SLC

South
Lanarkshire
College

East Kilbride

HOW GOOD IS OUR COLLEGE?

Quality Improvement through self-evaluation

Signed

Date: 19/02/2019

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East Kilbride

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CONTEXT

South Lanarkshire College has three strategic priorities: to have *satisfied students;* to deliver *effective skills training* and to *promote sustainable behaviours.* Student attainment rates are steady at 77% overall and almost all full-time students enter a positive destination on course completion, including progressing directly to a job.

East Kilbride, the sixth largest conurbation in Scotland is fast-growing, with around 10,000 new homes under construction and planned over the next five years. Around 5,000 students and 324 staff are accommodated in three buildings on our college's 5.5 hectare estate. Our buildings are a mixture of two bespoke low-energy, low carbon structures and a large main teaching block consisting of classrooms, salons, a science laboratory, training kitchens, restaurants and workshops. All our buildings are fitted with micro-renewables, to produce energy while reducing our dependence on fossil fuels.

Our low-energy buildings have won multiple awards for their innovative and sustainable credentials and for their positive, widespread impact on promoting sustainable behaviours. We've delivered growth in activity of nearly 40% over the past six years alongside a programme of campus change. Our curriculum covers all levels across Access, Senior Phase, Foundation Apprenticeships, Modern Apprenticeships, Scottish Wider Access Programmes, Further Education, Higher Education, unique industry-led qualifications and a Degree programme. The number of Higher National Certificate (HNC) students has increased steadily, providing a greater range of routes for progression, for those on non-advanced courses and also to meet the Scottish Government's agenda to prepare for emerging jobs in Childcare. This year for the first time we had two graduation ceremonies to accommodate every student who wished to graduate.

Our curriculum portfolio includes Accounting; Administration; Beauty Therapy; Business; Care; Childcare; Construction Management; Construction Trades; Events Management; Gas Safe training and assessment; Hairdressing; Health and Social Care; Micro-renewables; Surveying; and Travel and Tourism. We offer a Bachelor of Accounting degree in conjunction with the University of the West of Scotland (UWS). Our largest cohort of students - around 41% - undertake part-time Further Education. Most of our students, as well as our 500 apprentices, are in work while undertaking their programme of study. Full-time programmes have work experience and other practical work-related activities included in their curriculum design.

71% of our students travel from within South Lanarkshire, 82% from within the boundary of the SFC Region of "Lanarkshire", 11% from Glasgow and 17% from other areas. 30% of our students come from the most deprived SIMD postcode datazones or are care-experienced. Across the college, the overall gender balance is 50:50 but in some subjects, the balance is predominantly male and in others, the balance is predominantly female. We're taking positive action to encourage males and females into subject areas that, traditionally, they may not consider as career paths.

We're a multiple award-winning organisation with consistently-high student attainment rates. This reflects the commitment of our staff, their enthusiasm, positive ethos and culture which transmits to our students and has a positive impact on student outcomes.

We're the only college to achieve Investors in People at Platinum level, a third UK Green Gown award in November 2017 and an "Outstanding" BREEAM award for sustainability in January 2016. We continue to be accredited formally as a Leader in Diversity. Our students, in partnership with NUS, led the audit process which enabled the college to be re-accredited with the "Responsible Futures" award. Staff and students support a range of charity work and raise over £10,000 per year towards good causes.

We deliver our high levels of student outcomes, with one of the lower unit costs in the sector, on a turnover of £18m per year. We aim to return a balanced budget and have always achieved this. We develop as much of our reporting software as possible in-house to the benefit of staff and students. Our single web-portal access to data and documents provides staff and students with real-time, up-to-date information, helping us to be as efficient as possible.

We're an active member of the Environmental Association of Universities and Colleges, and the Energy Skills Partnership. These productive memberships help us network with other colleges and universities to take on board good ideas and adopt sector-leading practice.

