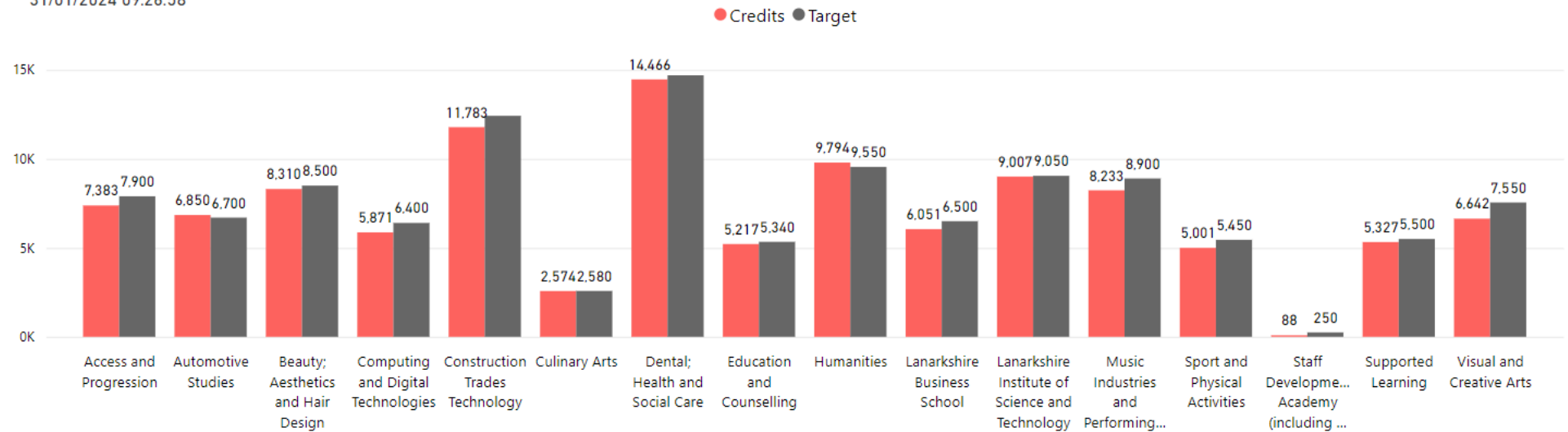
NCL Credit Summary Data source: Unit-E Live Link; Not for release, internal use only		Faculty All	Session 2023 - 2024	117,290 Credit Target	993 Class Groups
Actual Credit Total 112,597! Goal: 117,290 (-4%)		Campus (groups), Course All		112,597 Credits Delivered	12,148 Learners
				977 OnePlus	7,506 FTE

Level and Mode	FE-FT		FE-PT		HE-FT		HE-PT		Total	
KPI	Credits	Learners	Credits	Learners	Credits	Learners	Credits	Learners	Credits	Learners
Early	33	188	29	221	15	86	1	25	78	520
Exclude from KPI	1,736	118	2,495	848	0	12	150	34	4,382	1,012
Further	9,224	565	516	146	2,847	191	77	24	12,664	926
Partial			45	34			0	7	45	41
Success			343	507			1	8	344	515
Unknown Result	49,844	2,983	16,904	3,914	26,408	1,783	1,930	454	95,085	9,134
Total	60,836	3,854	20,332	5,670	29,270	2,072	2,159	552	112,597	12,148



Data Last Updated On
31/01/2024 09:26:58

Faculty Credit Summary



Appendix 2 – Departmental Credit and Retention Summary – 31 January 2024

Department	FEFT Enrolled	FEFT Withdrawn	FEPT Enrolled	FEFT Withdrawn	HEFT Enrolled	HEFT Withdrawn	HEPT Enrolled	HEPT Withdrawn
Access and Progression	317	61 (19.2%)	494	36 (7.3%)				
Automotive Studies	307	56 (18.2%)	378	30 (7.9%)				
Beauty, Aesthetics and Hair Design	417	92 (22.1%)	319	29 (9.1%)	61	16 (26.2%)		
Computing and Digital Technologies	193	37 (19.2%)	250	1 (0.4%)	181	22 (12.1%)		
Construction Trades Technologies	487	94 (19.3%)	1150	32 (2.8%)			13	1 (7.6%)
Culinary Arts	130	26 (20%)	151	11 (7.3%)	12	3 (25%)	15	-
Dental, Health and Social Care	459	99 (21.6%)	439	21 (4.8%)	355	54 (15.2%)	43	6 (14%)
Education and Counselling	196	40 (20.4%)	206	22 (10.7%)	88	20 (22.7%)	37	-
Humanities	303	70 (23.1%)	445	67 (15%)	231	30 (13%)	54	2 (3.7%)
Lanarkshire Business School	140	43 (30.7%)	358	33 (9.2%)	232	51 (22%)	156	31 (19.9%)
Lanarkshire Institute of Science and Technology	257	49 (19.1%)	522	23 (4.4%)	178	17 (9.6%)	131	3 (2.3%)
Music and Performing Arts	91	12 (13.2%)	270	28 (10.4%)	396	28 (7%)	3	-
Sports and Physical Activities	144	30 (20.8%)	325	9 (2.8%)	162	16 (9.9%)	25	-
Staff Development Academy			20	-			52	-
Supported Learning	226	8 (3.5%)	163	1 (0.6%)				
Visual and Creative Arts	187	36 (19.3%)	179	24 (13.4%)	176	20 (11.4%)	2	-

CURRICULUM, QUALITY AND DEVELOPMENT COMMITTEE

DATE:	13 February 2024
TITLE OF REPORT:	Curriculum and Credit Update
REFERENCE	Agenda Item 6.3
AUTHOR AND CONTACT DETAILS	Angela Pignatelli Vice Principal Learning, Teaching and the Student Experience angela.pignatelli@slc.ac.uk
PURPOSE:	To provide members with an update on the College's credit target and update members on activity taking place across the areas of Learning, Teaching and Student Experience across the College.
KEY RECOMMENDATIONS/ DECISIONS:	<ul style="list-style-type: none"> • consider and note progress to the 2023-2024 credit target; • note the recruitment and retention update; • note the work being undertaken by curriculum areas in curriculum planning for 2024-25; • note the updated activity with Education Scotland; • note the activity being undertaken in the area of alternative funding.
RISK	<ul style="list-style-type: none"> • that the College exceeds its overall credit target due to positive recruitment; • that planned curriculum activity, post January 2024, may not run given the credit target has been surpassed.
RELEVANT STRATEGIC AIMS:	<ul style="list-style-type: none"> • Successful Students • Highest Quality Education and Support
SUMMARY OF REPORT:	<ul style="list-style-type: none"> • The college has met its 2023-24 credit target pending projected withdrawals; • The early withdrawal, further withdrawal and retention rates for 2023-24 show a marked improvement against the three-year trend; • Student recruitment for January Provision is steady; • Education Scotland visits are underway to plan for upcoming Thematic Review of Care and post Spring Annual Engagement Visit (AEV); • Curriculum Reviews:

	<p>Eleven Curriculum Planning have taken place in January to review and ensure the validity and viability of the 2024-25 curriculum offering in light of the recent SFC Funding Announcement;</p> <ul style="list-style-type: none">• Alternative Funding opportunities continue to be developed including involvement in the Innovate UK Further Education Innovation Fund as college lead on Sustainability.
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1 INTRODUCTION

1.1 This paper provides an update on the credit target for the academic year 2023/24; a recruitment and retention update; an overview of the learning and teaching activity including curriculum planning; and alternative funding activity since the last Committee in November 2023

2 CREDIT AND RECRUITMENT ACTIVITY 2023-24

2.1 Credit Activity

2.2 The 2023-24 credit allocation of 43,600 is a reduction of 5,212 credits from the 48,812 credits academic session 2022-23. As of January 2024, the credit outturn is projected to be 44,095 credits. This equates to a projected 495 credits above target. Table 1 below provides an overview.

2.3 Table 1: Breakdown of Credits By Curriculum Directorate

Credits, Potential Withdrawals Credits, Target, Curriculum Planning Projection, Projections Against...

BY FACULTY

Faculty	Credits	Potential Withdrawals Credits	Target	Curriculum Planning Projection	Projections Against Target
	0.00	0.00		0.00	0.00
ACO	23,596.50	182.50	25,584.00	414.50	-1,755.50
AHH	20,276.00	329.50	18,016.00	320.50	2,251.00
TableTotalLabel	43,872.50	512.00	43,600.00	735.00	495.50

2.4 With 571 credits of additional planned curriculum activity, a re-evaluation of further planned activity is now underway, including an exercise to ensure that the College is delivering within existing resources. This is against the context of the Scottish Funding Council (SFC) 2% positive or negative threshold tolerance (the upper threshold is 44,472 credits). Any perceived over-activity should be balanced out by the withdrawal rate of approximately 4% to ensure the College is operating within its threshold.

2.5 The College continues to monitor the credit target on a weekly basis. The end of academic year outturn is projected to be 44, 095 credits.

2.6 Recruitment

2.7 The College held a successful Open Evening on 16 January 2024 with over 120 visitors enquiring about courses, many of whom applied for their January courses on the day and transferred into classes the following week.

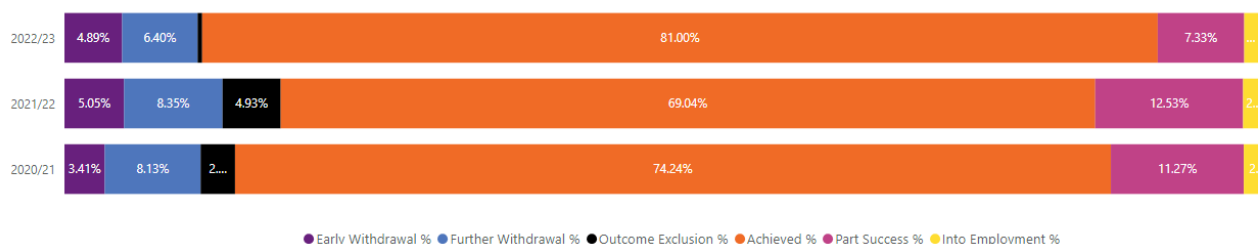
2.8 Conversion rates from volume of students 'applying' translating into 'offers made' continues to be an area requiring attention and action. Curriculum action planning is exploring and addressing this.

2.9 Retention

2.10 The chart below shows the 3-year trend for retention at the College from 2020 - 2023.

2.11 **Chart 1: Retention 2020-2023**

Performance Indicators - Retention



Year	Early Withdrawal	Further Withdrawal	Outcome Exclusion	Achieve	Part Success	Into Employment
2022/23	4.89%	6.4%	0.38%	81%	7.33%	1.7%
2021/22	5.05%	8.35%	4.93%	69.04%	12.53%	2.1%
2020/21	3.41%	8.13%	2.91%	74.24%	11.27%	2.49%

2.12 The latest College retention information for 2023/24 is as follows:

2.13 Early Withdrawal (EW) rates are 2% which is a 2.89% improvement from last year. The highest EW are in FE/FT at 4.56% with HE/PT next at 2.8%. Curriculum action planning is exploring and addressing this.

2.14 Further Withdrawal (FW) rates are 3.72% which is a 2.68% improvement from last year; The highest FW are in FE/FT at 7.33% with HE/FT next at 7.1%. Overall retention is 93.68% which is a 12.68% improvement from last year at this time, The lowest retention is in FE/FT at 88.1%

2.15 Curriculum teams continue to monitor retention and put in place intervention actions as appropriate. Please see Annex A for a breakdown of curriculum areas.

3 EDUCATION SCOTLAND

3.1 **Link Inspector Visit**

3.1.1 The College's His Majesty's Inspector of Education (HMIE), Joe Mulholland, conducted his first link inspector visit of the new year this month, meeting Principal Stella McManus and Vice Principal Learning, Teaching and the Student Experience, Angela Pignatelli.

3.1.2 Discussions were held in relation to:

- The potential implications of the recent Sector Funding announcement by the SFC in January 2024
<https://www.sfc.ac.uk/nmsruntime/saveasdialog.aspx?IID=24800&sID=16133> ;
- The timeframe and approach for this year's Annual Engagement Visit (AEV);
- the upcoming Care Thematic Review.

