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Lanarkshire

Outcome Agreement

2019/22.

2019

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## Introduction

### Reporting

An outcome-focused approach has been adopted to improve the outcomes for the individual learner and the Scottish economy as a whole. This Outcome Agreement demonstrates how Lanarkshire's colleges are:

- Contributing to a reduction in youth unemployment and improving life chances by providing all learners with the necessary skills to progress into sustainable employment.
- Ensuring provision is efficiently delivered and meets national, regional and local employer needs through the use and analysis of Regional Skills Assessments (RSAs), Skills Investment Plans (SIPs) and other relevant labour market intelligence.
- Supporting learners to complete their study and achieve successful outcomes.

### Funding

College region Lanarkshire (New College Lanarkshire and South Lanarkshire College) will receive £48,782,106 total core teaching funding (including funding for national bargaining and ESF), £45,614,983 final core teaching funding, £3,167,167 ESF funding and £2,052,000 indicative capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2019/20 to plan and deliver 170,545 credits of further and higher education in the Region. This includes 7,546 credits for early education and childcare activity.

Core Student Support funding for 2019/20 is £14,303,191.

In addition, the college region will receive £3,167,167 in European Social Fund – Developing Scotland's Workforce (ESF-DSW) grant through the SFC to deliver 11,971 further credits to eligible learners (*There is no additional student support funding allocation from SFC as the ESF-DSW is exclusively Higher Education [HE] and therefore supported by Student Awards Agency Scotland [SAAS]*).

The total credit target for 2019/20 is therefore 182,516.

The funding is on the condition that the Regional Strategic Body signs and commits to deliver the outcomes detailed within this outcome agreement.

| Lanarkshire Final Funding Distribution AY 2019/20                        | Lanarkshire Allocation | NCL Allocation     | SLC Allocation     | NCL Dist Ratio | SLC Dist Ratio |
|--|------------------------|--------------------|--------------------|----------------|----------------|
| Early Ed & Childcare Credits (HNCs)                                      | 7,390                  | 4,938              | 2,452              | 66.8%          | 33.2%          |
| Early Ed & Childcare Credits (PDAs)                                      | 156                    | 156                | 0                  | 100.0%         | 0.0%           |
| <b>Early Ed &amp; Childcare Credits Total</b>                            | <b>7,546</b>           | <b>5,094</b>       | <b>2,452</b>       | <b>67.5%</b>   | <b>32.5%</b>   |
| Core Credits   | 162,999                | 121,636            | 41,364             | 74.6%          | 25.4%          |
| <b>Core Credits Total</b>  | <b>170,545</b>         | <b>126,729</b>     | <b>43,816</b>      | <b>74.3%</b>   | <b>25.7%</b>   |
| ESF Credits  | 11,971                 | 6,163              | 5,808              | 51.5%          | 48.5%          |
| <b>Total credits to be delivered</b>                                     | <b>182,516</b>         | <b>132,893</b>     | <b>49,624</b>      | <b>72.8%</b>   | <b>27.2%</b>   |
| Access & Inclusion premium   | £4,364,018             | £3,242,825         | £1,121,193         | 74.3%          | 25.7%          |
| Core teaching funding  | £39,921,112            | £29,664,679        | £10,256,434        | 74.3%          | 25.7%          |
| Access & Inclusion Premium Supplement                                    | £750,000               | £746,497           | £3,503             | 99.5%          | 0.5%           |
| "Indicative core teaching funding allocation for AY 2019-20" and 2018/19 | <b>£45,035,130</b>     | <b>£33,654,001</b> | <b>£11,381,129</b> | <b>74.7%</b>   | <b>25.3%</b>   |
| "Total national bargaining costs AY 2019-20" and 2018/19                 | <b>£579,808</b>        | <b>£431,990</b>    | <b>£147,818</b>    | <b>74.5%</b>   | <b>25.5%</b>   |
| <b>Core teaching funding allocation Total plus Funding for NB</b>        | <b>£45,614,938</b>     | <b>£34,085,991</b> | <b>£11,528,947</b> | <b>74.7%</b>   | <b>25.3%</b>   |
| "ESF teaching funding 2019-20"   | <b>£3,167,167</b>      | <b>£1,630,630</b>  | <b>£1,536,538</b>  | <b>51.5%</b>   | <b>48.5%</b>   |
| <b>"Total teaching funding including ESF 2018-19" and 2019/20</b>        | <b>£48,782,106</b>     | <b>£35,716,621</b> | <b>£13,065,485</b> | <b>73.2%</b>   | <b>26.8%</b>   |
| lifecycle maintenance  | £887,000               | £645,836           | £241,164           | 72.8%          | 27.2%          |
| High priority backlog maintenance  | £1,165,000             | £943,650           | £221,350           | 81.0%          | 19.0%          |
| <b>Capital/Maintenance</b>   | <b>£2,052,000</b>      | <b>£1,589,486</b>  | <b>£462,514</b>    | <b>77.5%</b>   | <b>22.5%</b>   |
| <b>Grand Total Funding (excluding student funding)</b>                   | <b>£50,834,106</b>     | <b>£37,306,108</b> | <b>£13,527,998</b> | <b>73.4%</b>   | <b>26.6%</b>   |
| <b>Student support</b>   | <b>£14,303,191</b>     | <b>£10,414,344</b> | <b>£3,888,847</b>  | <b>72.8%</b>   | <b>27.2%</b>   |
| <b>Grand Total Funding (including student funding)</b>                   | <b>£65,137,297</b>     | <b>£47,720,451</b> | <b>£17,416,846</b> | <b>73.3%</b>   | <b>26.7%</b>   |

| Lan            | NCL            | SLC            |   |
|----------------|----------------|----------------|---|
| <b>182,516</b> | <b>132,893</b> | <b>49,624</b>  | <b>Credits</b>  |
| £25.59         | £25.59         | £25.59         | Access & Inclusion premium                            |
| £234.08        | £234.08        | £234.08        | Funding Per Credit                                    |
| £4.40          | £5.89          | £0.08          | NCL supplement  |
| <b>£264.07</b> | <b>£265.56</b> | <b>£259.75</b> | <b>Core Teaching Funding Per Credit</b>               |
| <b>£3.18</b>   | <b>£3.25</b>   | <b>£2.98</b>   | <b>NB Funding Per Credit</b>                          |
| £267.46        | £268.97        | £263.12        | Core Teaching Inc NB Per Credit                       |
| <b>£264.57</b> | <b>£264.57</b> | <b>£264.57</b> | <b>Av Price Per Credit</b>                            |
| <b>£267.28</b> | <b>£268.76</b> | <b>£263.29</b> | <b>Av Price Per Credit</b>                            |
| £4.86          | £4.86          | £4.86          | Lifecycle maint per Credit                            |
| £6.38          | £7.10          | £4.46          | HPM per Credit  |
| <b>£11.24</b>  | <b>£11.96</b>  | <b>£9.32</b>   | <b>Total capital per Credit</b>                       |
| <b>£278.52</b> | <b>£280.72</b> | <b>£272.61</b> | <b>Total Av Price Per Credit</b>                      |
| <b>£78.37</b>  | <b>£78.37</b>  | <b>£78.37</b>  | <b>Student support per Credit</b>                     |
| <b>£356.88</b> | <b>£359.09</b> | <b>£350.98</b> | <b>Total Av investment in each college Per Credit</b> |

## Part 1 – Regional context

*All data presented referenced from Skills Development Scotland (2018) Lanarkshire Regional Skills Assessment – October 2018*

### Population size/demographic profile (working age population)

Lanarkshire is the third largest Regional Skills Assessment (RSA) region in Scotland by population.

Our projected population growth rate of 3% (22,258 people) is less than the Scottish national rate of 5% over the next 25 years. The region is expected see an 8% decline (39,812 people) in the working age population which is double the national rate of 4%. However, within the region, there are large local variations. For example, in the East Kilbride area around 10,000 new homes are under construction and planned, which will attract those primarily of a working age. Similarly North Lanarkshire Council have recently announced their plans to construct 5,000 new homes in the region by 2035. Within the same period Lanarkshire's 65 – 74 age band is projected to increase by 22% (17,000 people), which is considerably higher than the national rate of 17%. Those aged 75+ are expected to increase by 84% (51,200 people), which again is higher than the national rate of 79%.

### Employment, skills and qualifications

The number of jobs in Lanarkshire is forecast to rise modestly to 2021, due to relatively subdued economic activity and political uncertainty. Moderate job creation is forecast over the medium term, meaning growth averages 0.2 per cent per year over the next ten years. This would equate to an additional 5,400 jobs in Lanarkshire by 2028, taking the level to 318,500 jobs.

Net change in employment is expected to result in 4,900 additional job openings in Lanarkshire over the next decade. Replacement demand, which captures people leaving the labour market or moving between occupations, is expected to result in a further 90,000 job openings over the next ten years.

The largest sectors by employment are wholesale and retail, human health and social work, and construction, accounting for 15 per cent, 14 per cent and 10 per cent of total regional employment, respectively, closely followed by manufacturing. The largest occupations across Lanarkshire are clerical and service elementary occupations, administrative occupations and caring personal service occupations. Over one third of all occupations (38 per cent) were 'higher level', with 31 per cent mid-level and 31 per cent being lower level occupations. 'Higher level occupations' are defined as managers, directors and senior officials, professional occupations, and associate professional and technical occupations; 'Mid-level occupations' defined as administrative and secretarial occupations, skilled trades occupations, caring, leisure and other service occupations; and 'Lower level occupations' defined as sales and customer service occupations, process, plant and machine operatives, elementary occupations. The number of jobs in Lanarkshire is forecast to rise modestly to 2021, due to relatively subdued economic activity and political uncertainty.

Within North Lanarkshire, the number of those aged 16-64 who hold NO recognised qualifications is 56.3% higher than the Scottish national average, with the proportion of those employed in the highest quartile of occupations being 20.5% lower than the Scottish national average, and those employed in the lowest quartile of occupations being 23.0% higher than the Scottish national average. Lanarkshire, as a whole, has lower levels of advanced qualifications, HE qualifications (SCQF level 7-12) and higher levels of elementary qualifications (SCQF 1-4). SFC has utilised European Social Fund funding to help address skills shortages in Lanarkshire, including requirements for upskilling, training new employees and new skill development. The colleges are working actively with SFC to ensure that this activity is continued after the ESF project comes to its end.

## **Areas of deprivation**

Lanarkshire has a higher proportion of its population living in deprived postcode areas than the Scottish average. Deprivation is particularly acute in data zones in Larkhall, Airdrie, Coatbridge, Whitlawburn, Motherwell, Rutherglen and Hamilton. Figures based on National Records of Scotland (NRS) 2017 mid-year estimates show the proportion of population from the 10% most deprived postcode areas (SIMD 10) to be 13.4% for North Lanarkshire and 10.1% for South Lanarkshire. However, the colleges have been successful in engaging with learners from these areas with around 19% of the student populations coming from these data zones.