Our staff work actively in key partnership arrangements with Local Authorities, Skills Development Scotland (SDS), employers and the Scottish Funding Council. Our college is assigned to the Regional Strategic Body known as The Lanarkshire Board. We contribute positively to outcomes for students in Lanarkshire and also to the wider Glasgow City Region Deal area, which brings together the local authority areas of West Dunbartonshire, South Lanarkshire, Renfrewshire, North Lanarkshire, Inverclyde, Glasgow, East Renfrewshire and East Dunbartonshire.

The Board of Management of South Lanarkshire College is responsible for the governance of our College and setting our strategic direction. Our Board has a gender balance of 50% male, 50% female. It owns the College's assets, estate and employs all our staff. South Lanarkshire College is an independent Registered Charity.

METHODOLOGY
used to evaluate the quality of provision and services

In 2017-18 we continued to implement our well-established quality assurance and improvement processes in parallel with the development of this Evaluation Report and Enhancement Plan. Education Scotland (ES) visited the College throughout the year, gathering information independently. Staff networked with colleagues from other colleges across Scotland to identify, share and adopt good practice.

All teaching and support areas prepared an annual Evaluation Report and Action Plan identifying strengths and areas for improvement as appropriate. In 2017-18, the Quality Unit implemented its second year of revised approaches for *Quality Improvement through Self Evaluation*, aligned with the *How Good is our College?* (HGIOC) framework.

Automated Course Team processes extract key retention and attainment data from central systems, and pre-populate reports with information. These reports provide real-time, live information, allowing us to focus on emerging themes and actions instead of data collection. The reports support managers during their rigorous analysis of information and data.

Each September, managers of faculties and support areas engage in our well-established "Round Robin" event. At this event each manager shares their evaluation report and proposed improvement actions with other managers in the team, peer-testing each other's reports. Every year we invite an external organisation to engage and help us review and improve our outcomes for students. In the last three years this has involved staff from Forth Valley College, Education Scotland and the Scottish Funding Council. During the "Round Robin", each manager has their report reviewed by a third

party, engages with the external organisation and gains a useful overview of the strengths and areas for improvement across the whole College.

Student surveys, focus groups, students' engagement through faculty meetings, and their ready access to senior managers support and enable swift student feedback and prompt action where potential improvements are identified. The active participation of the Student Association President and Vice President in cross-college committees, including the IT Strategy Group, Sustainability Group, Academic Board and short-life working groups provides immediate stakeholder input and enables good ideas to be captured and acted on swiftly.

Feedback to students on improvement actions is swift, communicating to them the outcomes from their involvement. Our Professional Discussions on Learning and Teaching (PDLT) process is a key part of the arrangements to support high-quality learning and teaching. This covers around 60 lessons per year where students evaluate the lesson, lecturing staff undertake a self-evaluation and a member of staff, trained by Education Scotland through the Associate Assessor arrangements, engages them in a professional discussion and evaluative feedback. This "three-lens" approach provides useful insight into what works well in the learning and teaching process and how things could be made even better. Emerging themes help inform staff development activity.

The College's Academic Board meets with each faculty three times during the year, probing the learner experience and attainment rates methodically, at course level. The Academic Board analyses student outcomes thoroughly and explores reasons for low achievement in

specific subjects. If the performance of a course falls below target, it may go into "Special Measures" where a systematic review of the course by the curriculum area, supported by the Quality Unit takes place. A Special Measures action plan is drawn up to support improvement. If a course doesn't improve over a two-year period, further action may be taken to resolve the issues. At the Academic Board, Curriculum Managers are given the opportunity to put forward requests for resources, if required, to improve the quality of the learning experience. Where possible these requests are met.

The Board is kept well informed of the controls in place to assure quality, through the quarterly Quality Enhancement Group (QEG) report to the Development Committee and the Quality Audit reports to the Audit Committee.