3.2 **Care Thematic Review**

- 3.2.1 This national, thematic, one-day review will take place on 28 February 2024. It will focus on the curriculum areas which are part of the SFC Care Grouping with the review team adopting a data-led approach.
- 3.2.2 The scope of the review includes the curriculum areas of Early Education Childcare and Health and Social Care. The review team is composed of two HMIs and two Associate Assessors, who will use the Quality indicators from the Education Scotland “How Good is Our College” (HGIOC) framework to scope the visit. The review will include:
- observations of learning and teaching practice;
 - discussions with learners;
 - professional dialogue with staff, managers and college leaders; and
 - discussion with eight employers.
- 3.2.3 A total of eight colleges are included in the review, including Borders College which has been selected as the benchmark college for the review.
- 3.2.4 There will be a particular focus on, digital care in homecare, partnership working and, government driven workforce pipeline. The scope of the review excludes SVQ provision.
- 3.2.5 The final Care Thematic Review report, which will include examples of highly effective practice, will be published in spring/summer 2024.

4 CURRICULUM PROGRESS REVIEWS

- 4.1 Progress reviews took place with all curriculum areas in December. The Review is an important part of the evaluation and quality improvement process. Its purpose is to review the performance of the curriculum area at course level. The discussions and actions inform the curriculum offering and the effectiveness of the student experience. The review maps the quality improvements and enhancements required onto the Education Scotland ‘How Good is our College’ Framework.
- 4.2 The identification of ‘key actions required’ for all courses feeds into the continual improvement for the curriculum area as part of the quality improvement process. The analysis focused on the effectiveness of each course and encompassed operational issues including everything, from transport link barriers to students’ ability to access the College, to Performance Indicators (PI) of the course performance and success. In addition, the reviews have identified areas of staffing surplus and staff skills need linking to redeployment exercises and training/reskilling. Identification of best practice and success stories provides an insight into the impact of the improvements year on year.
- 4.3 Top level analysis of PIs has identified areas where courses are at risk due to low recruitment, low retention or high withdrawal, low attainment or partial success. Associated action plans have been created by Curriculum Managers to address the elements raised. Key areas at risk include:

4.4 Table 2: key areas at risk:

FE Full Time	SVQ Level 2 Hairdressing (Scottish Vocational Qualification) SCQF level 5
	SVQ Level 2&3 Barbering (Scottish Vocational Qualification) SCQF levels 5/6
	NC Level 5 Beauty (National Certificate) SCQF level 5
	NC Level 6 Makeup (National Certificate) SCQF Level 6
	SWAP HAS SCQF level 6
	HNC Horticulture level SCQF 7
HE Full Time	HNC Makeup Artistry (Higher National Diploma) SCQF level 7
HE Part Time	HNC Counselling (Higher National Certificate) SCQF level 7
	PDA Childhood Practice (Professional Development Award) SCQF level 8
	PDA Demetia Care (Professional Development Award) SCQF level 7

4.4.1 Other key issues include:

4.4.2 **External Factors:** Some challenging external factors such as increased material costs in wet trades and the continued trend of Universities offering to the college target market.

4.4.3 **Internal Processes:** Some internal support processes which need further probing and possible improvements such as, timeous access to bursary funding; a shortage of skilled staff in areas of demand such as the Built Environment, delays in students receiving extended learning support declared at point of entry; the internal verification (IV) electronic process which has been highlighted as requiring improvement; further investigation into conversion rates from application into enrolment and attendance levels across courses.

4.4.4 **Quality Assurance:** The College has a strong reputation for Quality Assurance, as the recent internal audit also confirmed. Robust arrangements around internal verification (IV) will continue to track and monitor the quality standards to give reassurance on the standard of each course on offer. External Verification visits have provided a level of confidence in the quality standards of those areas affected. Staff Training and development continues to be a priority with staff engaging in TQFE, Teaching in Colleges Today (TiCT) and L&D 9/11 units.

The full Internal Audit Paper is attached.

4.4.5 **Student voice:** continues to be captured via the student survey. Participation levels in these need to be improved if the findings are to be proportionately representative of the student views, even though they are high in some areas. In particular, engaging apprentices in the student surveys needs improvement. Work will take place with the student association to elevate the profile and importance of these surveys.

- 4.4.6 **Evaluative Writing:** A more robust focus on evaluative writing and evaluative analysis will be developed to ensure curriculum teams are reflecting and making critical judgements and decisions in the context of impact and supporting improvement.

5 CURRICULUM PLANNING

- 5.1 A series of eleven Curriculum Planning meetings have taken place in January to ensure the 2024-2025 curriculum offering is current, relevant, meeting labour market needs, supporting the local community, efficient and feeding into the South Lanarkshire Community Plans. In light of the SFC Funding announcement previously mentioned, these meetings, and the robust analysis of the curriculum on offer, are more important than ever.
- 5.2 The focus of the meetings is additional efficiencies, cost savings and an increase in the full cost recovery/commercial offer. The quality of learning and teaching has been emphasised to ensure that the student experience is not compromised and meets the strategic aims of successful students and highest quality education and support. There are new opportunities which will arise from the exploration of what the College does and how it is done.
- 5.3 The meetings have addressed key issues, and risks to be mitigated, which include subject demand/recruitment, retention, subjects/courses at risk, staff utilisation, the possible need for redeployment/retraining, staff skills mapping to meet new emerging opportunities and areas of growth, and further improvements to our support services to better support our students.

6 SYSTEMS VERIFICATION VISIT

- 6.1 The systems verification Visit took place in December 2023. The systems verification is the process used to ensure that SQA centres comply with the quality assurance criteria and have internal quality assurance systems appropriately documented, effectively implemented and evaluated, and show continuous improvement in their application.
- 6.2 The full report can be found in Annex C.
- 6.3 The results indicated that “High Confidence” was identified in the systems that support the maintenance of SQA standards across the six set criteria: management of a centre; resources; candidate support; internal assessment and verification; external assessment; and data management.
- 6.4 There were 13 elements of good practice identified and 17 Recommendations for continuous enhancement which can be found in Annex D.

7 CURRICULUM AND ALTERNATIVE FUNDING

- 7.1 **Innovate UK:** Alternative Funding opportunities continue to be developed including involvement in the Innovate UK Further Education Innovation Fund as college lead on Sustainability. Innovate UK, part of UK Research and Innovation, is investing up to £8.8 million in innovation projects in this competition. This opportunity arose due to South Lanarkshire College being part of the Colleges West Partnership arrangement consisting of the Lanarkshire and Glasgow colleges as well as West College Scotland.
- 7.2 The aim of this competition is to enable Further Education Colleges (FEC) to address local business needs by supporting the adoption and diffusion of innovations. Proposals

demonstrate how applicants can establish, and manage, Local Innovation Centres and advisors.

7.3 This competition is split into four strands, each focused on a specific region:

- West Midlands Combined Authority, £2.5 million
- Greater Manchester Combined Authority, £2.5 million
- Glasgow City Region, £1.2 million (this strand)
- Innovation Mission (Gatsby-AoC ISCEP colleges), £2.6 million

7.4 Total costs can be 100% funded through the project. Marketing costs must be borne by applicants.

7.5 Glasgow Kelvin College is the Lead partner with overall project management role and Lead applicant on behalf of the consortium. City of Glasgow College will provide innovation leadership, led by their Head of Innovation and STEM.

7.6 The fund will create 6 innovation centres with a lead college for each:

1. The Centre for Digitally Enabled Health – led by New College Lanarkshire
2. The Centre for Sustainable Development - led by South Lanarkshire College
3. The Centre for Digital Creativity - led by Glasgow Clyde College
4. The Centre for Industrial Automation - led by West College, Scotland
5. The Centre for Digital Enablement - led by Glasgow Kelvin College
6. The Centre for Innovation Leadership - led by City of Glasgow College

7.7 These are aligned for priority economic sectors identified in Glasgow City Region:

- Health and Life sciences; (Digitally Enabled Health)
- Advanced Manufacturing; (Industrial Automation)
- Energy and Net Zero; (Sustainable Development)
- Digital and Creative Industries; (Digital Creativity)
- Digital and Enabling Technologies and Services. (Digital Enablement)

7.8 Innovation practitioners within the centre will help businesses understand how to adopt new technologies, processes, and business models to grow their businesses and increase their productivity. They will transfer knowledge and, in the process, facilitate innovation.

7.9 The details of this are shared with the committee in strictest confidence as the launch date for this national venture is 15 February 2024.

Modern Apprenticeships

7.10 The volume of Modern Apprenticeship (MA) contracts via Skills Development Scotland (SDS) is shown in Table 3 below.

7.11 *Table 3 Modern Apprenticeship Starts*

Vocational Qualification	SCQF Level	No of MAs
Carpentry & Joinery	6	82
Plumbing	7	72
Painting & Decorating	6	11
Plastering	6	14
Bricklaying	6	12
Roofing Occupations	6	14

Roofing Occupations	5	5
Social Services and Healthcare	7	19
Social Services and Healthcare	9	11
Care Services Leadership and Management	10	3
Hairdressing	5	17
Hairdressing	6	8
Accounts	6	6
		274

Rural Academy Shared Prosperity Fund

PDA ESA - LANARK	Sep-23	18
PDA ESA - STRATHAVEN	Sep-23	17
NPA ADMIN & NUM	Oct-23	5
PDA ESA - LANARK	Jan-24	19
NPA ADMIN & NUM	Jan-24	11 expected
INTRO TO POLICE SKILLS	Apr-24	
NUMERACY & IT	Apr-24	
INTRO TO CHILDCARE	Apr-24	
INTRO ACCOUNTS	Apr-24	

8 RISK

- 8.1 that the College exceeds its overall credit target due to positive recruitment;
- 8.2 that planned curriculum activity, post January 2024, may not run given the credit target has been surpassed, resulting in not being able to teach key skills to the communities the College serves; and
- 8.3 that the quality of learning, teaching and assessment declines impacting on the student experience.

9 EQUALITIES

- 9.1 that planned additional activity in year may not run given the college is above its credit target and must operate within the Scottish Funding Council 2% upper threshold.

10 RECOMMENDATIONS

Members are recommended to:

- consider and note progress to the 2023-2024 credit target;
- note the recruitment and retention update;
- note the work being undertaken by curriculum areas in Curriculum Reviews and Curriculum Planning for 2024-25;
- note the updated activity with Education Scotland; and
- note the activity being undertaken in the area of alternative funding

ANNEX A

Table 3: Curriculum Areas - Enrolments and Retention to date January 2024.

Mode	No. of Enrolments	Early Withdrawals	%	No. of Further Withdrawals	%	Retention %
Building Service Engineering	348	4	1.15	5	1.44	97.41
Built Environment	424	30	7.08	23	5.42	87.5
Business Management and Media and Accounts	648	21	3.24	26	4.01	92.75
Carpentry and Joinery	346	2	0.58	1	0.29	99.13
Early Education and Childcare	469	8	1.71	12	2.56	95.74
Hairdressing, Beauty and Make Up Artistry	301	8	2.66	30	9.97	87.38
Health and Social Care	447	10	2.24	27	6.04	91.72
Hospitality, Tourism, Legal and Police Studies	312	14	4.49	28	8.97	86.54
Learning Development	416	6	1.44	13	3.13	95.43
Life Sciences	265	7	2.64	8	3.02	94.34
Wet Trades	339	2	0.59	0	0	99.41

Note: A like for like comparison cannot be considered due to the following.

- An overall reduction in college credits.
- The merger of curriculum areas.
- The change to the retention date.

ANNEX B

Good news stories

Health and Social Care

The Health and Social Care Curriculum Team secured a new collaborative agreement with the University of Strathclyde in 2023. The Education & Social Services Degree (BA) responds to the Scottish Government's aspiration for different services to communicate more effectively and to work in a more integrated way to meet the service-user needs of children, young people,

and adults. A major aim of the degree is to develop the leadership qualities and skills required for this challenge.

The degree aims to prepare students for working in settings which combine health education and social work/social care. Students will enter college at a Diploma of Higher Education level, having first studied a relevant HNC in either Healthcare Practice, Childhood Practice or Social Services. Students will then progress on to Year 3 of the BA at the University of Strathclyde. This will provide a new learner pathway for South Lanarkshire College students onto degree level study.

The course successfully recruited to target in August 2023 with 18 students enrolled onto the programme and retention remains high at 88% with students on track to successfully complete their course.

Life Science

The Life Science team, working in partnership with the University of Glasgow, deliver a bespoke HNC in Applied Science that allows students to articulate directly into year 2 of undergraduate degree programmes within Life Sciences. This agreement has been in place since August 2021 and provides a valuable progression pathway for our students. Students enrolled on this articulation programme complete their HNC in college and participate in additional sessions run throughout the year by the university to support transition. Students are also enrolled as University of Glasgow students for the duration of their HNC and have access to a range of university resources.