## **Destination analysis**

For School Leaver destinations in 2016/17, the proportion going into higher education varied from 64% [57% 2015/16] in East Dunbartonshire (the second highest in Scotland) to much lower rates in South Lanarkshire (45%) [39% 2015/16] and North Lanarkshire (43%) [36% 2015/16]. However, a continuing positive trend is evident. Overall, 22% [20% 2015/16] of school leavers in the Lanarkshire Region went into further education as their initial leaver destination, lower than the national average of 27% [22% 2015/16]. The gap between Lanarkshire and the rest of Scotland is growing. Regionally, 21% [29% 2015/16] of school leavers entered employment after leaving school. This is a significant reduction from 2015/16 that resulted in more leavers entering HE and FE in that year. The regional positive destination rate for our college leavers, at 90% in 2016/17, is higher than the Scottish average of 85% and the proportion of learners going straight into employment at the end of their programme, at 22%, is also higher than the Scottish average of 20%. The proportion of learners entering HE with advanced standing has steadily increased over the years and is at a record high, with UWS and Glasgow Caledonian University being the two Universities that provide most progression routes for learners.

## **Meeting the needs of employers**

Both colleges have good links with local communities and businesses, and each is well regarded, in its own right, by employers for the quality of delivery. The colleges continue to invest in developing vocational areas where there is identified demand, including those from the top five Job Requirements by Key Sector: wholesale & retail trade; human health & social work; construction; manufacturing; and administrative & support services. Demand is forecast to be greatest for people with higher (HE) skills (SCQF levels 7-10). However, there is still substantial forecast demand for those with intermediate (FE) (SCQF levels 5-6) skills. There is lower demand for those with lower (FE) skills (SCQF levels 1-4) or no qualifications. There is a strong focus on the delivery of Modern Apprenticeships, the Future Workforce Development Fund, and other work-focused programmes.

## **Links with Local Authorities and Senior Phase Vocational Pathways (SPVP)**

Each college has strong links with several local authorities, Community Planning Partnerships (CPPs) and other key strategic groupings such as the local authority economic growth board and task forces to support sustainable local economic growth. There are excellent links regarding partnership work to support pupils from disadvantaged areas, pupils with additional support needs and others who wish to opt into a part-college curriculum through the DYW initiative. The colleges work with almost all schools in North Lanarkshire, South Lanarkshire and East Dunbartonshire and some schools in East Renfrewshire and Glasgow.

## **Science Technology Engineering Maths (STEM)**

A high proportion of both colleges' delivery is linked to STEM provision. The colleges will continue to work with local authorities, schools and other appropriate organisations to promote the value of STEM subjects and develop pathways into STEM careers. The Principal of New College Lanarkshire is the chair of SFC's STEM Hub Steering Group and is STEM Lead at Colleges Scotland. Other agencies represented on the Steering Group are Education Scotland, SDS, Universities Scotland, ADES, Institute of Physics, ESP, CDN and Scottish Government. The steering group has implemented a structure of Regional STEM Hubs that will be central to delivering the Scottish Government's national STEM Strategy. The Lanarkshire STEM Regional Hub provides the platform to support STEM activity throughout the region. A sub-group from the Regional Hub was established in AY18/19 focusing on Early Years, Primary, Secondary and College Career Long Professional Learning (CLPL) needs and taking initiatives forward from, and reporting to, the Regional Hub. NCL was successful in securing funding from Education Scotland to support CLPL with Phase 1 concentrating on desk research to identify the needs within the region. In March 2019 STEM Lanarkshire was launched to support CLPL and, in line with the national survey, a regional survey launched to identify CLPL requirements and opportunities throughout the education pipeline across all sectors. Phase 2 focuses on CLPL with the creation of a STEM based unit within SCQF Level 6 Early Years curriculum, with all early years learners on placement throughout Lanarkshire delivering STEM activities within an early years setting. Phase 2 further focuses on the outputs of the national and regional survey in terms of CLPL needs and how sectors can provide this and the platforms to support it, including on-line learning. The outputs of the Phase 2 will continue throughout AY19/20. For AY18/19 NCL representatives sit on North Lanarkshire's National Improvement Framework (NIF), focusing on STEM activity throughout the primary and secondary sectors, to ensure a co-ordinated approach to meet the CLPL needs.

The Students' Associations in each college were involved in the recruitment of STEM Ambassadors and both colleges delivered a 'Big Bang' STEM event in 2018 with plans to make this an annual event.

## **Curriculum**

A comprehensive analysis of the Regional Skills Assessments (RSAs) for Lanarkshire and for Glasgow and Clyde Valley and the colleges' own feedback from industry and other sector specialists clearly identify the need for education and training to provide skilled employees in a broad range of sectors including tourism; food and drink; administrative, ICT and digital skills in support of retail, business and financial services; NHS and local authority health and social care including dental nursing; construction and micro-renewables; manufacturing; and automotive services.

## **Equity and Excellence**

Both colleges published their Equality Mainstreaming Reports in April 2017. These are available on the colleges' websites at:

Reference:

- [New College Lanarkshire – Equalities Mainstreaming Report](#)
- [South Lanarkshire College Equalities Mainstreaming Report](#)

Both colleges are active in supporting the most disadvantaged in society. Arrangements include Corporate Parenting plans with links to specific support organisations.

Reference:

- [New College Lanarkshire – Corporate Parenting Plan](#)
- [South Lanarkshire College Corporate Parenting Plan](#)

Both colleges aspire to deliver the best possible outcomes for learners in terms of student attainment and positive destinations at the end of each course. South Lanarkshire College's attainment rates are amongst the top in Scotland for learners who are from the following categories: Care-experienced; SIMD10; SIMD20; Further Education full-time and part-time and Higher Education part-time. Its attainment rates are second top in Scotland for HE full-time students. The colleges through their individual arrangements monitor equality of outcomes for under-represented groups and report these to their appropriate committees. Arrangements are in place in some instances to monitor outcomes for these groups from college-wide level through to course team level. This enables focused action to be taken, if required. Each college has developed its Equality Mainstreaming Report and associated action plan to meet its specific equality objectives.

### **European Union Partnerships**

Lanarkshire was one of the first college regions in Scotland to deliver mobility for Vocational Education and Training (VET) students and have over fifteen years' experience in the delivery of staff and student mobilities. New College Lanarkshire (NCL) was awarded the Erasmus+ Quality Certificate in 2016 in recognition of the high quality mobility projects delivered by the College and its strategic approach to integrate an international and cultural dimension into the teaching and service functions.

NCL currently deliver one of the largest VET mobility contracts in the UK – working annually with 26 EU partners in 9 countries to send over 300 Scottish learners on short-term work placement programmes. Partnership is reciprocal and NCL host and facilitate placements for approx. 120 young people each year. EU delivery partners are diverse and include FE colleges, vocational schools, Universities, local authorities, employers and sporting bodies. All partners are specialists in their field and are experienced in ERASMUS+ programme activities.

As a direct result of our mobility activity, working relationships with our partners at local, national and European level have been positively enhanced, with stakeholders keen to develop best practice processes and procedures, learning from each other. Partnerships developed through mobility have led to a range of projects in related areas; transnational staff CPD opportunities, the development of new learning materials and resources, EU-conferences and the creation of international collaborative networks.

### **Intensification**

The Scottish Government (SG) has introduced the concept of 'intensification', the aim of which is to provide clear correlation between SG's investment and its associated desired outcomes. The SG require colleges to build upon the work already established in the process of 'intensification' and to drive this forward in Academic Year (AY) 2018/19. This process demands the setting of ambitious targets, encouraging engagement; improving transparency and accountability, and driving improvement.

Our approach to 'intensification' to provide Equality and Fairness, by contributing to a more equal society, will focus on critical reflection of our ability to deliver relevant learning and qualifications measured against real world success in the labour market, educational advancement and personal development. This is facilitated through developing a new approach to bring clarity to planning, encouraging all staff to contribute to clear objectives through their actions. Elements such as multidisciplinary change and improvement groups and new clear, concise, measurable and accountable



institutional action plans are examples of how this can be achieved. Clarity and transparency inherent in this approach will improve non-executive Board Members' ability to monitor, scrutinise, challenge and support.

Further examples include contributing to a more successful economy and society by using techniques outlined above and renewing the drive to maximising common benefit through partnership and collaboration applied to initiatives such as growing and developing Science Technology Engineering and Mathematics (STEM) provision; growing and developing Early Learning and Childcare (ELC); growing and developing Apprenticeships; striving for meaningful and productive employer engagement; and Developing the Young Workforce (DYW).

This Outcome Agreement provides detail describing our ambition, commitment and actions relating to these areas and the many more listed on page one's contents list. Achieving this level of ambition will be driven through this intensified approach.

Both colleges are pro-active in adopting more intensive approaches to leveraging benefits from their innovative developments that support curriculum delivery. South Lanarkshire College built the UK's first BREEAM outstanding building, now used in the education of a broad range of students, and particularly for construction students. As part of its strategy to promote sustainable behaviours, it has now embarked on a range of innovative linked projects to support construction industry training.

Both colleges are pro-active in Apprenticeship and Foundation Apprenticeship with the ambition to deliver over 400 new start Modern Apprentices for the Region each year by AY 2021/22. Our commitment to Foundation Apprenticeships has taken a significant step forward with a partnership bid between New College Lanarkshire and North Lanarkshire Council, with an ambitious joint target of 500 FA starts by AY 2019/20. South Lanarkshire College is the largest deliverer of construction apprenticeships in Scotland. New College Lanarkshire also offers graduate apprenticeships in BSc IT: Software Development, in partnership with the University of the West of Scotland.

Both colleges have made effective use of innovation funding available through SFC. South Lanarkshire College, working in partnership with a key employer developed a bespoke resource for training timber-frame erection to tougher demanding standards of energy efficiency. New College Lanarkshire learners worked with local charity New Rhythms for Glasgow, to help them develop a business plan and establish an online portal to give access to the arts to some of the most disadvantaged members of the community.

### **The Learner Voice**

Lanarkshire's Students' Association Presidents have engaged in the formal development of this document and have summarised the value we add to fulfilling our Regional Outcome Agreement, through this statement.

Students' Associations (SAs) in the region are developing operational and strategic planning processes to prioritise our aims and manage our resources.

South Lanarkshire College Students' Association (SLCSA) has aligned its plans with the themes and principles of NUS' *Framework for the Development of Strong and Effective College Students' Associations in Scotland* to support our development and streamline the evaluation of our impact.

South Lanarkshire College has set up a new advisory group with both external and staff membership to ensure the empowerment of student representatives through the provision of independent advice and additional rigour in the development of our policies and plans.

Representatives of SLCSA feel welcome and engaged in College-wide groups and committees including the Safeguarding Group, the Equality Group, the Sustainability Group, Academic Board and, Quality Audit Group. We support the College in engaging with Class Representatives through course teams, focus groups and, the informal curriculum.

SLCSA have successfully recruited 8 Volunteer Officers who make up the Executive Committee. Each officer is taking the lead on initiatives in areas that they are passionate about or experienced in such as LGBTI+, care-experienced, students with disabilities, carers, mental health, physical health, sustainability and environmental issues.

The New College Lanarkshire's Student Association (NCLSA) has built a good network in the local area and have successfully helped to arrange mental health training for students within the college with NHS Lanarkshire and LAMH visiting the college to deliver suicide alertness training to class groups. NCLSA staff and officers have attended Scottish Mental Health First Aid and SafeTALK training externally through work and connections made with LAMH, The Richmond Fellowship and charity Chris's House.

The NCLSA is working in partnership with the college towards NUS 'Healthy Body Healthy Mind' Award again this year. This centres on mental health, physical health and stopping smoking. Successful weekly walks, monthly support groups and mental health events throughout the college such as World Mental Health Day, Health and Wellbeing Week and Equality and Choices Event are contributing to this.