This evaluation report is developed using information from the naturally-occurring evidence generated by our self-evaluation and improvement processes described above.

1. OUTCOMES & IMPACT
How good are we at ensuring the best outcomes for all our learners?

The following tables provide information on student outcomes by SFC category for South Lanarkshire College students and our contribution to Regional and National Outcomes. Where the number of students is less than 20, the entry has been excluded from the table for general data protection reasons.

Table 1: Student outcome data for South Lanarkshire College
Source – SFC data tables

Student category	South Lanarkshire College 2017-18	South Lanarkshire College 2016-17	South Lanarkshire College 2015-16	National average (SFC) published Feb 2018 for 2016-17.	Lanarkshire Region Targets (2017-18)**
Overall	77.2%	77.4%	77.2%	*	**
Further Education Full-Time	69.7%	67.6%	68.5%	65.3%	64.1%
Higher Education Full-Time	74%	74.8%	77%	71.6%	71.0%
Further Education Part-Time	82.3%	81.4%	81.4%	77.1%	74.7%
Higher Education Part-Time	78%	82.2%	77%	78.6%	71.5%
Age					
Under 18	64.0%	67.7%	67.6%	61.9%	58.5%-64.3%
18-20	77.1%	74.6%	76.2%	70.3%	**
21-24	76.9%	76.4%	76.0%	71.5%	**
25-40	76.2%	76.5%	77.0%	72.7%	**
41 and over	78.9%	75.1%	83%	74.1%	**
Disability					
	75.2%	69.8%	76.4%	66.5%	60%-64%
Minority ethnic					
	72.7%	72.4%	71.6%	71.3%	64.5%-68%
Religion and belief					
	77%	78.0%	78.0%	*	**
Gender					
FE Female	70.4%	72.4%	71.5%	66.3%	61.8%
FE Male	77.4%	70.1%	76.4%	69.6%	62.8%
HE Female	77.4%	76.5%	77.2%	74.8%	66%
HE Male	71.5%	81.5%	79.1%	70.8%	70.5%
10% SIMD FT	71.3%	71.8%	75.1%	66.1%	60.3%-69.7%
20% SIMD FT	71.2%	70.8%	75.7%	66.2%	**
Lone parents receiving childcare	73.7%	76.3%	*	*	**
Carer	69.7%	66.9%	*	*	**
Care Experienced	78.3%	67.5%	*	57.2%	46%-67.5%

***Data sets for these are either not published in the same format or not published.

**For full details on the Lanarkshire Targets and progress towards achievement, please see Appendix 1

Table 2: Outcomes for students after completing their course
Source: SFC College Leaver Destinations, tables s.3.6 and s.3.7

Category	South Lanarkshire College	National average (SFC CLD report September 2018)
Positive destination	89.1%	84.5%
Unconfirmed	6.2%	11.1%
Into employment	23.5%	20.0%

1.1 WELLBEING, EQUALITY AND INCLUSION

Areas of positive practice

We remain accredited as a *Leader in Diversity* and 5th in the UK in the National Centre for Diversity's top 100 employers list. Our Equality Officer won the UK Employee of the Year Award at the 2018 National Centre for Diversity Grand Awards on 18 January 2018.

Rigorous and comprehensive policies and procedures address fully all equality legislation. Our Equality Mainstreaming Report Action Plan is reviewed thoroughly each quarter by the actively-engaged Equality Group. Progress towards outcomes in the Access and Inclusion Strategy and the Gender Action Plan, presented to the Board of Management in May 2018, is monitored regularly and effectively.

The 1,900 respondents to our In-Course Questionnaire Part 1 (October 2017) were very positive about being treated fairly and equitably. The active Equality Group, including student representation and led by the Principal, meets regularly, reviews Equality Impact Assessments and ensures we are improving access to services and equity for all students. *Browsealoud software* supports full accessibility for all to our website and the VLE (Moodle).