Eligibility criteria includes those who live in SIMD postcode areas 1 to 4 and includes those students who are care experienced, estranged, or those with caring responsibilities. The programme design also includes a dedicated weekly slot for university engagement.

The College continues to maximise the variety of degree progression opportunities for our students. To date ten students have successfully articulated to year two of degree level study across a range of programmes within Life Sciences. This academic session five students are currently following this pathway and are on track to articulate.

Advanced Craft Painting & Decorating

Recent work is being showcased by the Advanced Craft Painting & Decorating students. The students are mastering the art of glass gilding with 24k Gold and Silver leaf, whilst developing their skills further by applying transfer Gold onto egg and dart corning.



British Gypsum

British Gypsum has, yet again, kindly donated hundreds of bags of plaster and plasterboard to support delivery of our plastering training courses. The college supported annually through the “Thistle Partnership” with British Gypsum and this support is enormously appreciated.

These materials are used to deliver training on apprenticeships, national progression awards and plastering units to future craft pupils from local schools.



Annex C

Systems Verification Visit Report

Paul – insert Systems Verification Visit Report please

Annex D

The SQA Systems Verification Self-assessment was submitted to the College's SQA Quality Manager, in November 2023. Table 4 lists the criterion where *Good Practice* and *Recommendations* for enhancement were identified by the College; all of which have been endorsed by SQA.

Table 4: SQA Systems Verification Summary

SQA Systems Verification Criterion	Good Practice	Recommendation(s) for Continuous Enhancement
1.1 Policies and procedures must be documented and reviewed to ensure full compliance with SQA quality criteria.	1	1
1.2 Policies and procedures must be endorsed by senior management and disseminated to all relevant staff.	1	0
1.4 The roles and responsibilities of those involved in the administration, management, assessment and quality assurance of SQA qualifications across all sites must be clearly documented and disseminated.	0	1

1.6 No-one with a personal interest in the outcome of an assessment is to be involved in the assessment process. This includes assessors, IVs and invigilators.	0	2
1.8 Feedback from candidates and staff must be sought and used to inform centre improvement plans.	1	0
1.9 The centre must comply with requests for access to records, information, candidates, staff and premises for the purpose of external quality assurance activities.	1	1
2.1 Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.	1	2
2.2 Assessors and internal verifiers must be given induction training on SQA qualifications and requirements.	0	1
2.5 All sites where candidates undertake assessments for SQA qualifications must be safe and appropriately resourced, and must provide access for candidates, staff and SQA personnel.	1	0
3.1 Candidate induction must include information about the SQA qualification and SQA requirements.	0	1
4.1 Internal assessment and verification procedures must be documented, monitored and reviewed to meet SQA requirements.	2	1
4.5 Assessment materials and candidate evidence (including examination question papers, scripts and electronically-stored evidence) must be stored and transported securely.	0	1
6.1 Candidates' personal data submitted by centres to SQA must accurately reflect the current status of the candidate.	1	2
6.2 Data on candidate entries submitted by centres to SQA must accurately reflect the current status of the candidate and the qualification.	2	3
6.3 Data on candidate results submitted by centres to SQA must accurately reflect the current status of the candidate and the qualification.	2	1
Overall	13	17

SQA noted in System Verification Report, "I'd like to highlight the dedication and professionalism of each member of staff I spoke with. The quality team in particular are very experienced and foster a warm and welcoming environment for college staff to access support. Every person I spoke with understood and valued the quality assurance systems the centre has in place, and for me this is a clear indicator of the success of your team."

The quality enhancement actions will be included in the associated departmental action plans and have been agreed with the appropriate Associate Principal/Curriculum Manager.



FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum, Student Affairs and Outcome Committee		
Presented by	Jennifer Lowe		
Author/Contact	Jennifer Lowe	Department / Unit	Executive
Date Created	February 2024	Telephone	Ext 7265
Appendices Attached	NCL Committee, Quality and Self-evaluation Update		
Disclosable under FOISA	Yes		

1. PURPOSE

To provide an update on quality assurance/enhancement and learning and teaching activity within the College.

2. BACKGROUND

Report provided to CSAO updates on the main activities since the last report in 13th November 2023.

3. DETAIL

The report includes updates on:

4. STRATEGIC IMPLICATIONS

The Board retains an overview of NCL activity.

5. RISK

N/A.

6. FINANCIAL IMPLICATIONS

Inability to achieve targets could result in loss of income to New College Lanarkshire.

7. LEGAL IMPLICATIONS

There are no legal implications.

8. WORKFORCE IMPLICATIONS

There are no workforce implications.

9. REPUTATIONAL IMPLICATIONS

There are no reputational implications.

10. EQUALITIES IMPLICATIONS

There are no equalities implications.

CONCLUSIONS/RECOMMENDATIONS

CSAO is asked to note the information contained in this report and raise or discuss any issues.



1 INTRODUCTION

- 1.1 This paper seeks to provide an update on the NCL Committee, Quality and Self-evaluation Update for academic year 2023 – 24.

2 COLLEGE COMMITTEE UPDATES

2.1 Learning and Teaching

The Student, Education, Learning and Teaching Committee has been established and will be responsible for advising the Executive Board on strategic and other related matters concerning education and learning and teaching.

The Committee will actively promote NCL key priorities: recruitment, retention, attainment and progression. It will lead on strategic initiatives designed to enhance the experience for students. This will include promoting expertise in learning, teaching, assessment and feedback.

2.2 Meta Skills Development

A meta skills working group has been established with a purpose of developing a meta skills strategy to support curriculum teams to incorporate meta skills into programmes trialling different ways of delivering and measuring these skills.

2.3 Academic Standards, Planning & Monitoring

The Academic Standards, Planning and Monitoring Group is noting requests from academic teams to write NCL SCQF units which are not available via awarding bodies. Examples of this include, Artificial Intelligence in Business, Level 6 Health Social Care and Meta Skills.

2.4 Retention and Attainment Group

Development is underway to revise NCL's Retention Strategy. The Strategy focuses on three main themes: promoting holistic well-being of students; interventions to mitigate against student withdrawals at college and programme level, and interventions which are data and evidence-based.

Academic Heads of Department have been challenged where there are low performing programmes, this has resulted in the development of a Plan-Do-Study-Act project. In addition, NCL has reached out to other colleges to learn from examples of best practice.



2.5 Learning and Teaching Group

The Learning and Teaching Group is promoting contemporary evidenced based practice that is driven by our obligation to meet the needs of our students and is aligned to current General Teaching Council Standards for Lecturers in Scotland's Colleges. The group will advocate innovation of learning, teaching, assessment and feedback and the sharing of best practice within the organisation. A learning and Teaching Conference will take place in June to showcase the excellent work which is underway.

3 QUALITY UPDATES

- 3.1 Quality Assurance Agency (QAA) visited New College Lanarkshire, as part of QAA and the Tertiary Quality Project consultation. Following this visit, a mapping exercise was undertaken by NCL Assistant Registrar – Quality between the UK Quality Code and SQA systems verification framework. NCL staff have contributed to development of the new external review method, such as shaping some key areas of work and possible review outcomes and judgements.
- 3.2 College Annual Engagement visit took place on 5 and 6 December 2023 during which the team explored themes: learner progress and outcomes, approaches to assuring and enhancing the quality of learning and teaching including professional updating, and learner engagement. Verbal feedback at the end of the visit was overall positive and when the final report is received this will be tabled at CSAO.
- 3.3 Thematic review of Care has been planned for 4 and 5 March 2024. Review team will be comprised of HM Inspectors, Associate Assessors, and potentially Student Team Members. The review team will use a data-led approach and engage with senior managers, managers, academic staff, professional services staff, students and other relevant stakeholders. Lesson observation will be undertaken as well as student focus groups and discussion with industry partners.
- 3.4 The review process will utilise the Quality Indicators (QIs) from the How Good is Our College (HGIOC) framework How good is our college? (education.gov.scot) with specific focus on:
 - Leadership of learning and teaching;
 - 2.2 Curriculum Rationale, design, and development;
 - 2.3 Learning, teaching and assessment;
 - 2.6 Partnerships;
 - 3.2 Equity, attainment and achievement for all learners.



4 SELF-EVALUATION

4.1 Spotlight on Curriculum

The revised Course Curriculum Evaluation procedure is designed to continually evolve and transform the curriculum. This includes meaningful consultation, reflection and evaluation involving students and key stakeholders. The procedure involves spotlight on curriculum discussions with each academic department and learner representative meetings resulting in action plans for improvement and You Said, We Did actions.

The next Spotlight on Curriculum will take place in March where academic departments will respond to the following agenda items:

- Recruitment support the planned credit targets.
 - How well students achieve and maintain high levels of retention, attainment and progression.
 - To what extent has the curriculum offering taken account of local and national policy and key strategic drivers including Labour Market information.
 - To what extent is the curriculum demonstrating clear articulation pathways.
 - To what extent is the curriculum design flexible enough to allow individuals to progress and engage with learning opportunities by acknowledging the context within which they are living and studying?
 - To what extent does the curriculum offering support the growth of degree provision to support individuals to attain a degree level qualification whilst studying at a local college campus?
 - To what extent have views of internal and external stakeholders influenced the development and planned improvement of the curriculum?
 - To what extent does the curriculum offering ensure work placement and work experience opportunities are available to develop skills for employability?
- 4.2 Initial Perception Student Survey Report – “Did we get it right?” – Appendix 1, achieved an overall response rate above 57% and for full-time student’s response rate was over 60%. In two instances the percentage of students agreeing with the statement was less than 85% agreeing with the statement, so actions were put in place to address this.
- 4.3 Guidance for SFC College Student Satisfaction survey was issued on 29 January 2024. [College Student Satisfaction Survey Guidance 2023-24](#). Given previous completion rates for the survey, there are no plans to change the approach as engagement is good.

Did We Get It Right?

Initial Perception Student Survey Report

Session 2023/24



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Survey Rationale & Methodology

The invitation to complete the initial perception study “Did we get it right?” was provided to all enrolled students regardless of the number of credits within their programme and data collected was analysed on student mode of attendance. Given that this is the first full academic year all students have returned to learning on campus at the start of the session, it is intended to use the information to create a baseline for going forward.

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

Early identification of issues does enable the college to adjust support for students or update systems that would benefit students commencing in January 2024. The College recognises that this feedback is an early indicator of the student journey at NCL and can lead to enhanced learning outcomes, improved performance, and increased motivation among students.

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



Departmental completion rates

Department	Actual Response	Possible Response	Response Rate %
Access and Progression	372	488	76.2
Automotive Studies	259	384	67.4
Beauty, Aesthetics and Hair Design	359	532	67.5
Computing and Digital Technologies	186	355	52.4
Construction Trades Technology	433	755	57.4
Culinary Arts	107	159	67.3
Dental, Health and Social Care	504	877	57.5
Education and Counselling	196	315	62.2
Humanities	249	780	31.9
Lanarkshire Business School	337	554	60.8
Lanarkshire Institute of Science and Technology	512	718	71.3
Music Industries and Performing Arts	311	559	55.5
Sport and Physical Activities	222	323	68.7
Supported Learning	91	245	37.1
Visual and Creative Arts	170	452	37.6
Total	4308	7496	57.4

Level and Mode of attendance completion rates

Level and Mode	Response Rate %
Further Education – Full Time	63.2
Further Education – Part Time	46.2
Higher Education – Full Time	61.2
Higher Education – Part Time	35.3
Overall Total	57.4

Complete rates in relation to campus

Campus	Response Rate %
Broadwood	89.4
Coatbridge	62.4
Cumbernauld	59.3
Kirkintilloch	78.4
Motherwell	53.7
Online/various	15.2
Total	57.4

Satisfaction rates in relation to individual questions and level of study

Percentage of students agreeing with the statement.

Question	FE satisfaction %	HE satisfaction %	Overall satisfaction %
When I applied I was dealt with promptly	92	90	91
I know about the help I can get if I have a learning problem	91	89	90
If I needed it, I received good advice on financial help	84	81	83
It was easy to enrol	85	88	86
The Induction/Introduction helped me settle in to College	90	89	89
I was clear about the support I can get from the College	90	86	89
The expected standards of attendance and punctuality were made clear to me	94	92	94
I feel I am on the right study programme	93	93	93
The arrangements for any extra activities/enrichment were made clear to me	81	73	78
All students are treated fairly and with respect	94	93	93
I enjoy coming to the College	93	92	92
Overall, this is a good College	95	94	94

Actions to take forward

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

If I needed it, I received good advice on financial help

- Refreshed Student Funding section on website for all four modes of attendance.
- Refreshed section on frequently asked questions on Student Funding section on website.
- Number of tiles on MyNCL App – Student Funding, Course Fees, Education Maintenance Allowance (EMA), course Fees, Discretionary Funding, Travel Support, Bursaries, Care-Experienced Bursaries and Childcare.
- Food banks and external suppliers of essentials included on MyNCL App.
- Publicise potential exemption from paying council tax.