SLC welcomed around 130 school students for 'The Big Bang' STEM event; 30 student ambassadors volunteered at this event and are being offered the opportunity to be trained as official STEM Ambassadors.

The SA in partnership with the college achieved LGBT Charter Mark Award and are now working toward the Bronze Award. For AY 2018-19 onwards the SLC Student Association has a dedicated Sustainability Officer as part of its committee who will have a major role in promoting sustainable behaviours through events and communications.

The Student Association at New College Lanarkshire has a clear partnership agreement with the Lanarkshire Board that sets out the commitment to have real partnership with students in NCL. The Student Association Officers take part in cross-college committees, such as Student Mental Health and Wellbeing, Learner Engagement Team and the Positive Change Team. Membership allows the learner voice to be heard on matters that have an impact on students at NCL.

NCL's SA continues to work in partnership with the Learner Engagement team. 'Be Engaged', a programme encouraging student participation across 8 themes, introduced 2 years ago, continues to grow, with a much increased amount of awards claimed by students during AY 2017-2018 – approx. 2000. The programme enjoys support from a range of organisation that the college partners with, such as 'Voluntary Action North Lanarkshire' and 'Nil By Mouth'. One of the 8 themes for 'Be Engaged' is Sustainability – 'Be Environmental'. An example for this is students from NC Level 5 Animal Care have recently carried out activities under this heading, including a Swap Shop for recycling clothes, and actions related to reducing plastic waste. Senior Managers also engage with students through 'Be Heard' events, allowing students an opportunity to feedback on issues and positives aspects that impact on their studies.

Students from the Science courses at NCL are STEM Ambassadors, supporting a variety of STEM initiatives by hosting primary and secondary pupils, encouraging them to take an active part in activities relating to developing their science skills. This also includes supporting a visit by Richard Lochhead, Minister for Further Education, Higher Education and Science, who launched the STEM Strategy Report at New College Lanarkshire.

Both college Students' Associations have been active in promoting various initiatives and pursuing appropriate accreditation, supporting Region-wide outcomes. In South Lanarkshire College, this includes achieving the LGBT Charter Mark and, working towards the 'Healthy Body Healthy Mind' Awards as well as re-accreditation through NUS' Responsible Futures sustainability programme.

New College Lanarkshire Student Association has prioritised their plans to align with their Student Partnership Agreement, sparqs Student Engagement Framework, and Education Scotland's 'How Good is your College'. NCLSA will continue to work in partnership with the College and sparqs to increase the impact of NCLSA.

At New College Lanarkshire, NCLSA and college staff work in partnership to engage with the whole of the student body, supporting the class representative structure and actively engaging with students at various events and activities.

As part of the Student Partnership Agreement, NCLSA are working towards Healthy Mind Healthy Body Awards, as well as supporting physical and mental health well-being events in conjunction with external stakeholders. In addition, NCLSA achieved the highest number of students participating in the NUS national student attendance survey, and were awarded a trophy for this.

NCLSA have been actively promoting Equality, Inclusion and Diversity events with a very successful LGBT event this year. Student Elections this year has shown the positive impact and the visibility of NCLSA is continuing to grow with the highest number of candidates. A total of 1166 votes were cast in what has been our most successful election to date in terms of size, scope, variety and participation. The first ever Supported Learning student and one of the first NCLSA Saints officers stood as a candidate. This displays the value and impact of NCLSA and its continued growth.

Overall, the Students' Associations have progressed significantly in terms of annual planning, events, engagement in cross-college committees and the development of this Regional Outcome Agreement.

Reference:

- [New College Lanarkshire – Student Association Partnership Agreement](#)
- [South Lanarkshire College Student Association Strategic Plan](#)

## Part 2 – Priorities, Outcomes and Outputs

### **SFC Priority 1: High Quality learning and teaching**

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

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

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

The colleges deploy funds provided by SFC and the Scottish Government to support students from the most disadvantaged backgrounds. These funds include SFC student support funds, training allowances for SDS funded programmes, Educational Maintenance Allowance for students meeting the eligibility criteria, and discretionary funds for crisis support for students experiencing financial difficulties. Both colleges are adapting existing policies and procedures to ensure the needs of ‘estranged students’ are addressed as part of their core policy documentation. In addition, both colleges are reviewing their approaches to support veterans through their college journey, with emphasis on identification and certification of prior learning.

We work with many partners to increase the participation of learners, particularly those from protected characteristic groups and those requiring additional support to return, to learning for up-skilling and re-skilling.

Our facilities and estates help support learners to study close to home and/or at a level and time that is suitable for their needs. Part-time, evening and flexible access is being promoted across the curriculum. Venues include, not only the many campuses we operate, but also schools and community centres. Many courses offer childcare assistance to support our learners’ ability to participate. Community-based courses appeal especially to beginners, who may be experiencing disadvantage, to get them started on their learning journey. Most of our community-based programmes are delivered in partnership with other agencies and organisations. These partners include: SDS, North Lanarkshire Council Community Learning, South Lanarkshire Council Community Learning Service, Prince’s Trust Scotland, NHS and Glasgow Homelessness Network.

As a partner, we collaborate with local authorities in Corporate Parenting, by providing key contacts to participate as members of their committees that work for and with care-experienced people. This allows us to influence and support developments that enhance their life chances through education. Robust college plans also support that aim.

College partnerships are key in enabling people with disabilities to participate in education and build appropriate employment skills. We work with a wide range of organisations to support this work, including Independent Living Fund Scotland, Enable, One Parent Families Scotland and the National Autistic Society. Partnerships continue to be developed to look at the type of support that young and Minority Ethnic learners may need to ensure they are able to participate and progress in an equitable way.

Our partnership working, outlined above, also forms part of a wider consultation, both formal and informal, to support our ability to assess and plan to improve underrepresentation of protected characteristic groups. A combination of national, local government and college statistical data facilitates our understanding of local need and allows us to align our provision with national priorities and Government aspirations and ambition, in support of fairness and equity. Both colleges are adapting

existing policies and procedures to ensure that the needs of estranged students are addressed as part of their core policy documentation. In addition, both colleges are reviewing their approaches to supporting veterans through their college journey, with emphasis on identification and certification of appropriate prior learning. In South Lanarkshire College (SLC), students attend the regular Faculty Meetings, where their voice is heard and they can influence key aspects of curriculum delivery. At New College Lanarkshire, all full-time courses have class representatives to make sure that learners' views on their College experience are listened to and acted upon by staff, where necessary. Student officers proactively attend academic faculty meetings. All fulltime courses will have at least three Course Team Meetings a year which include the class representatives. Both colleges have a 'Saints Officer' in their Student Association committee who actively represents the views of learners with disabilities and influences the Student Association and wider cross-college committees.

### **Equally Safe Strategy – Working towards a safer community**

Gender based violence describes a range of behaviours that includes: intimidation, harassment, online abuse, intimate image sharing, domestic abuse, physical and emotional abuse, stalking, sexual assault and murder. The term also includes commercial sexual exploitation and so-called 'honour based' violence, including, female genital mutilation, forced marriages and 'honour' crimes. Although gender-based violence affects more girls and women, it also impacts men and those in the LGBT+ community.

The Colleges are fully committed to implementing the 'Equally Safe' Strategy. They acknowledge their responsibilities to stop gender-based violence in all its forms and provide a safe, inclusive and supportive environment for students and staff.

The Colleges' 'Equally Safe' Strategies are based on three strategic aims:

- Prevention
- Support & Wellbeing Framework
- Awareness Raising & Changing Attitudes

As part of the Scottish Government's strategy for preventing and eradicating gender-based violence a toolkit has been produced by Strathclyde University for higher education institutions. This toolkit has been shared with the College Management Teams and safeguarding groups for wider dissemination and implementation. There are plans for this toolkit to be further adapted for the college sector. Information on gender-based violence and support cards have been issued to every educational institution in Scotland.

This was circulated to all college staff with a pop-out support information to be added to staff ID lanyards. This action ensures that all staff have awareness of gender-based violence and if a student or colleague makes a disclosure of gender-based violence they can be supported by providing specialist support agency contact details.

The SLC Equally Safe Strategy is part of the remit of the Safeguarding Group. This will ensure gender-based violence prevention is embedded into the ongoing activity of the College. Existing safeguarding policies will be reviewed to ensure they are robust and meet ongoing safeguarding changes. In addition, SLC aims to develop a Gender-Based Violence Prevention and Support Policy. This policy will outline the steps taken to ensure the College is an environment that is safe for everyone, and where such behaviours occurs, students and staff know how to, and feel able to seek help and support.

Within NCL, actions have been taken to promote the 'Equally Safe' Strategy – Working towards a safer community. All staff have been issued with the short guide to ending gender-based violence and 6 staff

have attended the national events - "Love Doesn't Hurt, Preventing Gender Based Violence in Colleges & Universities". There is now an online forum where members who attended the event share information, learning and resources about responding to GBV at colleges and universities. Information gathered has been discussed by the Student Advisers, who will be updating the Safeguarding Policy and Procedure with specific reference to gender-based violence for session 2019/20.

Work has been undertaken in partnership with the Students' Association to raise awareness of Preventing Gender-Based Violence within New College Lanarkshire. When instances of concern have arisen, this has resulted in information sessions delivered to learners that address the issue. If a significant concern arises regarding an individual either prior to application or when on course, a risk assessment is undertaken by two Student Advisers and, based upon the information gathered, a decision is taken by the Safeguarding Lead or Depute Safeguarding Lead.

Student Services will continue to provide immediate support to those students who may be affected by gender-based violence. They are working in close partnership with a range of specialised support agencies to ensure prompt referrals are done, whilst continue to offer ongoing emotional support. In addition, students can access a range of support services such as the College Student Counselling Service, resilience sessions and weekly mindfulness classes.

The Colleges will work in close partnership with the Students' Associations in the planning of campaigns, events and activities. It is essential that the Student Associations have a strong voice and helps shape the ongoing work. This will be key to the success of the implementation. The SLC Student President is a member of the College's Safeguarding Group, ensuring that students will continue to influence this ongoing initiative. At NCL, the Student Association is represented on the Equality and Diversity Group, which oversees actions on gender-based violence.

A range of events and activities will take place to raise awareness and change attitudes. Ongoing poster campaigns alongside social media will continue to keep this issue at the forefront.

In order to ensure that the colleges are supporting initiatives to prevent and eradicate all forms of gender-based violence, both colleges are reviewing their policies and adopting the helpful 'Equally-safe' toolkit. The colleges have well-established approaches to supporting the mental health and well-being of students and staff. SLC has regular specific health and wellbeing events, a Counsellor, a booklet outlining the support available and NCL has counselling services available at all main campuses, online support resources, ongoing support / resilience sessions that can be tailored to individual /group needs and health and well-being events.

**Output 1.1: Identify and address under-representation from protected characteristic and socio-economic groups and ensure equality and diversity in all that we do.**

The Lanarkshire colleges address all the general and specific duties of the Equality Act 2010 and The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The colleges have good experience of working together collaboratively in the development of Equality Outcomes. The first set (published in 2013) of overarching outcomes were developed as an umbrella for both colleges, supported by each college's own policies and plans. These were refreshed in 2015 and the two colleges are presently working together to review outcomes and progress for the next reporting cycle. This Regional Outcome Agreement has an Equality Impact Assessment to ensure that the agreement has a positive impact on promoting equity, equality and diversity.