To address rising demand we have extended the hours available for the established, well-received and permanently-staffed college counselling service. This is an important resource for the health and wellbeing of all students. The hours delivered have risen from 241 hours in 2015-16, supporting 52 students, to 450 counselling hours in 2017-18, supporting 95 students. In 2018-19, 24 students each week are currently receiving Therapeutic Counselling. Very positive student feedback indicates they feel well supported to address complex and challenging personal needs. As well as helping students deal through crises, it also supports them to be better prepared to participate actively and succeed on their courses.

We promote health, wellbeing and inclusion actively and successfully. This is demonstrated by our consistently and sustained, high student outcomes across all groups. Students and staff engage enthusiastically in interactive health and wellbeing activities throughout the year. Effective collaborative events, in partnership with appropriate community groups included Mental Health awareness day in October 2017 and World Mental Health Awareness Week in May 2018. The latter incorporated our *Curry & Chaat* initiative designed to encourage males to actively discuss mental health topics. The *Clean Air College Group* is currently aiming to achieve the ASH/Scotland Charter for a Tobacco Free Generation accreditation with NHS Lanarkshire.

We promote and celebrate diversity widely. Staff and student attendance at the annual Glasgow Pride march and the range of activities celebrating LGBTI History Month culminating in Purple Friday were well supported and continue to demonstrate our commitment to equity, equality and diversity.

Our pioneering "Period Poverty" initiative, providing access to free sanitary products, delivering key actions from our Equality and Diversity Strategy, continues to develop, with the provision of holiday packs for students. It has been widely recognised and promoted across Scotland by the Scottish Government. In 2018-19 all colleges are now funded by SFC to deliver this service.

Powerful and prominent messages in public spaces throughout our buildings including the *Behind the Toilet Door* campaign reinforce our commitment to promoting Equality and Diversity. In August 2017 we engaged Alzheimer Scotland to carry out a *Dementia Friendly Environmental Audit* resulting in changes to signage throughout our buildings and, in particular, making signposting for egress routes more clear.

External stakeholders and partners recognise our strong positive culture and promotion of wellbeing, equality and inclusion. Our ethos is reflected systematically throughout corporate, strategic and operational documents and action plans. New and existing documents and plans are equality impact assessed and necessary adjustments made to ensure equality and inclusion for all. Our tendering and procurement processes include demanding clauses on equality and inclusion and appropriate checks are made during the assessment process to ensure compliance with equality legislation and best practice.

We gather and evaluate thoroughly our equalities data to effect improvements for groups with Protected Characteristics. We implement effective arrangements to remove barriers to learning for almost all students.

Our approaches support equity for all learners. For example, our attainment rate for care-experienced students, at 66.4% is 9% higher than the national average. These students are well supported from their first interaction with us. Bursary applications are fast tracked through the system and students are given a designated staff member to support their progress whilst at College. Students make effective use of the comprehensive arrangements which support them in achieving their course of study and progressing successfully to positive destinations.

The College's strategy in targeting specific courses to improve gender balance has had a positive, measurable impact, monitored by the Academic Board. Courses targeted such as HNC Quantity Surveying, SVQ 2 and 3 in Barbering and Applied Science programmes have a gender balance that meets the SFC aspiration not to have an "extreme gender imbalance", (75%:25%) by 2030.

Areas for development
Although the College's student population has an overall gender balance that is 50:50 male-female, courses in specific subjects such as Hairdressing, Beauty, Construction and Care do not all reflect this balance. Further action is required to address this and make progress towards meeting national targets.

1.2 EQUALITY, ATTAINMENT & ACHIEVEMENT FOR ALL LEARNERS

Areas of positive practice

Students continue to achieve very well with sustained, very high, overall attainment rates above 70%. These consistently-high attainment rates over the three-year period are above the Scottish norm and exceed Regional targets and averages. Attainment in particular categories, such as learners from various disadvantaged backgrounds, is consistently in the top quartile with the College delivering the highest attainment rates in Scotland in HEFT in 2015-16.