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

- Extended induction with a range of team building activities.
- Development of Students' Association activity calendar.
- Weekly running club now established.
- BOCCIA sessions organised.
- Student Appreciation Days - fun activities for students. Included a caricaturist, a Magic Mirror photo booth, Therapets, a mix of health and wellbeing stalls, a live DJ, table tennis competitions and more. Events took place in main student spaces.
- Departmental activities highlighted to students. This includes site visits, guest speakers and returning alumni to share their experience.
- Social events publicised via Facebook, X, Instagram and website.

FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum and Student Affairs and Outcome		
Presented by	Nicola Mulholland		
Author/Contact	Nicola Mulholland	Department / Unit	SMT
Date Created	February 2024	Telephone	2734
Appendices Attached	Developing the Young Workforce / School College Partnership		
Disclosable under FOISA		Yes	

1. PURPOSE

To update CSAO on the Senior Phase and School Activity.

2. BACKGROUND

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

3. DETAIL

New College Lanarkshire offer a varied programme to schools in four Local Authorities: North Lanarkshire, South Lanarkshire, East Dunbartonshire and Falkirk. Our courses range from level 1 to level 7 and cover over - three disciplines. There are 1723 pupils from 126 class groups, bringing in a total of 6263 credits and an estimated separate income of circa £300k.

4. BENEFITS AND OPPORTUNITIES

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

5. STRATEGIC IMPLICATIONS

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

6. RISK

Pupils will not sustain the course which will lead to low PIs.
Pupils will not progress on to full time programmes.
Pupils do not have the correct entry requirements.

7. FINANCIAL IMPLICATIONS

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

8. LEGAL IMPLICATIONS

There are no legal implications.

9. WORKFORCE IMPLICATIONS

There are no workforce implications.

10. REPUTATIONAL IMPLICATIONS

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

11. EQUALITIES IMPLICATIONS

There are equalities implications.

CONCLUSIONS/RECOMMENDATIONS

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

1. INTRODUCTION

1.1 This paper seeks to provide an update on the School-College Partnership Activity for academic year 2023 – 24.

2. North Lanarkshire, East Dunbartonshire and West Lothian Councils Courses

2.1 The S5/6 vocational courses and delivered in partnership with North Lanarkshire Council, East Dunbartonshire Council and Bathgate Academy.

2.2 Table 1: S5/6 Vocational Programmes:

S5/6 Vocational Courses

Course Title	Location	No's Enrolled 22/23	No's Enrolled 23/24	No's W/drawn 23/24	Total Credits 23/24
Early Learning & Childcare	M/well campus	13	0	0	0
Early Learning & Childcare	St Aidan's High	0	16	1	64
Early Learning & Childcare	St Maurice's High	19	19	6	76
Early Learning & Childcare	St Margaret's High	12	0	0	0
Early Learning & Childcare	C/nauld Academy	0	21	4	76
Early Learning & Childcare	OLHS, Motherwell	0	17	2	64
Criminology	St Andrew's High	16	0	0	0
Make-Up Artistry	Bathgate High	12	12	2	48
Make-Up Artistry	Caldervale High	15	15	4	60
Beauty, Make-Up & Hair	St Aidans High	0	13	4	65
Beauty, Make-Up & Hair	OLHS	0	13	1	65
AI & The Cloud	St Margaret's High	11	0	0	0
Intro to Hair & Make-Up Practices	Kirkintilloch	14	20	1	50
Intro to Hair & Make-Up Practices	Kirkintilloch	0	20	1	100
Hospitality	Braidhurst High	5	0	0	0
Exercise & Fitness Leadership	OLHS, C/nauld	0	17	0	51
Sport Coaching & Health	Greenfaulds High	0	13	0	52
British Sign Language	Kirkintilloch	0	14	1	42
Total		117	210	27	813

2.3 There has been a 46% increase in students enrolled on vocational programmes in S5/6 for 23/24. Current retention is 83%, which is a 7% improvement on last year's final position of 76%. It is our ambition to keep retention above 80% for this year.

3.1 The S4 vocational courses are delivered in partnership with North Lanarkshire Council.

3.2 Table 2: S4 Vocational Programmes:

S3/4 Vocational Courses

Course Title	Location	No's Enrolled 22/23	No's Enrolled 23/24	No's W/drawn 23/24	Total Credits 23/24
Early Learning & Childcare	Caldervale High	19	13	0	36
Auto	Caldervale High	12	13	3	26
Auto	Caldervale High	11	0	0	0
Auto	Caldervale High	14	0	0	0
Beauty	St Andrew's High	14	14	0	56
UES	Caldervale High	6	0	0	0
Early Education & Childcare	Taylor High	0	16	0	48
	Total	76	56	3	166

3.3 Vocational programmes for S4 cohorts is an area of growth and there is definitely a need to engage with this age group. We have set up direct pathways to courses offered in the upper school. The two new subjects in Caldervale High have been well received and we are anticipating that there will be positive results from these classes.

3.4 There has been a decrease in the number of enrolments from 22/23, mostly due to two Auto classes not continuing for 23/24. This is mostly due to the team's capacity and the access to workshop space in our local schools.

3.5 Retention is good in these programmes, with only 3 pupils withdrawn to date. Beauty and Early Learning and Childcare have had no withdrawals.

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

4.2 Table 3: ASN Courses Buchanan High:

ASN Courses

Course Title	Location	No's Enrolled 22/23	No's Enrolled 23/24	No's W/drawn 23/24	Total Credits 23/24
Digital Media	Buchanan High	10	9	1	36
Early Learning & Childcare	Buchanan High	9	10	0	30
Hairdressing	Buchanan High	10	10	1	30
Hospitality - Wed	Buchanan High	10	9	0	33
Hospitality - Fri	Buchanan High	12	10	1	30
Sport & Fitness	Buchanan High	11	9	1	27
	Total	62	57	4	186

- 4.3 Buchanan High have a great partnership with us: the pupils are very engaged and many of them progress into college upon leaving school.
- 4.4 Despite a slight dip in enrolments, withdrawal rates are low, with a retention rate of 93%.
- 5.1 Our HNC Schools Pathway is delivered in partnership with North Lanarkshire Council.
- 5.2 Table 5: HNC Schools Pathway:

HNC Schools Pathway

Course Title	Location	No's Enrolled 22/23	No's Enrolled 23/24	No's W/drawn 23/24	Total Credits 23/24
Cyber Security	Motherwell	14	21	1	252
CADD	Motherwell	13	18	2	216
Social Sciences	Coatbridge	0	14	0	168
Total		27	53	3	636

- 5.3 HNC Cyber Security and CADD were first piloted in 21/22, along with HNC Construction Management. This was in response to labour market intelligence and data from the Regional Skills Assessment, and the need to provide learner pathways informed by Scottish Government's 15-24 Learner Journey Review. The Construction pathway has struggled to recruit since 21/22 and has not featured as part of the school-college partnership portfolio since then.
- 5.4 HNC Social Services is being piloted in 23/24, with strong recruitment for a first cohort and a withdrawal rate of 93%.
- 5.5 There has been almost a 50% increase in enrolments this year, indicating that these programmes are now being imbedded as options in the senior phase.
- 5.6 One of our current students, Luke Clayton, started on the HNC CADD Schools Pathway in August 2022, successfully completing his course with an A Grade. During his studies, he entered the Mechanical Engineering CAD World Skills UK competition and progressed through an Entry Stage and National Qualifier to gain 1 of 8 places at the National Finals. He moved on to HND CADD in August 2023 and, in November, competed in Manchester at the National Finals where he placed 3rd. His score enabled him to join the existing WSUK International Squad for Mechanical Engineering CAD, and he has been training alongside 2 other NCL students, one existing and one previous, to try and earn a place in Team UK competing at the world finals in Lyon 2024. Luke is also age-eligible for EuroSkills Herning 2025 and WorldSkills Shanghai in 2026.

6.1 Our extra-curricular programmes are delivered in partnership with North Lanarkshire Council, Hamilton Grammar and e-Sgoil.

6.2 Table 6: Extra-curricular Activity:

Extra-curricular Activity

Course Title	Location	No's Enrolled 22/23	No's Enrolled 23/24	No's W/drawn 23/24	Total Credits 23/24
British Sign Language	Kilsyth Ac	0	8	1	8
Intro to Event Management	Dalziel High	0	7	0	7
Intro to Podcasting	Dalziel High	0	9	0	9
Vex Robotics	Motherwell	0	20	0	41.25
Exercise & Fitness Management	Braidhurst High	0	12	6	36
DYW Intro Podcasting	DYW Live	0	9	0	15
Intro to Dental Studies	Coatbridge	0	17	0	51
AI Fundamentals with WS Deepracer	Motherwell	0	7	0	6
Beauty & Hairdressing Essentials	Motherwell	0	34	0	34
NQ Level 4 Into to Dance	Hamilton Grammar	0	17	0	51
	Total	0	140	7	258.25

6.3 L4 Into Dance is a partnership directly between the Music Industries and Performing Arts Department and Hamilton Grammar. The retention rate is 100% and is part of the department's strategy to expand their provision in to dance.

6.4 NCL has supported North Lanarkshire Council with their Future Friday's provision since its pilot year in 21-22. Almost all courses have 100% retention, apart from BSL, with a retention rate of 88%, and Exercise and Fitness Management, with a retention rate pf 50%.

6.5 The Vex Robotics programme is delivered in partnership with North Lanarkshire Council an takes place one evening a week on our Motherwell Campus. Currently a cohort of Braidhurst High school pupils who attend the programme are being entered in to the Vex Robotics National Competition.

6.6 NCL is the first college in Scotland to deliver educational programmes via e-Sgoil's DYW Live Platform. Currently, there is a cohort of senior phase pupils from across Scotland undertaking our Intro to Podcasting course, delivered fully online via the DYW Live platform. In addition, young people from across Scotland can also access our Health and Social Care suite of micro credentials using the GLOW accounts.

For 23/24, New College Lanarkshire is the only college offering programmes via DWY Live, with UHI offering one programme in Maritime Studies. On offer from NCL is:

- Digital Business Decision Making;
- Intro to Podcasting;
- Skills for Work in Travel and Tourism;
- NPA Legal Studies;
- The Wonder of AI and the Cloud;
- Health and Social Care Micro credentials.

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

7.2 Table 7: Foundation Apprenticeships:

Foundation Apprenticeship Courses

Course Title	Location	No's Enrolled 22/23	No's Enrolled 23/24	No's W/drawn 23/24	Total Credits 23/24
FA – Social Services Children & Young People	Greenfaulds High	11	9	0	76.5
FA – Social Services Children & Young People	Coatbridge High	9	17	3	144.5
FA – Social Services Children & Young People	Coltness High	8	0	0	0
FA – Social Services Children & Young People 2 year	Greenfaulds High	23	0	0	0
FA – Social Services Children & Young People 2 year	Coatbridge High	12	0	0	0
FA – Social Services Children & Young People Returners		6	16	0	0
FA – Social Services & Healthcare	St Margaret's High	10	0	0	0
FA – Social Services & Healthcare	St Aidan's High	5	0	0	0
FA – Social Services & Healthcare Returners		19	5	0	30

Foundation Apprenticeship Courses (cont)

Course Title	Location	No's Enrolled 22/23	No's Enrolled 23/24	No's W/drawn 23/24	Total Credits 23/24
Construction	Airdrie Academy	13	13	2	52
Construction	Bellshill Academy	12	13	2	52
Construction	Chryston High	13	0	0	0
Construction	Greenfaulds High	11	10	0	40
Construction	Coatbridge A	14	14	1	56
Construction	Coatbridge B	15	14	0	56
Construction	St Aidan's High	14	14	1	56
Construction	Caldervale High	16	0	0	0
Construction	Our Lady's High	8	14	0	56
Construction	Cardinal Newman	7	9	1	36
Auto	Caldervale High	8	0	0	0
Auto	St Maurice's High	11	12	2	60
Auto	St Maurice's High	11	0	0	0
IT Software Development – 1 Year		8	0	0	0
IT Software Development – 2 Year		3	0	0	0
FA – Engineering	NLC	0	17	1	136
FA – Engineering	SLC	0	12	3	96
FA – Creative & Digital Media	NLC	13	21	0	273
FA – Creative & Digital Media	SLC	13	8	0	156
	Total	293	218	16	1376

7.3 NCL offers L4/5 Foundation Apprenticeships in Construction and Automotive Studies. Automotive Studies has declined in numbers since the pandemic, with many workshops on schools' site being closed down or converted in to other spaces, therefore diminishing the delivering capacity of the team.