The Colleges are committed to supporting individuals who are experiencing mental health issues and to reduce the stigma surrounding mental health. Both Colleges have established a Student Mental Health

Agreement (SMHA) with a Student Mental Health Group set up to implement and develop the SMHA. The agreements are currently under review and the Colleges are working in partnership with the Student Association and NUS to complete this.

National measures:

- 1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care-experienced.

[Link to National Measures Table](#)

Commitment:

- Address our duties as directed by the Equality Act 2010 and The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.
- Invest in staff Continuing Professional Development (CPD) in support of access, inclusion and equality.
- Foster a multi-agency approach to support access, inclusion and equality.
- Analyse and act upon robust data in support of access, inclusion and equality.
- Support individuals who are experiencing mental health issues and reduce the stigma surrounding mental health.

Reference:

- [New College Lanarkshire – Access & Inclusion Strategy](#)
- [New College Lanarkshire – Access & Inclusion Action Plan](#)
- [New College Lanarkshire – Access & Inclusion Action Plan Review](#)
- [New College Lanarkshire – Equalities Outcome Plan](#)
- [New College Lanarkshire – Equalities Outcome Plan Review](#)
- [South Lanarkshire College - Access and Inclusion strategy, implementation and impact](#)
- [South Lanarkshire College - Equalities Mainstreaming Report](#)
- [New College Lanarkshire – Mental Health & Wellbeing Strategy](#)
- [South Lanarkshire College – Mental Health & Wellbeing Strategy](#)

### **Output 1.2: Promote and support wellbeing, mental health and physical health.**

Both Colleges act to encourage and promote health and wellbeing among teaching staff, support staff and learners. We are committed to supporting individuals who are experiencing mental health issues and reduce the stigma surrounding mental health. Student Mental Health (SMH) Agreements have been adopted at both colleges and Mental Health Steering Groups set up to implement and develop the agreements. The groups meet regularly and include membership from teaching staff, support staff, students and community pastoral support. The groups are reviewing the Student Mental Health Agreements (SMHAs) in collaboration with the Student Association to support joint priorities and goals for improved mental health and wellbeing, in line SG's Mental Health Strategy 2017

NCL signed 'The Pledge' in January 2018, in conjunction with Stigma Free Lanarkshire, to challenge mental health stigma and discrimination whilst positively promoting equality and inclusion for all staff and students.

Student Services continue to provide immediate support to those students who may be impacted by mental health issues. Working in close partnership with a wide range of specialised support agencies to ensure prompt referrals are done whilst continue to offer ongoing emotional support. In addition, students can access a wide range of internal support which include community pastoral support, counselling services and mindfulness classes.

SLC: Recognising that male students in specific age ranges are at particular risk, the Student Association works with Student Services in the college in an initiative that delivers suicide awareness training to all male students studying construction. NHS Lanarkshire delivered sessions to every group and the plan is to make this an annual student support event. There is a mental health information point in the Library and Advice Centre, where a wide range of information on mental health is available. There are staff trained in Mental Health First Aid and ASIST (suicide intervention and prevention). A list of ASIST trained staff and how to contact them is on display in the Library and Advice Centre and through the College portal telephone directory. The College also delivers a wide range of events and activities to support mental health and raise awareness. These events are embedded into the College calendar on annual basis and include: Health & Wellbeing Week, Mental Health Awareness and Equality & Choices. Many of the campaigns tie-in with national agendas ensuring maximum impact.

NCL: NCL's Mental Health Steering Group was established represented by faculty, support and student association members. The group created an action plan to support improved mental health and wellbeing for all staff and learners. This included a training schedule for Mental Health First Aid (MHFA) and ASIST Training across faculty and support areas with dedicated Mental Health Champions in faculty and support areas. Feedback from staff trained in MHFA indicates more effective sign posting for students and increased confidence when dealing with student mental health issues as first responders. In addition, NCL has several external partners who deliver appropriate training and information sessions to staff and learners across the academic year. The NUS 'Think Positive' project was piloted across specific faculty areas to support increased disclosure of mental health issues/concerns. As part of induction, all students viewed the See Me 'It's Okay' campaign. At the same time the 'My Day' student app was launched with a tile specific for mental health which includes effective sign-posting to internal and external support, ie, student adviser/key support teams, counselling services, Lanarkshire Links, See Me, etc.

### **Output 1.3: Support and improve access for learners from the 10% most deprived postcode areas.**

The Colleges have high levels of engagement with learners from the most deprived local communities and have an ambition to grow this further. The proportion of the population from the 10% most deprived postcode areas (SIMD 10) is 11.6%. The Lanarkshire colleges have delivered a steadily increasing level of activity to these groups. In AY 2015/16 the delivery of 35,270 SFC funded Credits to learners from the 10% most deprived postcode areas in Lanarkshire represented 18.9% of all college SFC funded learner activity. This is a significant increase of engagement with learners who live in areas of deprivation and is testament to the Colleges' investment in supporting and delivering on this national ambition.

National measures:

- 1(c)\* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas;
- 4(b)\* Proportion of enrolled MD10 students successfully achieving a recognised qualification.

[Link to National Measures Table](#)

Commitment:

- Continue to support high levels of SIMD10 Learner participation.
- Strive to maximise the proportion of Credits delivered to learners in the most deprived 10% postcode areas in support of the SG's national ambition of 20% by 2021.
- Strive to maximise the percentage of MD10 FT FE and HE enrolled students achieving a recognised qualification in support of the SG's national ambition of 68% by 2021.



#### **Output 1.4: Address gender imbalance where it exists in subject areas.**

Gender imbalances often reflect historical stereotyping and have persisted over time. Both colleges have action plans to address gender imbalance in specific subject areas by working proactively in partnership with schools, pupils, parents, industry and our local communities. We are working to ensure there is no disadvantage to certain groups including students who are transgender or gender diverse, as well as considering equality issues under all protected characteristics.

National measures:

- 1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care-experienced.

[Link to National Measures Table](#)

Commitment:

- Our ambition is to increase by 5 percentage points the minority gender share in each of the most imbalanced subject 'Superclasses' by 2021.
- The focus will continue to be on the top five areas where gender imbalance is most acute: construction; engineering; care services; business; and hair and beauty.

Reference:

- [New College Lanarkshire – Gender Action Plan](#)
- [New College Lanarkshire – Gender Action Plan Review](#)
- [South Lanarkshire College gender action plan with progress report to follow](#)
- [South Lanarkshire College LGBT Policy](#)

#### **Output 1.5: Provide support for learners and staff who are also carers.**

The Lanarkshire colleges are 'Care Aware', which includes both care-experienced and carers. NCL is developing a 'Special Leave' policy, which will support the needs of staff carers. Currently, both colleges have 'dependents leave' policies that would be used to cover carers. South Lanarkshire College is a 'Leader in Diversity' and has supported learners from the most deprived postcode areas to successfully apply and attain at a high level well above the Scottish average. Both colleges have Corporate Parenting plans in place and are working actively with partner agencies to enable the best outcomes for all learners. In NCL, carers are supported in a similar way to care-experienced learners, with the Corporate Parenting Team having a strategic overview of actions. We have a specific Student Carers' Support Policy to drive this work.

Commitment:

- Develop and adjust our policies to remove barriers and support learners and staff who are also carers.

Reference:

- [New College Lanarkshire – Student Carers Support Policy](#)
- [South Lanarkshire College Student Carers Policy](#)

#### **Output 1.6: Support access for care-experienced learners.**

Care-Experienced Learners: As an identified 'Corporate Parent' the colleges recognise that care-experienced students are among some of the most vulnerable individuals in our community. They often have complex support needs and may have experienced trauma, loss or distress. We are committed to

taking the necessary actions to promote and support the health and wellbeing of these individuals and provide a supportive and nurturing learning environment which will ensure they fulfil their potential.

The colleges identify a named staff contact for care-experienced students, who will provide tailored 1:1 support, including assistance with applications, orientation visits, guidance and advice regarding funding, fast-track funding applications, access to counselling or other mental health services, and regular contact with support services to monitor progress in their studies.

In both colleges, there are specific groups that take the remit for Corporate Parenting. In SLC, it is part of the remit of the College's Safeguarding Group, and in NCL, it is a specific Corporate Parenting Team. The groups work to take effective actions that remove barriers, and improve access to services. They also consider corporate parenting training requirements, act as a platform to share good practice and discuss sector or wider national issues, disseminating directly to the Colleges' Senior Management Teams.

Both colleges work in close partnership with Who Cares? Scotland to promote and support their care-experienced students. The Colleges have participated in a range of activities and events that are college wide to promote the wellbeing and rights of care-experienced young people, fostering an open and supportive environment where care-experienced students feel valued and supported. NCL worked with Who Cares? Scotland to develop an online module for all colleges to use with staff to inform them on the issues for care-experienced learners.

The colleges take part in relevant external activities and meetings and are members of the West of Scotland FE & HE Care-experienced, Estranged & Carers West Forum. South Lanarkshire College has taken the 'Stand Alone Pledge'. This supports the sharing of best practice for the care and support needs of care-experienced students. It also acts as an effective transitional referral platform for those students who are progressing from college to university.

National measures:

- 1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care-experienced;
- 4(d)\* Proportion of full-time enrolled Care-experienced students successfully achieving a recognised qualification

[Link to National Measures Table](#)

Commitment:

- The percentage of CE FT FE enrolled students achieving a recognised qualification.
- Strive to maximise the percentage of Care-experienced FT FE and HE enrolled students achieving a recognised qualification in support of the SG's national ambition of 75% by 2021.

Reference:

- [New College Lanarkshire – Corporate Parenting Plan](#)
- [South Lanarkshire College - Corporate Parenting Plan](#)

### **Output 1.7: Support access for learners who use British Sign Language.**

Both colleges within the region are working to ensure students who use BSL are supported and are committed to improvement, where necessary. We will work to ensure inequalities experienced by students who use BSL are being addressed. We are working to improve our ability to offer accessible advice and guidance to students who use BSL on learning and teaching, service, support and funding.

Learners in transition to and from college including school and university who use BSL require a focus in the development of our plans and their implementation. NCL also delivers BSL as a school subject to pupils in a school-college partnership.

National measures:

- 1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care-experienced.

[Link to National Measures Table](#)

Commitment:

- Address our duties as directed by the British Sign Language (Scotland) Act 2015.
- Acknowledge and support the BSL National Plan.
- Work with support of the SFC to develop our BSL plan.

Reference:

- New College Lanarkshire – British Sign Language Action Plan (Available from Oct 2018)
- South Lanarkshire College British Sign Language Action Plan (Available from Oct 2018)

### **Output 1.8: Support access for learners who speak Gaelic.**

The colleges recognise that Gaelic is an integral part of Scotland's heritage and national identity and we support parity of esteem for the language. We will act, where appropriate, to support the use of the Gaelic language, particularly for native speakers and for those with a desire to learn the language. We encourage its use by speakers among our staff, students and others. Gaelic use within Lanarkshire is at the lowest level of any region in Scotland at 0.7% (*National Records Scotland*) with demand for use and learning at a low level. The colleges regularly review demand and use and consider the appropriate level of support for the language.

Commitment:

- Acknowledge and support the National Gaelic Language Plan (NGLP).