SFC data demonstrate the College's rates of progression to employment and other positive destinations are also well above sector norms. Early retention rates improved in 2017-18 by 0.4%, reflecting early intervention strategies and supporting the continuing overall high student attainment.

Our improving retention rates and consistently very high attainment rates on FE and HE programmes are a result of a systematic, carefully-planned, whole-college approach with the following contributory factors:

• positive, engaging and enthusiastic staff who, uniquely in the college sector, have achieved Investors in People Standard at Platinum level and Leaders in Diversity awards;
• strong and open quality improvement culture and processes;
• widely-recognised student-centred ethos;
• high-quality learning and teaching; systematic observation of learning and teaching through the PDLT process;
• effective student engagement through special events;
• systematic and well-embedded quality improvement approaches;
• effective support services that provide bespoke support;
• supportive counselling services; enthusiastic pastoral support team;
• rapid turnaround on student support applications;
• thorough scrutiny of individual programmes through the Academic Board;
• well-developed and implemented strategy for enhancing student outcomes;
• relevant work placement built into a high proportion of courses and
• identifying and capturing best practice from other colleges.

Our Academic Board reviews all data on student outcomes including trends, breakdown by protected characteristics and other groupings, analysing systematically the reasons for outcomes where they are particularly high or particularly low. If attainment falls below target in a specific area, Academic Board members set in place a bespoke programme of *Special Measures* which incorporates a systematic review of the programme and clear actions for improvement agreed with the Quality Team. This targeted approach to improvement provides effective support and actions for those areas where retention rates or outcomes for students require to be improved. Bespoke action plans address the areas requiring development. Progress towards achieving the actions is monitored rigorously through subsequent Academic Boards.

Students from the most disadvantaged backgrounds, ethnic minorities and other key groups (SIMD 10; SIMD 20; care-experienced; students under 18 or with a disability;) achieve at levels significantly higher than the overall Scottish attainment rate and the Lanarkshire target for FE FT learners (2016-17 data), demonstrating the college's approach to support equity for all at a high level of attainment.

SFC data demonstrate that in 2017-18 attainment rates for HEFT and SIMD 20% learners continue to be amongst the highest in Scotland. Attainment data for HE and FE students, SIMD10% and students under the age of 18 were also consistently in the top quartile. The achievement rate of Care-Experienced learners, at 66.4%, was significantly above the Lanarkshire target and Scottish norms.

The Core Skills report for the November Academic Board demonstrates year-on-year high levels of attainment for embedded and stand-alone core skills across Numeracy, Communication, IT, Working with Others and Problem Solving.

The College's successful work-placement strategy, Green Day, Responsible Futures engagement, Mental Health initiatives, including Counselling support, and broader Health and Wellbeing initiatives are extremely effective in supporting our role as a Leader in Diversity and our aim of equity across diverse learner groups. The initiatives help learners become well-developed in their broader essential skills for life.

The proportion of students progressing to a positive destination was amongst the highest in Scotland at 89.1%. The proportion of full-time students going straight into jobs at the end of their course, at 23.5%, was again well above the Scottish norm.

Our outcomes for students with disabilities are 8% higher than the national average and 11% higher than the Lanarkshire target. Attainment for our largest cohort of learners, Part-Time Further Education, at 82.3%, has improved over its previous high in 2016-17. Attainment rates across all groups of learners from differing backgrounds is consistently at or above 70% demonstrating that no matter their background, students are supported very well to achieve equity of outcomes. At FE level, attainment rates exceed the norm in all subject groups except Languages, where, in 2017-18 there were ten students. At HE level there is one subject group where attainment is below the norm and two with less than ten students each where attainment is recorded as below the norm. Overall, the college has sustained very high levels of performance and equity of outcomes across learner groups.