The Construction Department worked closely with the local authority to plan for session 23/24 to ensure effectively delivery and that planned units within the framework could be delivered using resources available on the selected delivery sites. Unfortunately, one of the classes did not come to fruition.

It should be noted that these courses attract commercial income from the local authority; these courses are not credit-bearing and the credits are for illustrative purposes only.

Collectively, the L4/5 Foundation Apprenticeships have a retention rate of 92%.

- 7.4 NCL delivers the L6 Foundation Apprenticeships in both Social Services frameworks: Healthcare and Children and Young People. The number of pupils undertaking this qualification has struggled to return to levels of engagement before the pandemic, however the decision was taken to only deliver the one-year model to support improved retention, as well as work with work placement provider to offer a full day's work placement on a Friday.

This has not been fully embedded this year and we are in a transitional phase; with the plan next year to host the L6 activity fully on campus, it is hoped that this will further support improved recruitment.

It should be noted that these courses attract commercial income from the local authority; these courses are not credit-bearing and the credits are for illustrative purposes only.

Current retention rate on these programmes is 94%.

In AY 22/23, two L6 Foundation Apprentices on our Social Services: Children and Young People were successful in the Turing Mobility application and spent two weeks in France, with other college students and staff, undertaking work experience in a local nursery.

For AY 23/24, the External Funding and International Team were successful in their Turing bid for a discreet L6 Foundation Apprenticeship Social Services: Children and Young People Mobility. Places for 6 students and two accompanying staff have been secured, with applications to open imminently.

- 7.5 NCL delivers the L6 Foundation Apprenticeships in Engineering and Creative and Digital Media with both North and South Lanarkshire Councils.

AY23/24 is the first year that the FA in Engineering has returned to the School-College Partnership Portfolio.

The numbers for NCL are strong, whilst the numbers for SLC are lower than anticipated. It should be noted, however, that this is only the second year for delivering L6 FAs for SLC and this level of programme is still to be fully embedded in the senior phase curriculum.

Collectively, the retention rate on these programmes is 93%.

- 7.6 Our Foundation Apprenticeships Programme will now be included in our Apprenticeship Awards to celebrate Scottish Apprenticeship Week this year takes place between 4-8th March. There will be one winner awarded Apprentice of the Year for each framework we deliver.

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

8.2 Table Support Learning School Programmes:

Supported Learning

Course Title	Location	Actual Enrolled 22/23	Actual Enrolled 23/24	No's W/drawn 23/24	Total Credits
Steps to Work	Coatbridge Motherwell	8	26	0	117
Supported Link	Coatbridge Cumbernauld Motherwell	53	57	0	199.5
Partnership Link	Coatbridge Cumbernauld Motherwell	70	34	1	119
	Total	131	117	1	435.5

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

Whilst numbers are down for AY 23/24, retention rates are excellent with no withdrawals to date.

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

9.2 Table: Access and Progression Courses:

Access and Progression

Course Title	Location	Actual Enrolled 22/23	Actual Enrolled 23/24	No's W/drawn 23/24	Total Credits
Boxing Therapy	OLHS M/Taylor High	83	42	0	84
Football Therapy	Taylor High	13	14	0	28
Winter Leavers	All campuses	62	56	3	98
Winter Leavers Beauty	All campuses	0	11	0	55
Summer Leavers	All campuses	54	54	0	54
Summer Leavers Beauty/Childcare	All campuses	0	20	0	100
Merkland School Partnership	Kirkintilloch	11	14	0	49
St Philip's School Partnership	Motherwell	7	9	0	36
School Link MW	Motherwell	121	153	22	994.5
School Link CB	Coatbridge	94	53	9	265
School Link CU	Cumbernauld	37	55	2	275
Grad8 PSD	Motherwell	12	0	0	0
Total		494	481		2038.5

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

Retention rate for these courses is 87%.

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

9.5 Our Access and Progression Department have supported NLC with their Winter/Summer Leavers programme since its pilot year in 20/21. This programme is also delivered in partnership with Routs to Work, with a focus on supporting individuals in to employment. The KPIs on these programmes have improved, with most withdrawals related to individuals taking up employment before the end of the course.

10.1 The SCL Gradu8 Programme is delivered exclusively from our Motherwell campus in partnership with SLC.

10.2 Table: SLC Gradu8 Programme and Winter/Summer Leavers:

South Lanarkshire Council Gradu8 Programme

Course Title	Location	Students Enrolled 22/23	Students Enrolled 23/24	No's W/drawn 23/24	Total Credits 23/24
Beauty A (Level 5) Mon	Motherwell	10	13	2	52
Beauty B (Level 5)	Motherwell	9	15	0	60
Construction*	Motherwell	10	15	1	45
Construction*	Motherwell	11	15	0	45
Construction*	Motherwell	12	13	0	39
Construction*	Motherwell	12	14	0	42
Construction*	Motherwell	13	12	0	36
Construction*	Motherwell	14	12	1	36
Creative and Digital Media	Motherwell	0	14	0	56
Creative and Digital Media	Motherwell	0	6	2	24
ELCC	Motherwell	11	12	0	48
ELCC	Motherwell	16	9	0	36
ELCC	Motherwell	16	16	4	64
Engineering A	Motherwell	10	13	2	52
Engineering B	Motherwell	12	16	1	64
Engineering C	Motherwell	9	0	0	0
Engineering D	Motherwell	9	0	0	0
SWAP Engineering YR 1 & YR 2	Motherwell	20	15	2	90
Hair and Barber	Motherwell	11	12	2	48
Hair and Barber	Motherwell	16	17	4	68
Health and Social Care	Motherwell	19	8	0	24
Health and Social Care	Motherwell	19	14	3	42
Hospitality	Motherwell	12	15	3	60
Hospitality	Motherwell	11	7	0	28
Make up Artistry A	Motherwell	15	14	0	56
Make up Artistry B	Motherwell	12	16	3	64
Personal & Social Development Fri	Motherwell	12	0	0	0
Sports Fitness (Ravenscraig)	Motherwell	13	11	2	44
Sports Fitness (Ravenscraig)	Motherwell	21	11	0	44
UES A	Motherwell	0	16	1	64
UES B	Motherwell	20	13	1	52
UES C	Motherwell	22	16	6	64
Winter Leavers Engineering	Motherwell	14	12	0	24
Winter Leavers Hair and Beauty	Motherwell	15	11	0	55
Winter Leavers Sport	Motherwell	0	11	0	27.5
Winter Leaver Auto	Motherwell	14	0	0	0
Winter Leavers Construction	Motherwell	0	12	0	18
Summer Leavers Creative	Motherwell	16	12**	0	60
Summer Leavers Engineering	Motherwell	0	16**	0	32
Summer Leavers Construction	Motherwell	0	16**	0	24
Total		456	470	40	1687.5

- 10.3 South Lanarkshire Council (SLC) have expanded their provision and the pupils are well supported by the Gradu8 team whilst they are in college. Class size numbers are low, however, and this will be kept under review for plans for 23/24.

Current retention rate for the Gradu8 programmes is 89%.

*Construction classes in AY 22/23 were funded via contracts with SLC and did not attract credits.

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

- 10.5 SLC also run two classes of Winter Leavers and two classes of Summer Leavers. These classes provide students with a taster of different subjects to support transition to FT college courses or employment.

In AY22/23, Beauty, Aesthetics and Hair Design infilled the Summer Leavers in to FT courses, which provide very successful. We are looking at this for other subjects going forward.

- 10.6 There will be an Open Day for FA intake 24/25 on Thursday 13th June in our Motherwell Campus.
There will be Induction Days for Gradu8 and Winter Leavers intake 24/25 on Monday 10th and Friday 14th June.



FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum and Student Affairs and Outcome		
Presented by	Jennifer Lowe		
Author/Contact	Jennifer Lowe	Department / Unit	Executive Board
Date Created	February 2024	Telephone	7625
Appendices Attached	Complaints Report Update		
Disclosable under FOISA	Yes		

- 1. PURPOSE**
To update CSAO with an update on complaints handling within the college.
- 2. BACKGROUND**
Quarterly reporting required to meet compliance as stipulated by the Scottish Public Services Ombudsman.
- 3. DETAIL**
The report shows current college performance in relation to complaints handling for the second quarter.
- 4. BENEFITS AND OPPORTUNITIES**
Opportunity for CSAO members to understand the patterns of activity recorded within the college Complaint Handling Process – Frontline “getting it first time”.
- 5. STRATEGIC IMPLICATIONS**
The Board retains an overview of NCL activity in the interests of good governance.
- 6. RISK**
That the College does not comply with the Scottish Public Services Ombudsman (SSPO) procedures and timelines.
- 7. FINANCIAL IMPLICATIONS**
There are no financial implications
- 8. LEGAL IMPLICATIONS**
There are no legal implications.
- 9. WORKFORCE IMPLICATIONS**
There are no workforce implications.
- 10. REPUTATIONAL IMPLICATIONS**
There are no reputational implications.
- 11. EQUALITIES IMPLICATIONS**
There are no equalities implications.

CONCLUSIONS/RECOMMENDATIONS

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

1. INTRODUCTION

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

2. GOVERNANCE

2.1 All complaints received are logged within the college Complaints Handling Process and annual report submitted to the Scottish Public Services Ombudsman (SSPO).

3. COMPLAINTS UPDATE

3.1 Quarter 2 report below:

Academic Session 2022/2023			Lessons Learned
Quarter 2			
NOVEMBER			
	Total	Categories	
Stage 1	1	1 - Application, Progression	
	1		
DECEMBER			
Stage 1	1	1 - Other	Students to be more aware of H&S regarding uses of tools on hair, they need to be more responsible regarding what they have learned in theory and practical
	1		This will be discussed with students
JANUARY			
Stage 1	3	2 - Learning & Teaching	NCL to be more proactive in regards to replacing absent staff members, which has a significant impact on learning and teaching.
		1 - Diversity & Equality	
Stage 2	4	2 - Other	
		1 - Diversity & Equality	
		1 - Course Management	
	7		
Q2 Total	9		



FOR DISCUSSION/INFORMATION			
Meeting:	Curriculum and Student Affairs and Outcome		
Presented by	Ann Baxter		
Author/Contact	Ann Baxter	Department / Unit	Executive Board
Date Created	February 2024	Telephone	7625
Appendices Attached	College Leaver Destinations 2021 - 22		
Disclosable under FOISA		Yes	

- 1. PURPOSE**
To update CSAO on Scottish Funding Council College Leaver destination data 2021-22.
- 2. BACKGROUND**
Annual report produced by Scottish Funding Council.
- 3. DETAIL**
The report highlights college performance from academic year 2021-22 that was published by SFC in November 2023.
- 4. BENEFITS AND OPPORTUNITIES**
Opportunity for CSAO members to review destination of New College Lanarkshire leavers.
- 5. STRATEGIC IMPLICATIONS**
The Board retains an overview of NCL activity in the interests of good governance.
- 6. RISK**
That the College has insufficient data that may influence the planning of future curriculum and enabling students to progress.
- 7. FINANCIAL IMPLICATIONS**
There are no financial implications
- 8. LEGAL IMPLICATIONS**
There are no legal implications.
- 9. WORKFORCE IMPLICATIONS**
There are no workforce implications.
- 10. REPUTATIONAL IMPLICATIONS**
There are no reputational implications.
- 11. EQUALITIES IMPLICATIONS**
There are no equalities implications.