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

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

The Colleges have a strong focus on Life Skills, Employability and Enterprise and, therefore, we encourage all of our learners to undertake work placement experience over a range of sectors. Evaluation has shown that the experience is rewarding for learners with disabilities if: the workplace is assessed and deemed suitable for a learner with additional support needs; the workplace manager fully understands any potential barriers for learning and participation; and there is a clear focus regarding the outcome of the placement for both parties

The colleges have networks of employers with work placements embedded into many full-time programmes. In order to support employability options for learners with disabilities, South Lanarkshire College provided work placements for Life Options students. Subsequently, some of those students moved directly into supported employment in local businesses. New College Lanarkshire has a range of initiatives to encourage learners with disabilities to access work placements. In recognising that the Health Sector is one of the largest employing industries in the region we have made a commitment to

continue and expand our 'Project SEARCH' provision, in conjunction with NHS, to provide real job opportunities for learners on supported programmes.

Recent changes to ESOL funding methodologies have presented significant challenges to deploying community-based provision. Over the last year we have been in discussion our Community Planning Partnership (CPP) colleagues to develop a supported Credit model that still enables the college to assist in the funding of the ESOL Community programmes. We are working to offer a costing mechanism and a service level agreement that will work for both the college, and community based provision, to enable this delivery to go forward. All certificated and non-certificated credit achievement will be managed by the colleges based on the agreed model. Learners will only be enrolled on ESOL programmes that are suitable for their needs and abilities and all programmes will make an appropriate addition to learners' ongoing development. Progression from non-certificated to certificated units and further advancement will be marketed between the partnerships.

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

The colleges within the region are committed to an even more intensive approach to improving the retention and successful completion of all our learners. We will also work tirelessly to maximise opportunity for our learners who are identified as having protected characteristics or those experiencing any form of socioeconomic disadvantage. Our ambition is to ensure that all learners irrespective of protected characteristic or socioeconomic disadvantage will enjoy the same level of qualification success as all other learners.

By AY 2027-28 we are determined to support learners from the most deprived 10% postcode areas by striving to work towards an ambition of 75.0% of such FE and HE Full-time learners successfully gaining their qualification.

National measures:

- 1(c)\* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas;
- 4(a)\* Proportion of enrolled students successfully achieving a recognised qualification;
- 4(b)\* Proportion of enrolled MD10 students successfully achieving a recognised qualification;
- 4(d)\* Proportion of full-time enrolled Care-experienced students successfully achieving a recognised qualification.

[Link to National Measures Table](#)

Commitment:

- Increase the proportion of learners successfully achieving a recognised qualification.
- Improve outcomes for learners through higher levels of learner retention and satisfaction.
- Work in partnership to ensure consistent and proactive learner engagement and representation, including participating within the SG's National Retention and Achievement Project.
- Practice an effective and consistent approach to learner engagement.
- Strive to maximise the percentage of FT FE and HE enrolled students achieving a recognised qualification in support of the SG's national ambition of 75% by 2021.

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

The colleges have supported a steadily increasing number of learners who have achieved HNC or HND qualifications, articulating to degree level courses with advanced standing, over the past five years. This

proportionately represents a very positive and significant contribution to supporting and delivering on the Scottish Government's advanced standing articulation ambitions.

It should be noted that despite our commitment and success in providing many capable and qualified learners for consideration for advanced standing entry onto university degree programmes, it is not in the gift of colleges to provide these places, but we work with our HEI partners to encourage access for our learners.

National measure:

- 7\* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing.

[Link to National Measures Table](#)

Commitment:

- Increase the proportion of learners articulating to university with advanced standing.
- Strive to maximise the proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing in support of the SG's national ambition of 62.5% by 2021.

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

Progress is evident in our continued commitment to ensuring 'learner journeys' are as clear, efficient and effective as they can be. Curriculum mapping has identified effective progression pathways for learners. Programmes exist from SCQF levels 3 to 9 that form the building blocks for clear progression and articulation routes to higher levels of study through regional and national partnerships. Well-established articulation agreements secure pathways which increase the opportunity for students at SCQF level 7 & 8 to articulate onto degree level courses. All articulation agreements are considered from a regional context with the routes and number of places agreed across the region.

Lanarkshire colleges make use of the SCQF Framework to identify progression routes, confirm pathways are available and to fill gaps in provision, enabling learners to progress.

Educational needs are met through a continuous process of improvement driven by comprehensive review and development. The region continues to work, within very tight fiscal constraints, to promote, develop and invest in technology and environments for learning and teaching and continue to enhance staff skills through Continuous Professional Development. Comprehensive employer/partner/stakeholder engagement is exploited to pursue opportunities to realise optimum community penetration, whilst maximising public value and social impact across the region.

National measures:

- 2(a)\* The number of senior phase pupils studying vocational qualifications delivered by colleges;
- 4(c)\* Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges;
- 8\* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.

[Link to National Measures Table](#)

Commitment:

- Maximise opportunities for learner progression from each SCQF level.

- Work with partner universities to increase opportunities for students at SCQF level 7 & 8 to articulate onto degree level courses.
- Continually evaluate and develop relevant learning and employment pathways.

Reference:

- [New College Lanarkshire – Developing the Young Workforce Action Plan](#)
- [New College Lanarkshire – Developing the Young Workforce Action Plan Review](#)
- [New College Lanarkshire – Gender Action Plan](#)
- [New College Lanarkshire – Gender Action Plan Review](#)
- [South Lanarkshire College gender action plan with progress report to follow](#)

**Output 2.4: Earn strong Endorsement and grading from Education Scotland and the Scottish Funding Council using a process of effective self-evaluation and improvement.**

During the evaluation of the quality of provision and services within Lanarkshire’s colleges, all areas including the Board of Management, Senior Management Team, Academic Faculties and Corporate Services undertake self-evaluation exercises. Her Majesty’s Inspectors of Education (HMIEs) attend a number of meetings to validate the evidence that contributes to the self-evaluation process and includes Board of Management events, various team meetings and course reviews. Faculties and Corporate Service Departments adopt the ‘How Good Is Our College’ (HGIOC) quality indicators for the self-evaluation process and then use the information gathered to develop their operational plans for the coming academic year. Faculties, when compiling their self-evaluation, also extract information contained within annual programme evaluation frameworks which are compiled as part of the course review process. All curricular areas complete these processes and, in doing so, review a number of quality indicators at different times in the year. During annual curriculum evaluation, evidence on learner retention, attainment, and progression is considered in conjunction with learner feedback, which may be verbal, or from learner surveys, as well as feedback from employers or placement providers, as appropriate.

Feedback in relation to quality of provision is also considered from Awarding Bodies, such as SQA, who have previously noted a significant number of areas of good practice within Qualification Verification visit reports and Education Scotland reports and reviews. External recognition from WorldSkills, SDS, sparqs, Quality Scotland and many industry events continue to provide a positive endorsement of the quality of provision across many college functions.

This HGIOC framework and associated processes have culminated in the development and ongoing implementation of enhancement plans created by both colleges within the region.

Commitment:

- Ownership of, and participation in, the self-evaluative process by the Board of Management, managers, practitioners and delivery staff.
- Proactive and continuous engagement with Education Scotland and Scottish Funding Council colleagues.
- Further integrate the new HGIOC quality arrangements and Outcome Agreement process.
- Dedication to continuous improvement and the pursuance of excellence.

Reference:

- [New College Lanarkshire – How Good Is Our College Evaluative Report & Enhancement Plan AY 2017/18](#)
- [South Lanarkshire College How Good Is Our College? Quality improvement through self-evaluation 2017-18](#)

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

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

A key element of engaging with partners in the broader issues surrounding improvement of opportunities in support of a more successful economy and society is our close engagement with local authorities and community groups. This is underpinned through membership of Community Planning Partnership (CPP) Boards, executive and working groups. As our senior staff are full members of these groups, we are proactive participants in the development of all our local authority Local Outcomes Improvement Plans (LOIPs).

#### **Output 3.1: Deliver Scottish Government ambitions set out in their Youth Employment Strategy – DYW**

Both colleges have taken a joint regional perspective in establishing complementary and comprehensive Developing the Young Workforce (DYW) plans in consultation with local education departments. We have worked with stakeholders including local authorities, schools and employers to help us develop this activity further, to build on existing strong links and focus on developing vocational pathways for Senior Phase school pupils across the Lanarkshire Region.

The colleges within Lanarkshire have also worked closely with the three local authorities of North and South Lanarkshire and East Dunbartonshire in developing their own DYW working group. The Principal of New College Lanarkshire represents the colleges within Lanarkshire as a member of the DYW Regional group board. Senior college managers worked with local authority colleagues in the development their initial bid to the Scottish Government to gain funding and approval and continue to support their ongoing plan development and deployment.

In Senior Phase subject areas such as Construction, Care and Hairdressing, there are specific gender imbalances. Both colleges are committed to working towards reducing these gender imbalances, where possible, and are actively engaging with their local authority partners over methodologies to deliver this objective. The colleges are also working with partners to identify how they may increase the uptake of learners from various protected characteristics groups.

National measures:

- 1b (i)– Volume and proportion of Credits delivered to learners aged 16 to 19;
- 1b (ii) Volume and proportion of Credits delivered to full-time learners aged 16 to 19;
- 2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges;
- 2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision;
- 2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education);
- 4(e)\* Proportion of full-time enrolled students aged 16-19 successfully achieving a recognised qualification.

[Link to National Measures Table](#)

Commitment:

- Maximise opportunities for young learners to engage in work, training or further study.
- Work in partnership with local authorities in delivering tri-regional DYW ambitions.
- Strive to provide the widest possible access and fullest inclusion for those most in need of the positive outcomes of our shared ambitions for DYW.



Reference:

- [New College Lanarkshire – Developing the Young Workforce Action Plan](#)
- [New College Lanarkshire – Developing the Young Workforce Action Plan Review](#)
- [South Lanarkshire College Developing the Young Workforce implementation plan](#)
- [South Lanarkshire College Developing the Young Workforce implementation plan review](#)

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

This Output presents our Science, Technology, Engineering and Mathematics (STEM) Regional Strategy which seeks to grow the supply of skills in support of developing our regional economy in higher value-added sectors, such as professional, scientific and technical, and information and communications. It also drives skills development to satisfy the continuing needs of the production sector. This shared strategic commitment directs a partnership approach with industry and business that will strive to ensure the supply of a skilled, knowledgeable and work ready workforce.

STEM based skills provision that meets the occupational mix for our region is continually evaluated and reviewed as part of our OA process, which is the culmination of a continuous curriculum and service review ranging from programme, sector, institutional, regional through to national monitoring, evaluation and planning. We aim to direct this through our STEM shared Regional Strategic Objectives, presented below as commitments, and our colleges supporting strategies via regionally mapped provision, a significant proportion of which is delivered in collaboration with partner universities.

Both colleges have a clear and progressing STEM strategy and implementation plan, reviewed regularly by their Senior Management Teams. The Regional STEM hub meets monthly, chaired by the New College Lanarkshire Principal. Both colleges have been involved in mapping out STEM provision and in developing implementation plans to promote diversity and avoid gender stereotyping in STEM subjects.

National measure:

- [3. Volume and proportion of Credits delivered to learners enrolled on STEM courses](#)

[Link to National Measures Table](#)

Commitment:

- Grow STEM provision and maximise the number of learners studying STEM.
- Widen participation and inspire learners to study STEM.
- Ensure we are developing a STEM workforce for the future that will support economic growth, innovation and creativity.
- Increased satisfaction of employers with the skills and capability of our qualified student body.
- Promote participation in national and international skills competitions.
- Forge strong connections with schools, universities and employers through new initiatives.
- Build capacity by optimising use of realistic working environments.
- Increase practitioner and professional learning to nurture industry relevant STEM.
- Align our STEM provision with regional and national skills requirements and labour market demand to ensure employers have access to the workforce they need.