Areas for development
Although attainment rates are very high across all student categories and subjects, well above regional targets and generally at or above 70% across the various groups, there is further potential to improve outcomes to maintain consistently very high attainment rates across all groups and subjects.

2. DELIVERY OF LEARNING & SERVICES TO SUPPORT LEARNING
How good is the quality of the provision and services we deliver?

2.1 CURRICULUM
Areas of positive practice

The well-designed, responsive and employment-focused curriculum, carefully informed by local and national policy, employer and student needs, ensures learners are very well prepared for their future jobs and careers. All programmes align with the College's mission to ensure "*learners are well prepared for the future by developing their skills, knowledge and understanding in a high-quality learning environment*". Students consistently high attainment rates, at 70% and above, and the College's strongly, employment-focused curriculum attracts many employers to use the College successfully as an employment hub. This provides students with high levels of progression directly to employment as well as other positive destinations.

Curriculum Teams' strong and productive links with employers, their engagement with 180 student representatives and effective use of wider labour market intelligence shapes the development of a job-focused, growing and forward-looking curriculum. Teams address fully Scottish Funding Council and Ministerial imperatives and initiatives as they review and enhance the integrated, College-wide curriculum. In 2017-18 the comprehensive, College-wide curriculum review incorporated STEM, Developing the Young Workforce, Modern Apprenticeships, Childcare expansion and gender balance.

The Academic Board engages with all Curriculum Teams three times per year, jointly reviewing and evaluating the overall balance, breadth and performance of individual programmes and associated student outcomes. This combined team and cross-college review delivers a well-structured curriculum portfolio that addresses current and emerging needs of industry and ensures planned growth is suitably linked to employment opportunities.

The vocationally-focused curriculum incorporates key subjects, sector-leading in their specific areas, such as Micro-renewables, Counselling and the Scottish Government Dental Hygiene pilot. In 2017-18 the first customised training under the Flexible Workforce Development initiative engaged with companies as part of an integrated strategy that upskills workers in Lanarkshire to meet employers' emerging requirements.

In 2017-18, in addressing effectively key Scottish Government priorities, the College delivered a record 220 new starts on highly-successful Modern Apprenticeship programmes and delivered its first Foundation Apprenticeship Programmes, with 2 groups of 18 students.

For the benefit of students and their future employers, courses have work experience, or real work environments embedded in their design and delivery. The mix of College-delivered knowledge, skills and understanding allied to experience gained through work placements, prepares learners well for employment. Industry-specific certification and professional exemptions are well integrated to enhance students' employability. Curriculum Teams review programme design, content and outcomes rigorously and regularly in partnership with students and relevant industry bodies.

Teams evaluate data and stakeholder feedback comprehensively, ensuring all programmes are well designed with employment as a primary outcome. Clearly-defined articulation routes with universities provide additional options for students to progress with "advanced-standing" to degree programmes. In total 89.1 % progress to positive destinations including university, compared to the sector norm of 84%, and 23.5% progress directly to employment, well above the sector norm of 20%. Suitable exit points during the academic year enable students to

move directly to employment with a stand-alone qualification.

The implementation of the effective Access and Inclusion Strategy, BSL Action Plan with associated staff training ensures all students are treated with equity. All course teams review data on protected characteristics to ensure all learners achieve the best possible outcomes. Students engage well and progress at a suitably-challenging pace in developing, consolidating and deepening their knowledge, understanding and skills. Students in all curriculum areas develop as responsible citizens and effective contributors through active participation in a variety of creative, College and student-led enterprises and charity activities linked to and embedded in their curriculum.

To address rural exclusion, the College's successful Rural Energy Academy in Lanark reaches out effectively, engaging with those furthest from work and providing second chances to learners who develop their IT skills, wider core skills, personal development and CV writing skills in a supportive environment that helps them onto the employment ladder.

Students are well-supported to become independent, involved and pro-active learners. They monitor their own progress, attendance and timekeeping through readily-accessible information via bespoke software on their smartphones.