CONCLUSIONS/RECOMMENDATIONS

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

1. INTRODUCTION

- 1.1 This paper provides information on the published report of the Scottish Funding Council - College Leaver Destinations 2021-22. [College Leaver Destinations 2021-22 \(sfc.ac.uk\)](https://www.sfc.ac.uk/colleget-leaver-destinations-2021-22)

2. COLLEGE LEAVER DESTINATION PERFORMANCE

2.1 The publication College Leaver Destinations (CLD) 2021-22 reports on the destinations of leavers from full time courses 3-6 months after qualifying. Data collation for this report began in November 2022 and continued to June 2023 with linkage and matching of leavers' destinations to two additional datasets: Skills Development Scotland (SDS) and the Students Awards Agency for Scotland (SAAS); however, this is restricted to 16- to 24-year-olds only due to current legislative limitations. Key national highlights within the report include:

- Decrease in the number of students that feature within the CLD Qualifiers (from 45,570 in 2020-21 to 39,642 in 2021-22). Reasons for this include decrease in number of FE and HE students due to cost-of-living crisis and ongoing pandemic and more school leavers accepting places at university and a buoyant labour market.
- In 2021-22 the known destination of 15,190 Sector Leavers was decrease of 1,463 from the previous session.
- The proportion of Sector Leavers moving to employment post-qualification decreased slightly from 49.3% last year to 48.9%.
- 8.0% of Sector Leavers qualifying at SCQF level 1-6 went on to university and 29% of Sector Leavers from SCQF level 7+ study moved on to university.
- The proportion of unemployment has increased for both SCQF levels 1 -6 and SCQF 7+.

2.2 A summary New College Lanarkshire CLD performance is in Section 3 Tables 1 - 4

2.3 Qualifier destination confirmation rate for New College Lanarkshire decreased from 86.7% to 82.7% in 2021-22. This is 5.6% below the national average.

2.4 The confirmed positive destination for New College Lanarkshire of 94.5% is 0.6% above the national average and a slight increase on positive destinations reported in 2020-21 when the return was 94.3%.

2.5 New College Lanarkshire has well-established progression routes for students to further study which at 74.8% is 2.1% above the national average.

2.6 Unemployment rate for 2021-22 New College Lanarkshire leavers is 3.1%, which is below the national level of 3.8%.

3. SFC COLLEGE LEAVER DESTINATIONS 2021 -22 FOR LANARKSHIRE COLLEGES

Table 1 - CLD 2021-22 Qualifier Destination Confirmation Rate

COLLEGE	Qualifiers	Destination Confirmed	Unconfirmed	Confirmed Destination Rate (%)
NEW COLLEGE LANARKSHIRE	3,332	2,756	576	82.7% ▾
SOUTH LANARKSHIRE COLLEGE	1,086	986	100	90.8% ▲
NATIONAL	39,642	34,988	4,654	88.3% ▲

Table 2 - CLD 2021-22 positive/other/negative/unconfirmed (all)

COLLEGE	Positive		Unavailable for Work		Unemployed		Unconfirmed	
NEW COLLEGE LANARKSHIRE	2,604	78.2%	67	2.0%	85	2.6%	576	17.3%
SOUTH LANARKSHIRE COLLEGE	951	87.6%	25	2.3%	10	0.9%	100	9.2%
NATIONAL	32,855	82.9%	816	2.1%	1,317	3.3%	4,654	11.7%

Table 3 – CLD 2021-22 positive/other/negative/unconfirmed (confirmed)

COLLEGE	Positive		Unavailable for Work		Unemployed	
NEW COLLEGE LANARKSHIRE	2,604	94.5%	67	2.4%	85	3.1%
SOUTH LANARKSHIRE COLLEGE	951	96.5%	25	2.5%	10	1.0%
NATIONAL	32,855	93.9%	816	2.3%	1,317	3.8%

Table 4 - CLD 2021-22 study/work/other/negative (confirmed)

COLLEGE	Work		Study		Unavailable for Work		Unemployed	
NEW COLLEGE LANARKSHIRE	542	19.7%	2,062	74.8%	67	2.4%	85	3.1%
SOUTH LANARKSHIRE COLLEGE	277	28.1%	674	68.4%	25	2.5%	10	1.0%
NATIONAL	7,433	21.2%	25,422	72.7%	816	2.3%	1,317	3.8%



South Lanarkshire College

Students' Association

Board Report

February 2024

YOUR COLLEGE
 **YOUR WAY**

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Student Engagement

Over the past couple of months, the Students' Association have been hosting a variety of fun events and activities for students to participate in, and for a chance to get to know the SA better!

During October, we continued the promotion of our college hoodies. We now only have extremely limited stock left and aim to sell the remainder during Re-Freshers'. They went down a treat and students absolutely loved them!

Our recently elected Student Officers were planning what they want to take the lead on over the next few months, with all five very keen to take part in our future planned activities.

For Halloween we arranged a dress up contest for students, with the best costume winning a £10 gift voucher. Both students and staff really got into the spirit of things, which made it very difficult to choose a winner! The Students' Association also handed out Halloween treats and positive message pumpkins across campus which was a great way to engage with students.

November was a wonderful month - our Hospitality and Events Students organised a fantastic charity "beautiful bake sale" in aid of The Haven charity. The Students' Association promoted the event and staff and students enjoyed the wonderful cakes and pastries that were created by our very talented professional cookery and bakery students. We also saw Learning Development staff and students make The College Way market a permanent addition to our College! To celebrate the grand opening of their new ground floor premises, an opening ceremony was held, and students from across the College participated in a catwalk, showing off the fabulous fashions to be found in the shop. A huge thank you goes to all the different departments who made this fantastic event possible.



In December our Student's Association President and Vice President hosted a drop-in event to raise awareness of the support available for those affected by gender-based violence. This was part of the national 16 Days of Activism against GBV event which takes place each year. The event had a great turnout and many of our students engaged in important conversations on the issues surrounding GBV. The SA also had an information stand at the event and gave away anti-spiking drink covers and bottle stoppers. We gathered some important feedback that will help us shape future events such as this.

Re-Freshers'

Tuesday 30th and Wednesday 31st January

The Students' Association have been working with the Student Services team to organise our Re-Freshers' Event in January for our new and current students. We have a lot of amazing organisations coming to the event including:-

Tuesday 30th January – LAMH; Victim Support South Lanarkshire; Pure Gym; Police Scotland; Partners in Play; Blue Triangle; Kooth; Nuffield Health; Home Energy Scotland; and Men Matter Scotland.

Wednesday 31st January – LAMH; Citizens Advice Bureau; Samaritans; Police Scotland; Skills Development Scotland; Terence Higgins Trust; Dolan Aqua Centre; Fool On; Home Energy Scotland; Co-Op; EK Rugby Club; and SLC's Pastoral Support Team.

The Students' Association will also have a stall on both days of Re-Freshers' where we will be selling our remaining stock of SA branded hoodies. We will also be giving away SLC goodies and our fun Prize Pong will return as it was so successful at our Freshers' event in September.

This event has been promoted on social media, the SA newsletter and student Teams Channels.

Free Soup & Sandwich/Free Breakfast

The Student's Association is committed to tackling student poverty. With the cost-of-living crisis and student poverty at an all-time high, the SA have been providing a free healthy breakfast and free soup and sandwich, on a weekly rotation, throughout the academic year for all students. We rotate this to make sure that all our students have access to this initiative.

In addition to this, we run a food larder directly from our office where students can take what they need at any time. This is stocked with non-perishable foods, hygiene products, sanitary products, and stationery. We have also received many generous donations.

We are extremely happy to say we have received further funding for this initiative from the SLC Foundation. This will allow us to provide this support to students over the next two years. The SA and our whole team are extremely grateful for this, and we know the students will benefit greatly. We are also taking further steps to bolster



our larder stock by contacting local companies and supermarkets to ask if they can make donations to the food larder for our students.

These initiatives are highly used, and we are glad to see them continue.

Christmas

Christmas Season in the Student Association was packed with fun activities!

We decorated our office to fit the festive season. We used tinsel, lights, and handmade decorations to fill the office! We also decorated our whiteboard to make our office more welcoming to students.

As part of the festivities, the Student Association held a Christmas Stall where we gave away free candy canes and hot chocolate bags. There was a 'Poke the Tree' game that was popular among students. This involved students piercing a tissue paper covered cup to reveal a prize. We would like to extend our thanks to the Painting and Decorating Department who did a fantastic job creating a fantastic Christmas selfie frame for the SA to use. We even had our very own Santa Claus!



During this Festive Season we also helped to organise a food donation to local food bank 'Loaves and Fishes'. Festive boxes were placed in various locations throughout the College for donations which were split between the SA food larder and Loaves and Fishes. An incredible amount of food was donated and the SA were so grateful to all staff and students who contributed.



LGBT History Month

Purple Friday is on 23 February from 10am–1pm in the ground floor atrium. Our event is being organised by the SA and Student Services. Companies confirmed so far are Women's Aid, Terence Higgins Trust, and Breathing Space. The SA will have their own stall with rainbow gym bags, rainbow laces, Pride face paint and LGBT button badges.

Our Pride Stride will take place on Thursday 22nd February, the day before our Purple Friday, to enable students to attend both events. This will be led by our Student Officer, Maureen McMullan. We will set aside a small supply of our rainbow laces for this and promote this on social media and teams pages.

The Hair and Beauty Department have been contacted to request their students create purple nails and glitter tattoos and we have also asked the Hospitality Department if they can provide catering for a Coffee and Chat Event, the date of which is to be confirmed.



Men's Mental Health

On 18 January we hosted a Coffee and Chat session for Men's Mental Health in the Bistro. We named this event 'Manuary' as a play on words for January and Men's Mental Health.

We had a variety of information available to students. We also gave out pens that were kindly sent to us from Prostate Scotland along with information leaflets.



The Hospitality Department kindly supplied cakes and scones made by our bakery students. Inspire Catering also supplied coffees and teas. The event was so popular that we had to refill the coffee and tea urns several times!

We also started promoting of our Charity Football Match at our 'Manuary' event which caught the eye of some of our students. (Please see below for more details.)

Overall, this event was an immense success and we had so many students in attendance that by the end of the session, we had run out of all drinks and cakes.

Charity Football Match

Exciting news! The Students' Association is hosting a Charity Football Match. This event is being led by one of our Student Officers, Anton Livingston. This event will be taking place on Wednesday 7 February at K-Park with kick-off at 4pm. Our deadline for sign-up is Thursday 1 February. There are no gender or age barriers for this event, and it is open to all students.

Promotion for the event began at our Manuary Coffee and Chat event on 18 January. To promote this further, we plan to have a stall outside the SA office with flyers and will also schedule class visits.

We are supplying football kits and refreshments on the day. Student Services will also have a stall to provide information and support on the day. Our Student Officers have agreed to help set up before the match with the SA. The College minibus will be used to transport students to and from the event.

This event is to raise awareness of Mental Health and to promote support available. To participate, students will pay a fee of £10 (per person) and all money raised will go directly towards future mental health events. There will also be collection buckets at the event. This event will be free to watch, and everyone is welcome to attend - we are very excited for this event and hope to see you there!

BRIT Challenge

The British Inspiration Trust (BRIT) exists to support and improve the mental health, fitness, and wellbeing, of young adults, students, and staff, throughout the UK.

BRIT is a collaborative charity, and their vision is to:

- Improve and support student and staff wellbeing.
- Inspire volunteering and fundraising.
- Destigmatise mental health.
- Champion equality, diversity, and inclusion.



The BRIT Challenge will take place between 24 January 2024 and 24 March 2024 with the theme for this year being 24.

We have produced a variety of ideas for activities and events to tie in with the BRIT Challenge and we have created an Excel spreadsheet to keep track of the activities planned.

Planned activities so far include:-

- Themed Weekly Walks (weather dependent)
- Bingo Card, which has been posted on our social media.
- SA attendance in Mindfulness
- Promotion of Yoga Classes
- Charity Football Match
- Re-freshers'
- Mental Health Event, with funds from Charity Football Match
- Love Your Planet, Climate Change Event
- Purple Friday
- Volunteer Cleanup Project
- Music Therapy Session
- Visit to Recycling Plant

Activity	Date Planned	Progress	Led by	Notes
Weekly Walking Group	Throughout BRIT	Planning	Maureen	Themed
Bingo Card	Throughout BRIT	To create	SA	Post on socials. Prizes to be acquired. Will be posted on 24/01/2024
Tombola	End Feb/March?	Idea	tbc	Numbers ending 24 win
Mindfulness	tbc	Planning	SA/ Student Officers	SA to attend a Mindfulness Class with Student Officers and promote
Yoga	N/A	Promote	SA	Promote Yoga to students
Charity Football Match	07/02/2024	Planning	Anton	Funds go to Mental Health Event
Refreshers	30/01/2024 and 31/01/2024	Planning	Karen/ SA	
Mental Health Event	tbc (Possibly March?)	Idea	Possibly Anton?/ SA	With Funds from Charity Football Match
Love Your Planet	14/02/2024	Planning	Callum + Amy	
Purple Friday	February	Planning	Hazel/ SA	
Volunteer Cleanup Project	14/02/2024	Planning	Climate Change Group/ SA	
Music Therapy Session	tbc	idea	Callum?	Library Group Study. Possibly poll to students? One day thing with guitar?
Visit to Recycling Plant	tbc (Climate Change)	Planning	Climate Change Group	

Climate Change

We are delighted that the College received funding of £1000 from Lanarkshire Climate Action Hub to support Climate Change Events and Activities.