Reference:

- [New College Lanarkshire – STEM Strategy](#)
- [New College Lanarkshire – STEM Action Plan](#)
- [New College Lanarkshire – STEM Action Plan Review](#)
- [South Lanarkshire College STEM Implementation plan and progress](#)



### Output 3.3: Satisfy the need for early years and childcare practitioners.

The Scottish Government (SG) intends to increase Early Learning and Childcare (ELC) provision to support the closing of attainment and equality gaps, and to help transform children's lives. The SG intend to almost double the entitlement to free ELC to 1,140 hours per year (from the current 600 hours per year) by 2020 for all three and four-year olds and eligible two-year olds.

*Scottish Funding Council Letter: Expansion of Early Learning and Childcare activity AY 2017/18. 29 March 2017*

Both Lanarkshire colleges are working closely with the Scottish Funding Council (SFC) to maximise the number of suitably qualified learners to contribute towards the required substantial increase in the ELC workforce over the next three to five years.

Commitment:

- Work with SFC colleagues achieve the required proportion of learners that successfully undertake a relevant ELC qualification.

### Output 3.4: Include relevant, high quality work experience within our vocational courses.

All of our vocational and employability programmes focus on providing learners with the knowledge and skills required to meet the needs of industry and employers. Our curriculum and business development teams work with employers and utilise work placement, employer visits and tasters. We continue to build on existing good practice as shared across the sector, sharing knowledge and practical solutions, in support of the Work Placement Standard for Colleges. We strive to provide work experience through inspiration, simulation and placement. Not all learners will engage in all three experiences. However, we endeavour to provide as many of our learners with a meaningful, relevant work experience. Meaningful employer engagement is essential to realise this output. The table below details the proportion of full-time learners engaged in substantial work placement experience studying in Lanarkshire's colleges in 2019.

| HMIe Subject category                            | FT Learners engaged in substantial work placement experience (2019) |
|--|---|
| Art and design                                   | 0.0%  |
| Business, management and administration          | 15.3%   |
| Care   | 54.4%   |
| Computing and ICT                                | 0.0%  |
| Construction                                     | 40.1%   |
| Education and training                           | 0.0%  |
| Engineering                                      | 40.0%   |
| Hairdressing, beauty and complementary therapies | 4.2%  |
| Hospitality and tourism                          | 29.0%   |
| Land-based industries                            | 72.3%   |
| Languages and ESOL                               | 0.0%  |
| Media  | 7.5%  |
| Nautical studies                                 | 0.0%  |
| Performing arts                                  | 3.8%  |
| Science  | 65.8%   |
| Social subjects                                  | 0.0%  |
| Special Programmes                               | 72.0%   |
| Sport and leisure                                | 73.0%   |
| Total  | 31.9%   |

National measure:

- 6. Number of full-time learners with substantial 'work placement experience' as part of their programme of study. See table of indicators for baseline and targets.

[Link to National Measures Table](#)

Commitment:

- Maximise the proportion of learners that undertake a relevant, high quality work experience within their vocational courses.

### **Output 3.5: Engage with employers to influence the design and delivery of curriculum and courses.**

Active engagement with employers through apprenticeship programmes; The SDS Employability Fund; part-time employer sponsored programmes; work placements in full-time programmes and the development of bespoke courses to meet employers' needs helps improve prospects for students in relation to their employability. When both college's data are aggregated, the Region, as a whole, is above average for students going directly into employment.

Employer engagement is crucial in developing a highly skilled productive workforce. We work closely with our partners from Skills Development Scotland, JobCentre Plus, local authorities and industry to maximise our ability to have productive and effective engagements. We proactively encourage local businesses to work with us and our partners to help them recognise that their knowledge and experience can direct and shape our curriculum delivery and, therefore, help create the high quality, highly motivated employee they need for future success. All Higher National, Vocational Qualification and Apprenticeship programmes are designed in conjunction with employers. Employers are also consulted regarding industry-specific certification which, integrated within courses, helps students become more employable. Examples include 'Project SEARCH', an internship programme created in partnership with local employers, targeting young people with learning difficulties in developing employability skills. This was highlighted by Education Scotland as excellent practice in partnership working. One of NCL's most recent employer engagements in the design of curriculum involved Babcock International at their Rosyth facility. This involved the design of a CAD curriculum directly aligned to the specific industry needs.

Work placement activity is reported on as part of the national measure reporting at the end of this document compared to baseline data across all subject areas. All certificated courses have built into them appropriate employer engagement at the design phase. New College Lanarkshire and South Lanarkshire College have rates of progression to employment of 20.9% and 23.5% respectively, which compare favourably to the national average of 20%.

National measure:

- The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying

[Link to National Measures Table](#)

Commitment:

- We are committed to increasing meaningful engagement with employers resulting in positive change for the learner, future employer and industry.

### **Output 3.6: Align provision to identified skills needs of employers, learners and stakeholders.**

The colleges offer a curriculum which delivers well prepared and skilled learners progressing into jobs with the ability, ideas, and ambition to make a difference. This is built on pro-active engagement between learners, teaching staff, employers and partners such as Skills Development Scotland (SDS) and local authorities to target the skills requirements of employers both locally and nationally. Building on this practice, a continuous process of improvement is supported by comprehensive curriculum review and development.

Commitment:

- Long term (over the next ten years) labour market analysis of occupational demand sees the largest proportion of our development being towards pathways to the top and bottom levels of occupational structure, with less in the middle.
- Long term labour market analysis of sectoral demand sees our curriculum development prioritising construction as the key sector in Lanarkshire followed by health and social care; tourism; financial and business services; and food and drink sectors.
- Long term labour market analysis of qualification demand will see increasing provision of higher (HE) skills (SCQF levels 7-10). There will still be a substantial forecast demand for those with intermediate (FE) (SCQF levels 5-6) skills. There is lower demand for those with lower (FE) skills (SCQF levels 1-4) or no qualifications.

### **Output 3.7: Satisfy demand for apprenticeships.**

Lanarkshire's colleges are committed to supporting the Scottish Government's (SG's) ambitions to grow, enhance and widen the Scottish Apprenticeship family. We are determined to further enhance the quality and flexibility of the provision we offer to ensure that people have the correct skills to mould and negotiate the future labour market to help support and sustain economic growth in Scotland.

The colleges recognise their key role in delivering the introduction and scaling of Foundation Apprenticeships (FAs) for senior phase pupils.

We have many Modern Apprenticeship (MA) candidates completing each year and work closely with Skills Development Scotland (SDS); Scottish Electrical Charitable Training Trust (SECTT); Construction Industry Training Board (CITB) and Remit who provide structured apprenticeship programmes in a range of industry sectors.

The colleges continue to be adaptable and flexible to meet industry needs for apprenticeship training and are proactively engaging with university partners to develop future pathways to Graduate level Apprenticeships (GLAs). At present only one university is directly engaging with New College Lanarkshire to deliver part of the vocationally relevant qualification in computing, which forms part of the GLA. Our university partner is the University of the West of Scotland (UWS). Funding for GLAs are not available to be accessed directly by colleges and as such any college participation in delivery of GLAs is as part of a subcontracted delivery.

National measure:

- 5. The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)

[Link to National Measures Table](#)

Commitment:

- We will play a key role in supporting the SG's ambition to increase the number of Scotland's MAs to 30,000 by 2020 and of providing up to 5,000 FAs by 2019.
- We will develop appropriate plans in partnership with Local Authorities (LAs) and schools, in the context of a broader senior phase vocational pathways offer and thus promote the delivery and expansion of FAs.
- As Graduate Level Apprenticeships (GLAs) are being developed, we will proactively pursue opportunities to collaborate with universities in their design and delivery.

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

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

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

Each college has a Board of Management (BoM), responsible for governance, and an appropriate set of committees with remits that include quality, equality and diversity and sustainability, outcomes, finance and audit as well as other key areas. The BoM of New College Lanarkshire is also the Regional Strategic Body with a statutory responsibility to ensure that both colleges in the Lanarkshire Region provide high-quality further and higher education. It is also accountable for the distribution and use of funding by the colleges. Both BoMs have undergone training and a robust process of self-evaluation. South Lanarkshire College's board has a gender balance of 50:50. The Lanarkshire Board is currently recruiting new members and is taking steps to similarly address any imbalance.

Both colleges are addressing the priorities outlined in the Letter of Guidance from the Scottish Government to the SFC as indicated in other areas of this plan. Both Boards have the key themes of Excellence and Equity as drivers that inform priorities for the development of regional and organisational plans for 2017-18 and beyond. All Board members have signed up to the code of good governance for Scotland's Colleges, and the nine key principles underpinning public life in Scotland. Both Boards continue to hold appropriate training, development and update events for their members.

Commitment:

- Implement the code of good governance for Scotland's Colleges.
- Engage in robust process of self-evaluation.
- Acknowledge and work with the 'intensification' of the Outcome Agreement Process.
- Work towards achieving the gender representation objective of 50:50 gender balance before the 2022 required date.

Reference:

- [Lanarkshire Strategy](#)
- [South Lanarkshire College Strategic Plan \(under review\)](#)
- [South Lanarkshire College Annual Report](#)

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

The Lanarkshire Board and South Lanarkshire College Board have a clear view of the financial health of the region and of individual institutions. By operating at a funding level which is subject to a significant level of up front 'historic efficiencies' top slicing of over 5% combined with other profiling factors result in recurrent funding being well below the Scottish average (by proportion). The region is also at the forefront of delivering SG ambitions relating to Access and Inclusion including very high levels of delivery

to learners from SMID10 data zones and increasing numbers of learners articulating to university. Successful delivery of these ambitions at these levels results in a higher than average cost base. The combination of these factors demonstrate that Lanarkshire's colleges deliver well within very challenging environments and provide high levels of value for money.

The colleges' have differing but complementary plans for financial sustainability. South Lanarkshire College has a 5-year plan in place which it is monitoring and reviewing actively. New College Lanarkshire has established Regional business scenario plans covering a five year period. Phase one of that plan has been agreed and corresponding actions have been taken. We continue to work closely with SFC colleagues to agree phase two and three of the plan and once core parameters have been agreed the plan will be concluded.

National measure:

- 1. The volume of Credits delivered

[Link to National Measures Table](#)

Commitment:

- Plan for long term financial sustainability in consultation with SFC colleagues and in line with SFC's Financial Memorandum.
- Operate a regional approach to procurement strategy and policy.
- Pursue a policy of value for money.

#### **Output 4.3: Promote environmental sustainability.**

The colleges were both active contributors in the voluntary carbon reporting arrangements in November 2015 and have met the mandatory requirements in 2016 and 2017. The colleges measured historical baseline data for carbon emissions and are both monitoring emissions against that baseline to track progress towards their 2020 target for carbon reduction. From the data, there has been a general reduction in the estimated tonnes carbon produced. This reduction is partly from positive actions the colleges are taking combined with the significant national changes in the standard emissions factors used to calculate emissions from the raw data. Both colleges reported a significant reduction in carbon emissions in 2015-16 and if that rate continues, are on track to meet their 2020 target. Both colleges are members of the EAUC and will collaborate with the EAUC officers over the review and updating of their carbon management plans and the associated annual public-sector reporting requirements on energy use and carbon emissions. South Lanarkshire College Student Association has a Sustainability Officer who leads on specific developments. They were instrumental in the college banning plastic straws and supporting the re-usable coffee-cups initiative. In partnership with the college, they organise sustainability days and ensure students are well engaged as auditors in the NUS Responsible Futures initiative.