In addition to sharing good practice in cross-sector fora, the College also disseminated sector-leading best practice to nine Scottish Colleges, five universities, six private companies, two Government agencies, a college in Cologne and Education Department representatives from The Isle of Man Government. The visits, to gather information on good practice, picked up the following themes: efficient and effective systems; employment-focused curriculum design; Quality and student support approaches.

Students develop key broader skills for learning and life through their active role in the NUS *Responsible Futures* initiative and in Sustainability, Quality, Health and Well-Being promotions and IT Strategy Groups.

Staff use the micro-renewables infrastructure and associated resources on three College Campus buildings very effectively to inform and shape key aspects of students' broader knowledge and understanding about sustainable behaviours, beyond the immediate requirements of their curriculum. The College has won three UK Green Gown awards for innovative and student-centred approaches linked to sustainability.

Areas for development

The College should monitor the effectiveness and impact of its new approaches for Learning Support and Extended learning support.

In line with national policy, the College should monitor the effectiveness and impact of the new British Sign Language Plan.

2.2 LEARNING, TEACHING & ASSESSMENT

Areas of positive practice

Students are well motivated, engage actively and positively in the learning process to develop skills, knowledge and understanding, preparing them well for employment and further study. Up-to-date, high-quality resources, sponsored by industry, well-equipped surroundings and the high-quality learning environment enable effective learning. Student outcomes are consistently high. Staff and students liaise actively and effectively as partners, agreeing appropriate learning goals for students to develop their vocational and wider skills for employment.

Positive and constructive staff-student relationships contribute well to the College's high-achieving culture. Staff plan lessons well, incorporating appropriate wider skills for life using the college lesson plan pro-forma. Practical case studies reflecting current industrial practice help to motive and engage learners. Staff actively monitor learners' progress and understanding, providing appropriate and timely support. Students as co-contributors, are suitably challenged and progress well, at a suitable rate, appropriate to their level and stage of study. Staff liaise effectively with both work placement providers and students to ensure that student learning between the college and the work placement is cohesive and integrated.

Staff embed digital technology well in teaching practice with students accessing online material through phones and other mobile devices as well as computers. Students engage actively in digital learning, shaping and personalising their own learning using a wide range of high-quality e-learning resources. The automated text messages sent directly from lecturers' electronic registers are received very positively by students who value the College's innovative, early intervention strategies to support their continued retention.

Good practice in learning and teaching is enhanced further through the systematic and rigorous lesson observation process entitled "*Professional Discussions on Learning and Teaching*" (PDLT). Staff enhance aspects of their own practice through reflecting constructively on their input along with an impartial observer from another Curriculum Team and students. Specific and regular CPD on learning and teaching, well informed by themes emerging through the Career Review and PDLT processes supports lecturing staff in understanding and engaging in effective, high-quality learning approaches. Consistently high-quality learning experiences enable students to achieve well. The College's booklet *Enhancing Outcomes: Student Retention and Attainment*, developed jointly with the NUS, sets out clearly the key actions staff are implementing to further enhance student learning and outcomes.

Assessments are tailored for specific learning needs, integrated as appropriate to meet awarding body requirements and reduce the burden of assessment on students. Positive dialogue between staff and students and well-established student support systems provide maximum opportunity for students to achieve their full potential. Learners with learning support requirements have ready access to specific resources that support both their learning and assessment requirements. Staff use specific, assistive technologies as effective tools that enable students with additional support needs to engage and attain well. Widespread use of online assessment and marking enables timely support and feedback to learners. Staff provide constructive and supportive assessment feedback, ensuring that students reflect appropriately on their performance and achieve at higher levels.