On Wednesday 14 February the Students' Association is hosting a 'Love Your Planet' event to highlight climate change issues. This is being organised by the SA with help from Student Officers Callum Reid and Amy Hind, as well as our Climate Change Group which is open to all students. At this event we will be giving out reusable water bottles and sustainable notebooks. Our Climate Change Group came up with 4 ideas for a slogan for our reusable bottles and we asked our students to choose their favourite in a social media poll - the winner was ... *Reduce, Reuse, Rehydrate*.

Confirmed attendees at the event include a representative from South Lanarkshire Council's Clean Air Team. We have also invited Keep Scotland Beautiful, K Woodlands, Home Energy Scotland, and Climate Fresk along and await their response.

On the day we will also be doing a Voluntary Litter Picking Project. This will be at 2pm and open to all students and our Facilities Team will provide the PPE and equipment required. Tying into this event, we are also hoping to visit a recycling plant to show the process of how our waste gets recycled. We will record footage while there to promote recycling to our students.

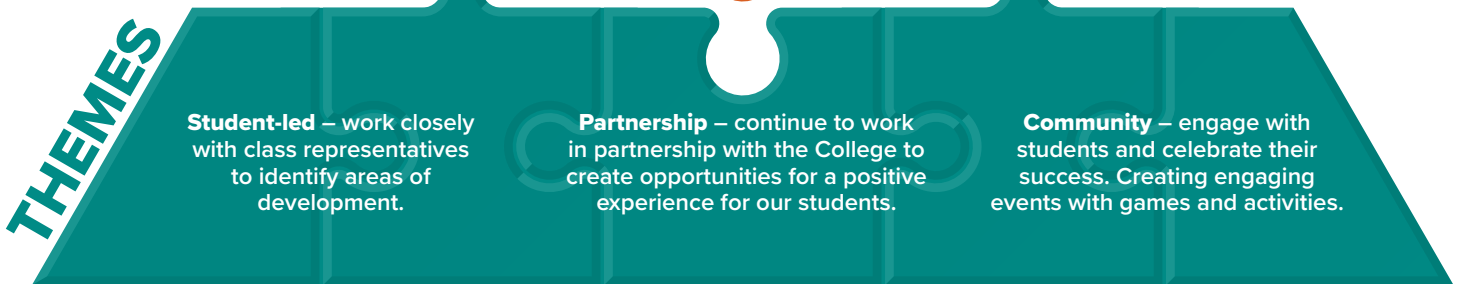
We are working to redesign the current Recycling Poster to make students aware of what they should be recycling. We are also working on an interactive digital poster directing students to climate change organisations.

We are currently discussing an Art with Waste Project with an exhibition to display this. We will ask all students to get involved and hopefully this will highlight to students why they should get involved and should be recycling.

Forthcoming Events

- BRIT Challenge: 24 Jan - 24 March.
- Re-freshers': 30 Jan – 31 Jan.
- Football Fundraiser: 7 Feb.
- Love Your Planet: 14 Feb.
- Litter Picking Project: 14 Feb.
- Pride Stride: 22 Feb.
- Purple Friday: 23 Feb.
- LGBT Coffee and Chat: tbc

SA Strategic Plan 2023-2026



For Students by Students!

Students' Association and Student Voice.

February 2024 Board Report.

The future is

bright.

Meet the NCLSA Student Presidents

This term NCL has two new student presidents. Kenneth Tong who is based in Motherwell and Amy McLaughlin who is based in Cumbernauld. Both took on the part time roles because they were keen to make a difference.

"It's really important the student voice is heard," Amy, 17, said. "I did this because I want to make a difference for the other students here, It's about social justice."

She went on: "I also want people to see that college can be a great choice for them. When your school it can feel like University is the only option, they want you to look at, but I've loved my time here."

Kenneth Tong, 25, said he had applied because he wanted to give something back to the College. He said: "I left school with no qualifications. An when I applied for College this is the only place that accepted me, and It's made a huge difference to me."

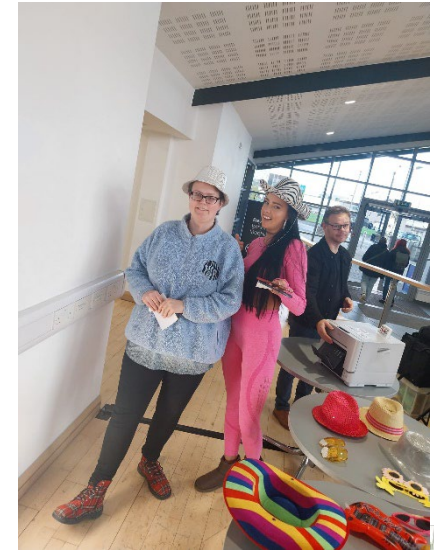
He went on: "My big focus as Student President is loneliness. I want to make sure there are spaces for students to hang out together and activities for them to do because feeling a lack of connection is a big problem for a lot of people."



Student appreciation days

The student appreciation days in November were a huge success with students. We had many fun events for students, including a visit from the therapy dogs, games and a chance to sample different sports.

This was a thank you from New College Lanarkshire for choosing us to study with. The Student association ran a compaction to win an amazon tablet and our winner was Sky Rodgers .



Inspiring growth, ensuring wellness



The Learner Engagement (LE) team recognise that wellbeing in students is critical for attainment – NCL Student Wellbeing areas will offer a dedicated space on each of NCL’s main campus sites to provide comprehensive support for students’ mental health and overall well-being.

This will include mental health support; wellness workshops; health promotion and education events, prevention and intervention workshops; counselling services; a quiet space; crisis support and a referral service.

The LE team is committed to regularly hosting diverse social events for students to promote a positive engaging student experience and foster a sense of community- the wellness will offer a space for this to happen.

In addition, these areas will offer a clear link between learning and teaching for students on all levels of programmes of study supporting personal, academic, and professional development.



Opening the doors to College tours

We are excited to introduce a new initiative focused on community engagement within Lanarkshire.

Our College Tours program aims to foster stronger connections with our local youth, offering a unique opportunity to showcase the range of opportunities available at New College Lanarkshire.

In collaboration with Routes to Work and Rise, we have been welcoming diverse groups of young individuals to our newly established recruitment centre in our Motherwell Campus. Here, they were able delve into our various departments and gain a first-hand experience of the opportunities and resources that our college has to offer.

Feedback from group leaders has been positive with one stating

“Thank you again for the tour on Tuesday it was fantastic !! I am giving positive feedback to my manager, you certainly delivered it in a great way, some of our young people are even more keen to apply for their courses!”

With four tours complete, and a further three to come, we look forward to reporting further progress in our next update.

Student thrift shop

Recognising the importance of supporting students in need, especially during colder months, we're excited to launch our project the "Student Thrift Shop" - providing clothing to those who need it.

We understand that financial constraints can sometimes make it difficult for students to access essential winter clothing, and that's where we step in. Inspired by ACS ethos around circular fashion, we offer 'used jackets' for free, to ensure that every student has access to the warmth they need to thrive. Additionally, this initiative promotes sustainability by giving a second life to pre-loved clothing items, reducing waste, and promoting responsible consumption habits among students.

Thank you to our partners Smart Works Scotland and Lady Haughey for kindly donating to our thrift shop.



Health Body, Happy Mind – Fitness for wellbeing

We have launched new Running, Basketball and Badminton clubs for students and staff to help them get active and build friendships.



BADMINTON CLUB

READY TO SMASH IT? PLAYING MONDAY
4PM-5PM 15/01, 22/01, 29/01
@RAVENS CRAIG SPORTS HALL

Contact:
kellyann.mcgrath@nclan.ac.uk
or
kenneth.tong@nclan.ac.uk

SOCIAL BASKETBALL CLUB

4PM-5PM WEDNESDAY
17/01, 24/01, 31/01
@RAVENS CRAIG SPORTS HALL

CONTACT:
KELLYANN.MCGRAITH@NCLAN.AC.UK
OR
KENNETH.TONG@NCLAN.AC.UK

NCLSA



**IT'S
GOOD
TO SEE
YOU!**

**WELCOME TO
NEW COLLEGE LANARKSHIRE**

- ✉ Studentvoice@nclan.ac.uk
- @ NCLstudentvoice
- ✕ NCLstudentvoice
- 👤 New College Lanarkshire Students' association

Campus posters

**YOU ARE
EXACTLY
WHERE YOU
NEED TO BE.**

**Welcome to
New College
Lanarkshire**

- ✉ Studentvoice@nclan.ac.uk
- @ NCLstudentvoice
- ✕ NCLstudentvoice
- 👤 New College Lanarkshire Students' association

YOUR VOICE. OUR SERVICES.



MENTAL HEALTH
& WELLBEING



ADVOCACY



STUDENT
SUPPORT



ENTERPRISE



REPRESENTATION



STUDENT
CLUBS



VOLUNTEERING
OPPORTUNITIES



PHYSICAL
ACTIVITY

Digital Screens

A group of students is participating in a team-building exercise in a modern, brightly lit building with large windows. They are standing on wooden planks on the floor, holding red ropes that are attached to the planks. The students are looking down at the ropes, and one student in the foreground is wearing a black t-shirt with 'NCL STATE' and a logo. A staff member in a blue uniform is standing to the right, observing the activity. The background shows a modern interior with white chairs and tables, and a glass entrance area.

Join the conversation.

Facebook: NCLStudentVoice

Instagram: NCLStudentVoice

Twitter: NCLStudentVoice

Email: studentvoice@nclan.ac.uk



NEW COLLEGE LANARKSHIRE

Retention Strategy



NEW
COLLEGE
LANARKSHIRE
Bringing Education Closer

Retention



In the dynamic landscape of further education, student retention is not only about attracting the right students but, more importantly, about ensuring there is continued personal and academic growth achieved throughout each student's academic journey.

New College Lanarkshire seeks to understand the diversity of each student, by profiling students to fully understand their uniqueness, personal characteristics, behaviours and academic aspirations captured via NCL's **Getting to Know You Campaign** designed to tailor support, monitor progress and enhance the overall student learning experience. Profiling will promote a sense of belonging, support academic achievement and holistic wellbeing. It aims to create opportunity where students not only thrive academically but feel connected to the educational journey and the college community.

AIM

NCL's Retention Strategy is aimed at mitigating against student withdrawal and is framed around three broad themes:

- NCL's **Be Well to Do Well Campaign** promoting holistic well-being of students, recognising that a healthy and balanced lifestyle is the foundation for academic success and personal growth;
- NCL's **Be Financially Fit Campaign** to break the link between mental health problems and financial difficulty for students
- Interventions to mitigate against student withdrawals at college and programme level;
- Interventions which are data and evidence-based to address specific challenges and promote student success.

PURPOSE

To improve retention and therefore attainment on all programmes measured by a series of outcomes supported by effective leadership, continuous self-evaluation, professional development, curriculum review, student engagement and partnership working.