National measure:

- 10. Gross carbon footprint (tCO<sub>2</sub>e) volume

[Link to National Measures Table](#)

Commitment:

- Work with EAUC officers to review and update Climate Change Action Plans (CCAPs).
- Report to the SG via Public Bodies Climate Change Duties Reporting.
- Support and contribute to national consultations regarding approaches to managing and monitoring energy efficient outcomes.

- Continue to embed low-energy approaches and sustainability across a range of curriculum areas.

Reference:

- [New College Lanarkshire – Estates Strategy](#)
- [New College Lanarkshire – Public Bodies Climate Change Duties Report](#)
- [South Lanarkshire College Estates Strategy](#)
- [South Lanarkshire College Public Bodies Climate Change Duties Report](#)

#### **Output 4.4: Ensure effective resilience to cyber-attack.**

Staff are being suitably trained in line with SG recommendations and requirements. Both colleges have recognised this as a potentially high risk area which is therefore closely monitored through our regional risk framework. Both colleges have achieved the mandatory certification and have been audited and achieved Cyber essentials plus.

Commitment:

- Build cyber resilient colleges in line with SG’s Safe, Secure and Prosperous: A Cyber Resilience Strategy for Scotland and the associated Public Sector Action Plan.
- Work with the Cyber Security Information Sharing Partnership.
- Gain Cyber Essentials/Plus certification.
- Regular Senior Management consideration of cyber related issues

#### **Output 4.5: Optimise learner satisfaction and engagement.**

Each College proactively seeks learner feedback which may be verbal, or from learner surveys, as well as feedback from employers or placement providers as appropriate. Feedback from learners is reviewed through the respective Board of Management and college committee structures and shared with managers who strive to ensure that it is used effectively to drive improvement in delivery and service. Learners who require support have Individual Learning Plans, which are reviewed regularly and include learner input to the process. We encourage the independence and leadership of our Student Associations and support their work with external partners to deliver events and initiatives which have the potential to provide a positive impact on the learner experience.

National measure:

- 9. The percentage of students overall, satisfied with their college experience (SSES survey)

[Link to National Measures Table](#)

Commitment:

- A comprehensive programme of gathering learner opinion via surveys, including the Student Satisfaction and Engagement Survey (SSES), with results disseminated to appropriate teams for analysis and action.
- Continue to support and facilitate the work of our Student Associations.
- Support learner involvement in national competitions.
- Support appropriate charity work of learners and the Student Association.

## SFC Priority 3 & SFC Outcome 5: Greater innovation in the economy

*A national culture of enterprise and innovation leading to a more productive and sustainable economy.*

New College Lanarkshire (NCL) are involved in FUTUREquipped, which is a pilot project with the aim to explore the potential for Scotland's colleges to support business innovation through collaboration with Innovation Centre expertise and capability. The pilot is designed to assist the Scottish Funding Council (SFC) to understand how the performance of both colleges and Innovation Centres can be strengthened through closer collaboration. It will also help inform future decisions about innovation support strategies and effective funding models. This activity links in with the SFC College Innovation Working Group's (CIWG) Action Plan with the specific focus of exploring the opportunities that arise when innovation is supported in the key areas of:

- Technology enabled health & care
- Augmented/virtual reality – design, build, ops
- Advanced construction – offsite
- Sensor technology and data

There are three work streams within the project, each trialling a different model for college and Innovation Centre collaboration:

- Innovation integration – to upskill and support college lecturers to train the future health and care, and construction workforce in emerging innovation in 'smart home' technologies.
- Innovation exposure – to expose current students of construction and engineering, and of health and care, to new and emerging technologies and solutions in the area of 'smart homes', including associated changes in working practices.
- Innovation support – to enable business innovation and growth by supporting colleges to work directly with businesses. To fund colleges to work with businesses where they have innovation skills and training gaps.

The CIWG has also identified challenges faced by the college sector in engaging more extensively with businesses to explore new business relationships or develop Innovation Voucher (IV) opportunities, without compromising funds required to support core activities.

Both colleges have received modest grants from the SFC College Innovation Accelerator Fund (CIAF). This is designed to support such engagement through the provision of funding towards staff time to enable the colleges to work more extensively with SMEs to develop deeper engagement, explore levels of interest and demand for collaboration.

### **Output 5.1: Develop a Culture of Innovation.**

Both Colleges within the region strive to provide an innovative, dynamic and fulfilling work environment with the intention of promoting direct involvement, shared identity, values, ownership, empowerment and pride where success and hard work is recognised and celebrated.

We have a strong and demonstrable culture of innovation. This is exemplified by South Lanarkshire College building the first 'OUTSTANDING' Breeam-rated building in the UK to the demanding 2014 standards, demonstrating outstanding sustainability credentials and constructing Scotland's first affordable, low-energy, low-carbon house suitable for mass production to the Code 5 standard on the Code for Sustainable homes. New College Lanarkshire developed 'Project SEARCH' in partnership with NHS Lanarkshire which has delivered sustained success over a number of years in helping learners with Additional Support Needs (ASN) earn rewarding long term employment.



#### Commitment:

- College leaders will shape their own professional practice and actions by seeking to inspire open and innovative discussion to embolden the individual as well as the team.
- Recognise and reward innovation through practical actions of acknowledgement and through initiatives such as dedicated staff innovation posts to facilitate action.
- Provide 'space' for innovation through organisational development such as college internal partnership initiatives, debate, positive change discussions and development events.

#### **Output 5.2: Engage in partnership in search of Innovation**

Both Colleges within the region support the continuing development and drive towards creating innovative learners and staff, and engaging in new stakeholder partnerships to support innovation in our economy. We continue to support the work directed by the College Innovation Working Group (CIWG) Action Plan. We have been successful in receiving funds from the College Innovation Accelerator Fund (CIAF) through the Innovation Voucher Scheme which has allowed us to release and deploy resource to explore new business opportunities with business partners. Working with New Rhythms for Glasgow (NRFG), a registered Scottish Charity, we have been able to focus on the development of a new online platform highlighting the charitable work that NRFG does in the local community. Working with a college partner to develop a platform service, brought the most up to date skill base and knowledge of web platform design. NRFG's time and engagement during this development and implementation phase also enhanced the skills of college staff and the knowledge of its implementation including the ongoing capacity building of the platform.

The region has made significant progress in the establishment of Regional STEM Hubs and Strategies. Nationally through the Principal of NCL who currently chairs the national STEM Hub Steering Group and regionally via our proactive Lanarkshire Regional STEM Hub. The College Innovation Fund has supported Regional STEM Hubs to facilitate the building of new links between schools, colleges and Scotland's innovation centres. This forms a crucial element SFC's FUTUREquipped pilot project which involves colleges and half of Scotland's eight current innovation centres working collaboratively to demonstrate a new approach to skills training for the future needs of industry – led by industry itself. The Lanarkshire Regional STEM Hub has also been working as a catalyst to establish and develop Digital Skills Partnership priorities including improving the links between industry and education; assisting with curriculum design in colleges and schools; and supporting CPD for teachers. The Lanarkshire Regional STEM Hub has secured funding from Education Scotland to support a project, coordinated by NCL, to provide Career Long Professional Learning (CLPL) for STEM to a range of delivery professionals including early education practitioners, primary / secondary teachers and college lecturers. A similar parallel project is also being funded to provide digital CLPL for secondary school teachers.

The colleges also drive forward initiatives locally, including three major innovative projects underway at South Lanarkshire College which engage more than 50 employers, and their respective employees as active partners as well as BRE and Glasgow Caledonian University. All three projects are in relation to adopting more sustainable approaches in the construction and operation of domestic and commercial buildings in Scotland. New College Lanarkshire has established the first Dental Nursing Degree in Scotland in partnership with the University of the West of Scotland. This is an innovative first in driving forward professional standards in Dental Nursing in Scotland and has only been made possible by bringing together the essential elements provided by college-university partnership. NCL was runner-up in March 2019 for the sparqs award – Shaping the Curriculum, for work on Market Day, an initiative that enables students to set up and run a small business using stalls across the main campuses. This has been a successful initiative to increase entrepreneurial skills amongst the student body.



Commitment:

- Work with employers, industry bodies, SFC, SDS, partner universities, local government and others to provide a catalyst for innovation and enterprise.
- Use our Business Hub concept to widen SME access to training, networking opportunities, inspirational speakers and workshops.
- Pursue opportunities to connect businesses with college knowledge and facilities to support development and growth through SFC's college innovation fund initiatives including Innovation vouchers.
- Encourage university partners to engage with us in providing more practical and SME relevant access to support for innovation and enterprise.
- Work with local education departments to develop school pupils through industry and career relevant inspirational talks and interaction.

### **Output 5.3: Inspire Innovation in our learners**

Innovation and enterprise are deeply embedded within our skills based approach to learning. Learning in industry and career relevant realistic environments are central to this philosophy. Nurturing confidence, curiosity and innovation through activities as part of the wider college experience will be built upon and further explored.

South Lanarkshire College constructed the UK's first BREEAM (2014) Outstanding Building. It will continue to use it to demonstrate to public sector bodies, Construction companies, Planners, architects, Universities, students and other colleges the importance of reducing the carbon footprint of both industrial and domestic buildings, which continue to be a major source of carbon emissions across Scotland and the UK. The approach has won multiple awards for innovation and achievement. All the buildings on South Lanarkshire College's campus now have micro-renewables fitted and these are used to demonstrate how to reduce dependence on fossil fuels through retro-fitting suitable low-carbon technologies. This is an area of growing interest in the Construction industry.

Commitment:

- Expand awards-based student engagement programmes designed to get students involved in a wide range of college-based activities outside the classroom.
- Extend good practice for learners to access entrepreneurial and enterprise based learning opportunities.
- Extend our work in engaging learners through inspirational talks and interaction.
- Promote and recognise world class skills achievement through national skills competitions.



## STAGE 1 - SCREENING.

### DETAILS:

**Department or Faculty:**

Alternative Funding

Faculty of Construction

Principalship

Facilities

Human Resources

Quality

Faculty of Business

Information Systems

Student Services

Faculty of Care

International & Marketing

Finance

**Other:**

Enter name of policy/procedure/plan owner:

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

What is the purpose of this policy/procedure/plan?

*Provide brief explanation:*

Who is, or is likely to be affected by this policy/procedure/plan?

*Provide brief explanation:*

**Select reason for screening:**

Proposed new policy/procedure/plan

Proposed change to an existing policy/procedure/plan

Undertaking a review of an existing policy/procedure/plan

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

Ask the Public Sector Equality Questions against each Protected Characteristic.