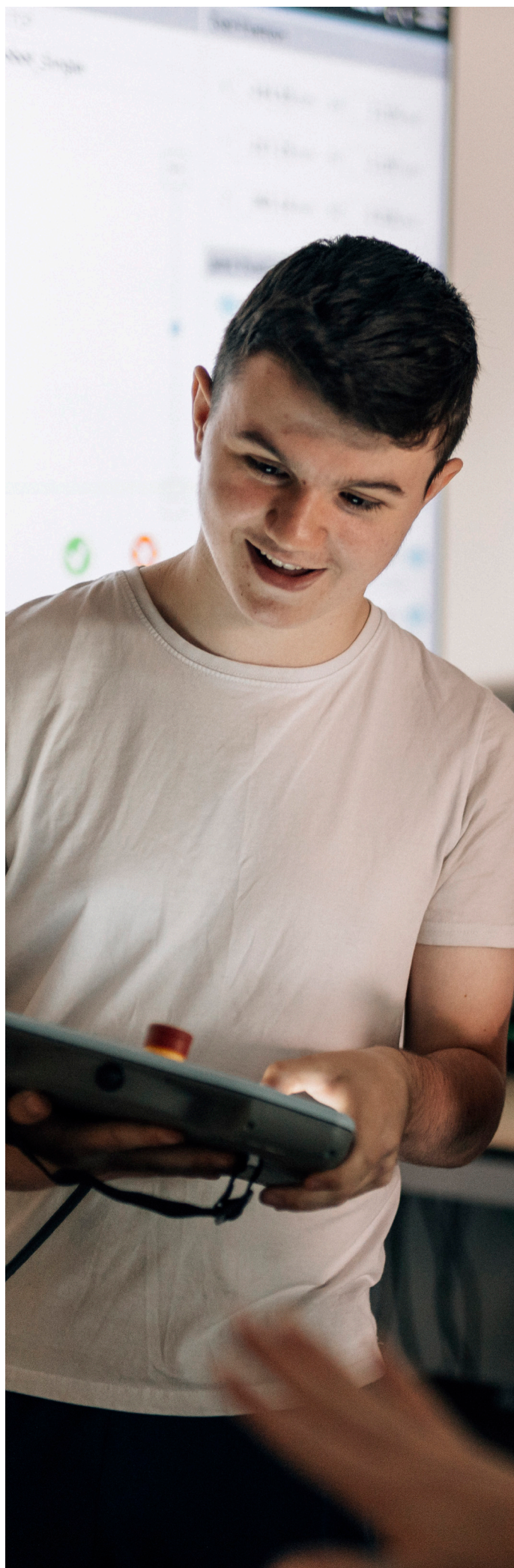
VISION

NCL demonstrates an evidence-based approach towards achieving high levels of retention through a collaborative partnership approach driven by culture, values and behaviour.

KEY PERFORMANCE INDICATORS

As a minimum, early retention on all programmes will improve by 1% and further retention by 2% as measured by: -

- 3% in academic year 2023/2024;
- 3% in academic year 2024/2025;
- 3% in academic year 2025/2026;





INTERVENTIONS: HOLISTIC WELL-BEING FOR STUDENTS:

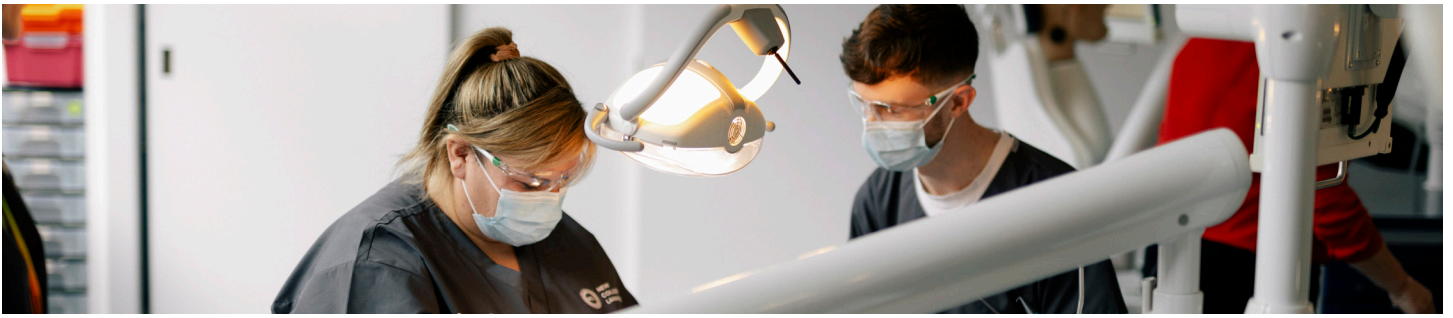
- NCL is committed to ensure all students have access to a free breakfast acknowledging that this offers several benefits including improved academic performance, better attendance and overall well-being.
- NCL's student Wellbeing Academy will offer a dedicated space on each of NCL's main campus sites to provide comprehensive support for students' mental and physical health and overall well-being. This will include; mental health support; wellness workshops; health promotion and education events, prevention and intervention workshops; counselling services; a quiet space; crisis support and a referral service.
- Quiet space on each of the campus sites for reflection.
- NCL's commitment via the Learner Engagement team to regularly hosting diverse social events for students to promote a positive engaging student experience and foster a sense of community.

INTERVENTIONS TO MITIGATE AGAINST WITHDRAWALS AT COLLEGE LEVEL:

- NCL will promote a **Hands Up Speak Up** early intervention to encourage students to voice their concerns relating to their choice of programme of study and, if necessary, redirect to them to a course of their choice. This data will be used to inform course publisher information.
- NCL's induction which includes team building activities to strengthen relationships with peers, professional services and academic staff.
- **Setting You Up for Success** events supporting engagement with the college community, the students' academic journey and investment in self.
- Early intervention for students who are care experienced and require educational learning support.
- Using My NCL as a platform for student to rate their course using a numerical rating scale as an early intervention to mitigate early withdrawal.
- Reevaluate and redesign **Course Publisher** to ensure courses are engaging and offer accurate information to support an informed decision.
- Creating a **"one-stop shop"** for students to centralise essential services and resources. This should include connecting with student advisors, learner engagement, funding, enrolment and academic advisers. Consolidating these services into a single, accessible hub, simplifies the student experience, improves student satisfaction and contributes to overall student success and retention.

- Creating a physical **information hub** on all main campus sites to provide details relating to academic programmes, campus events, career advice etc. This will be supported by a virtual information hub.
- Connecting and engaging with students early and often, fostering a positive and supportive learning experience. This should include life style advice, welcome events, open days, peer mentoring, academic advice, online social media platforms etc.
- Maximising opportunities for student feedback to allow students to assess the effectiveness of their programme, teaching methods, and overall campus experience promoted via **“You Said, - We Did”** platforms.
- Ensure courses are flexible to support students with work demands and family responsibilities by implementing an accessible virtual student learning and social experience.
- Facilitating mentorship and alumni connections between students and alumni to create a sense of continuity and community beyond graduation.





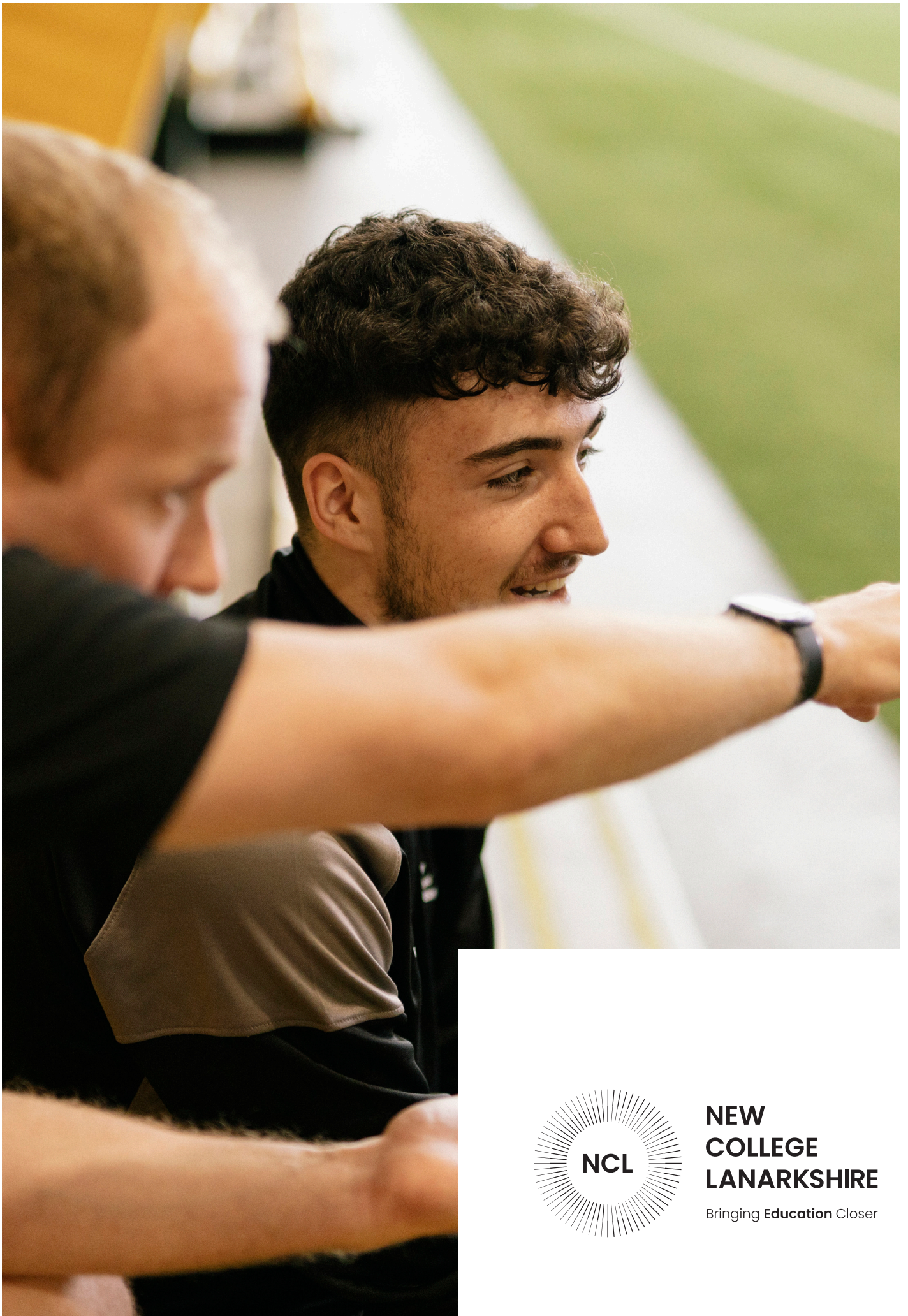
INTERVENTIONS TO MITIGATE AGAINST WITHDRAWALS AT PROGRAMME LEVEL:

- NCL's **Education Strategy** is designed to refresh and focus academic staff to transform the curriculum and evolve learning and teaching towards student-centred, active learning.
 - NCL's **Course Curriculum Evaluation** is designed to ensure the programme of study is pedagogically and andragogically progressive, meaningful, offers clear articulation pathways and/or prepares individuals for employment in a dynamic labour market.
 - NCL's **Employer Engagement Strategy** is designed to secure placement /work experience for students on all levels of programmes of study supporting personal, academic, and professional development. This will include establishing an Employer Board.
 - NCL's **Meta Skills Strategy** will support students to adapt, learn and thrive in diverse situations and will contribute to a student's overall personal and professional development.
 - NCL's commitment to develop a suite of **micro credentials** will support learners to achieve units in a relatively short time and acquire knowledge and skills without committing to a full programme, offering students on demand online learning without incurring a high cost.
- NCL's **Learning and Teaching Group** focuses on continuous improvement driven by evidence-based practice to promote innovative learning and teaching methods, technologies for learning, assessment practices and feedback approaches;
 - Unit/framework evaluation will identify the currency and effectiveness of units within a curricular framework. Where it emerges that the unit has no andragogical or pedagogical value, NCLs will redesign curriculum supported by its **SCQF unit writing** qualification to address new and evolving 21st century requirements relating to learning and teaching.
 - NCL will continually invest in staff development via the **Staff Development Academy** to enhance the student experience. This will include pedagogical approaches that focus on student-centred learning via NCL's **Professional Practice Unit** and opportunities for staff delivering vocational qualifications to upskill to achieve currency in their knowledge and skills.
 - Introducing a shared course assessment calendar to mitigate against assessment burden for students.

DATA AND EVIDENCE-BASED INFORMATION TO MITIGATE AGAINST WITHDRAWAL

- NCL's **artificial intelligence tool** will identify at-risk students. This will enable early intervention with academic and professional services teams which will include progress tracking and signposting students for tailored support.
- NCL will use KPI data to provide a comprehensive overview of performance at departmental and programme level. This will be used to make data-driven decisions, identify areas for improvement and demonstrate accountability.
- NCL's **Retention and Attainment Group** is developing strategies to improve student retention rates, progression, and successful completion of courses; this will be informed via departmental action plans and Plan-Do-Study-Act (PDSA) modelling for continuous improvement.
- NCL will use data to inform the correlation between date of application and student retention.
- Scrutinising, extending, improving and interrogating withdrawal data to establish trends and patterns to track students to future destinations.
- NCL's Credit and Performance Monitoring Group to consistently review KPI data, identifying areas that require intervention and support for academic and professional teams to achieve credit targets.





**NEW
COLLEGE
LANARKSHIRE**

Bringing **Education** Closer