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

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

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

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

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

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

|                              | Positive Impact | Negative Impact | Neutral |
|------------------------------|-----------------|-----------------|---------|
| Age                          |                 |                 |         |
| Disability                   |                 |                 |         |
| Gender Reassignment          |                 |                 |         |
| Marriage & Civil Partnership |                 |                 |         |
| Pregnancy & Maternity        |                 |                 |         |
| Race                         |                 |                 |         |
| Religion or Belief           |                 |                 |         |
| Sex                          |                 |                 |         |
| Sexual Orientation           |                 |                 |         |

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

|                       | Positive Impact | Negative Impact | Neutral |
|-----------------------|-----------------|-----------------|---------|
| Age                   |                 |                 |         |
| Disability            |                 |                 |         |
| Gender Reassignment   |                 |                 |         |
| Pregnancy & Maternity |                 |                 |         |
| Race                  |                 |                 |         |
| Religion or Belief    |                 |                 |         |
| Sex                   |                 |                 |         |
| Sexual Orientation    |                 |                 |         |

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

|                       | Positive Impact | Negative Impact | Neutral |
|-----------------------|-----------------|-----------------|---------|
| Age                   |                 |                 |         |
| Disability            |                 |                 |         |
| Gender Reassignment   |                 |                 |         |
| Pregnancy & Maternity |                 |                 |         |
| Race                  |                 |                 |         |
| Religion or Belief    |                 |                 |         |
| Sex                   |                 |                 |         |
| Sexual Orientation    |                 |                 |         |

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

|                       | Positive Impact | Negative Impact | Neutral |
|-----------------------|-----------------|-----------------|---------|
| Age                   |                 |                 |         |
| Disability            |                 |                 |         |
| Gender Reassignment   |                 |                 |         |
| Pregnancy & Maternity |                 |                 |         |
| Race                  |                 |                 |         |
| Religion or Belief    |                 |                 |         |
| Sex                   |                 |                 |         |
| Sexual Orientation    |                 |                 |         |

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

|                       | Positive Impact | Negative Impact | Neutral |
|-----------------------|-----------------|-----------------|---------|
| Age                   |                 |                 |         |
| Disability            |                 |                 |         |
| Gender Reassignment   |                 |                 |         |
| Pregnancy & Maternity |                 |                 |         |
| Race                  |                 |                 |         |
| Religion or Belief    |                 |                 |         |
| Sex                   |                 |                 |         |
| Sexual Orientation    |                 |                 |         |

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

|                       | Positive Impact | Negative Impact | Neutral |
|-----------------------|-----------------|-----------------|---------|
| Age                   |                 |                 |         |
| Disability            |                 |                 |         |
| Gender Reassignment   |                 |                 |         |
| Pregnancy & Maternity |                 |                 |         |
| Race                  |                 |                 |         |
| Religion or Belief    |                 |                 |         |
| Sex                   |                 |                 |         |
| Sexual Orientation    |                 |                 |         |

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**IDENTIFY IMPACT:**

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

**POSITIVE** - Go directly to STAGE 2 - Full Equality Impact Assessment.

**NEGATIVE** - Go directly to STAGE 2 - Full Equality Impact Assessment.

**NEUTRAL (No Impact)** - Screening completed - continue with signing off process below.

**UNCLEAR** - Should be treated as having an impact - go directly to STAGE 2 - Full Equality Impact Assessment.

Any other Comments:

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**SCREENING COMPLETED - SIGNING OFF PROCESS:**

Screening undertaken by:

Insert Date - dd/mm/yyyy:

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

Insert Date - dd/mm/yyyy:

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

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

## STAGE 2 - FULL EQUALITY IMPACT ASSESSMENT.

### ASSESSING THE IMPACT:

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

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

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

Information/feedback from stakeholders.

Involvement or research with stakeholders either in groups or individually.

Equality monitoring data.

Course team reports.

Self evaluation reports.

Information from similar policies/practices.

Internal/external audit.

Complaints reporting.

Management reports and recommendations.

Student - In Course Questionnaire - parts 1 & 2.

Other: *Provide brief explanation:*

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

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### PUBLIC SECTOR EQUALITY DUTIES:

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

PSED 1. Elimination unlawful discrimination, harassment and victimisation:

|  | Yes | No | Neutral |
|--|-----|----|---------|
| Is the policy/procedure likely to treat anyone any less favourably or disadvantage them because of their Protected Characteristic? |     |    |         |
| Could it lead to different outcomes for different Protected Groups?  |     |    |         |

*Provide brief explanation:*

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PSED 2. Advancing Equality of Opportunity:

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

*Provide brief explanation:*

**PSED 3. Promoting Good Relations:**

|  | Yes | No | Neutral |
|--|-----|----|---------|
| Have steps been taken to tackle prejudice and promote understanding?   |     |    |         |
| Have relevant individuals, groups or organisations been involved/consulted in developing and impact assessing this policy/procedure? |     |    |         |

*Provide brief explanation:*

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**ACTION PLAN:**

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

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

*Provide brief explanation:*

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

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

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**MONITOR AND REVIEW.**

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

*Please explain how this will be done:*

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

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

Full Equality Impact Assessment Completed by:

Date - dd/mm/yyyy:

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

Date - dd/mm/yyyy:

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**SUBMIT EQUALITY IMPACT ASSESSMENT**

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

## SFC Outcome Agreement Targets for 2019-20 to 2021-22

- \* denotes priority measure  
 \*\* denotes successful completion figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

| OA National Measure  | Actual 2017-18 | Projection 2019-20 | Projection 2020-21 | Projection 2021-22 |
|--|----------------|--------------------|--------------------|--------------------|
| <b>1(a)* The volume of Credits delivered</b>   |                |                    |                    |                    |
| The volume of Credits delivered (core)   | 172,245        | 170,545            | 170,545            | 170,545            |
| % towards core Credits target (region)   | 100%           | 100%               | 100%               | 100%               |
| The volume of Credits delivered (ESF)  | 15,393         | 11,971             | 11,971             | 11,971             |
| The volume of Credits delivered (core + ESF)   | 187,638        | 182,516            | 182,516            | 182,516            |
| <b>1(b)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>                |                |                    |                    |                    |
| Proportion of Credits delivered to learners in the most deprived 10% postcode areas  | 18.3%          | 19.0%              | 19.1%              | 19.1%              |
| <b>1(c) Proportion of Credits relating to learners from different protected characteristic groups and Care Experienced</b> |                |                    |                    |                    |
| Proportion of Credits delivered to Male learners   | 44.6%          | 46.1%              | 46.9%              | 47.6%              |
| Proportion of Credits delivered to Female learners   | 55.3%          | 53.9%              | 53.1%              | 52.4%              |
| Proportion of Credits delivered to Other learners**  | 0.1%           | 0.1%               | 0.2%               | 0.3%               |
| Proportion of Credits delivered to BME learners  | 2.9%           | 3.0%               | 3.0%               | 3.0%               |
| Proportion of Credits delivered to students with a known disability  | 18.5%          | 18.3%              | 18.3%              | 18.3%              |
| Proportion of Credits delivered to learners aged under 16  | 2.0%           | 2.0%               | 2.0%               | 2.0%               |
| Proportion of Credits delivered to learners aged 16-19   | 46.3%          | 45.9%              | 45.7%              | 44.0%              |
| Proportion of Credits delivered to learners aged 20-24   | 21.8%          | 21.8%              | 21.7%              | 21.7%              |
| Proportion of Credits delivered to learners age 25 and over  | 29.9%          | 30.3%              | 30.6%              | 32.3%              |
| Proportion of Credits delivered to students with Care Experience   | 1.2%           | 1.3%               | 1.4%               | 1.5%               |
| <b>2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges</b>                    | 503            | 535                | 560                | 585                |
| Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges        | 1.1%           | 1.2%               | 1.3%               | 1.3%               |
| Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision                          | 5.4%           | 4.6%               | 4.8%               | 5.0%               |
| Proportion of Credits delivered at HE level to learners from SHEP schools  | 5.0%           | 2.8%               | 2.8%               | 2.8%               |
| <b>3. Volume and proportion of Credits delivered to learners enrolled on STEM courses</b>                                  |                |                    |                    |                    |
| Proportion of Credits delivered to learners enrolled on STEM courses   | 25.5%          | 28.5%              | 28.2%              | 28.2%              |
| <b>4(a)* Proportion of enrolled students successfully achieving a recognised qualification</b>                             |                |                    |                    |                    |
| The percentage of FT FE enrolled students achieving a recognised qualification   | 63.4%          | 66.5%              | 68.5%              | 70.0%              |
| The percentage of PT FE enrolled students achieving a recognised qualification   | 76.2%          | 74.8%              | 75.2%              | 75.6%              |
| The percentage of FT HE enrolled students achieving a recognised qualification   | 68.0%          | 72.7%              | 73.9%              | 73.9%              |
| The percentage of PT HE enrolled students achieving a recognised qualification   | 78.6%          | 75.0%              | 75.0%              | 75.0%              |

|   |       |       |       |       |
|---|-------|-------|-------|-------|
| <b>4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification</b>   |       |       |       |       |
| The percentage of MD10 FT FE enrolled students achieving a recognised qualification   | 59.4% | 63.0% | 66.0% | 68.0% |
| The percentage of MD10 PT FE enrolled students achieving a recognised qualification   | 69.2% | 72.1% | 73.8% | 75.0% |
| The percentage of MD10 FT HE enrolled students achieving a recognised qualification**   | 64.7% | 65.8% | 68.4% | 71.0% |
| The percentage of MD10 PT HE enrolled students achieving a recognised qualification**   | 75.0% | 70.7% | 72.6% | 74.5% |
| <b>4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges</b>  |       |       |       |       |
| The percentage of senior phase FT FE pupils achieving a vocational qualification  | 57.1% | 0.0%  | 0.0%  | 0.0%  |
| The percentage of senior phase PT FE pupils achieving a vocational qualification**  | 59.3% | 60.0% | 62.0% | 64.0% |
| The percentage of senior phase FT HE pupils achieving a vocational qualification  | -     | 0.0%  | 0.0%  | 0.0%  |
| The percentage of senior phase PT HE pupils achieving a vocational qualification**  | -     | 0.0%  | 0.0%  | 0.0%  |
| <b>4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</b>   |       |       |       |       |
| The percentage of CE FT FE enrolled students achieving a recognised qualification**   | 65.1% | 55.5% | 60.0% | 60.0% |
| The percentage of CE FT HE enrolled students achieving a recognised qualification**   | 55.6% | 56.3% | 61.8% | 61.8% |
| <b>4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>  |       |       |       |       |
| The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification   | 60.1% | 62.0% | 64.1% | 66.2% |
| <b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>  | 369   | 384   | 399   | 414   |
| <b>6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</b>                              |       |       |       |       |
| Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study   | 15.0% | 30.5% | 31.2% | 32.0% |
| <b>7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b> |       |       |       |       |
| The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing                       | 47.8% | 44.9% | 44.9% | 44.9% |
| <b>8.* The proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>  |       |       |       |       |
| The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying  | -     | 95.3% | 95.3% | 95.3% |
| The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying  | -     | 97.2% | 97.2% | 97.2% |
| <b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b>   |       |       |       |       |
| Response rate   | -     | -     | -     | -     |
| Full-time   | -     | -     | -     | -     |
| Part-time   | -     | -     | -     | -     |
| Distance Learning   | -     | -     | -     | -     |
| <b>10 Gross carbon footprint (tCO2e)</b>  | 4,291 | 4,250 | 4,165 | 4,100 |





Scottish Funding Council  
Promoting further and higher education



Comhairle Maoineachaidh na h-Alba  
A' brosnachadh foghlam adhartach agus àrd ìre

## Outcome Agreement between Lanarkshire Region and the Scottish Funding Council for AY 2019-20

### On behalf of Lanarkshire Region:

Signed: 

Print name: Prof Christopher Moore

Position: Principal

Date: 20/1/20

Signed: 

Print name: Ronnie Smith

Position: Chair Lanarkshire Board

Date: 21 January 2020

### On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 20/1/20

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