Curriculum Teams evaluate rigorously all aspects of learner performance information, student views, employer and staff feedback. Student representatives' views and experiences are valued highly in shaping planning for improvement. Students provide insightful and constructive feedback at course and faculty meetings and key quality groups, helping the College deliver sustained high performance and very high levels of student satisfaction. Clear and focused action plans monitor progress and impact. A tailored, quality-improvement programme delivers a specific and detailed improvement plan for each course that falls below key College targets.

Areas for development
None.

2.3 SERVICES TO SUPPORT LEARNING
Areas of positive practice

Well-integrated, comprehensive and innovative services to support learning deliver equitable and sustained high attainment across diverse groups with various complex needs. Support services are effective in engaging and supporting students from all backgrounds to achieve at consistently high levels compared to sector norms. Care-experienced learners achieve at 20 percentage points above the Scottish sector average as a result of highly-effective support systems. The College's sector-leading period poverty initiative, positively endorsed by the Scottish Government and the EIS, has been adopted and funded fully by SFC across the sector for 2019-20. The professional counsellor and two post-graduate student counsellors ensure readily-available, high-quality advice and support is well targeted to those learners dealing with the most challenging mental health and wellbeing issues.

Innovative, in-house-designed student support funding systems provide immediate, helpful information to prospective students prior to enrolment, enabling them to plan their finances for the year. The automated systems enable support staff to engage more actively with students, helping potential learners make informed decisions about available options. All students are provided with up-to-date information, and receive prompt responses to their enquiries, leading to conversion, retention and attainment rates at high levels.

All department and faculty managers collectively monitor progress towards key objectives using a well-structured activity calendar at the weekly CMT meetings. The cross-college, student-centred and integrated approach is pivotal to ensuring learners' experiences are the best they can be. High-quality student support services, well integrated with curriculum areas, ensure all learners from disadvantaged backgrounds or with specific learning support requirements have consistently very high performance in the upper top quartile in Scotland (71.25%). The College's significant number of care-experienced students (109) have outstanding attainment rates at 78.3%, well above our overall FEFT attainment rate and at the highest level in Scotland. Turnaround times for meeting student support needs are rapid, with well-targeted provision of the right level of support for each student enabling all learners to achieve well.

Students receive regular in-course guidance and progress reviews, ensuring they are on track to achieve their qualification and to develop the appropriate range of skills for life and work. The College-developed core skills testing module ensures students are guided to the appropriate level of core skills development, also enabling them to monitor their progress and achieve to their full potential. The Learning Development team provides bespoke academic support for those who require it and the College's Counselling and Chaplaincy services provide effective and sensitive pastoral, spiritual and emotional support.

Students with specific support needs and learning requirements are identified promptly, supported well and attain well. Student-led referral procedures ensure students' needs are addressed timeously and they are guided appropriately to the support services they require. The regular lunchtime and evening learner development workshops provide a well-received and helpful drop-in facility with current engagement at 15% higher than at the same point in the previous year.

Students at all levels progress to either a higher level of study or to employment, supported well by the College's strategy of having comprehensive and responsive student services that help deliver equitable outcomes for all. satisfaction. Clear and focused action plans monitor progress and impact. A tailored, quality-improvement programme delivers a specific and detailed improvement plan for each course that falls below key College targets.

Areas for development
None.

3. LEADERSHIP & QUALITY CULTURE
How good is our leadership & approach to improvement?

3.1 GOVERNANCE & LEADERSHIP OF CHANGE
Areas of positive practice

South Lanarkshire College's Board of Management continues to provide well-considered, strategic support and challenge, ensuring efficient and effective governance, robust testing, sustained delivery of high-quality provision and appropriate, ongoing improvement strategies. The South Lanarkshire College Senior Management Team operates the College as a successful educational business, delivering high outcomes from a financially-sustainable base. The newly-appointed Chair of the College Board of Management, Principal, Student President and two staff members are also active members of the Regional Strategic Body (RSB), supporting a Lanarkshire-wide approach to delivering SFC outcomes. The Principalship team has received national awards for leadership, one in relation to equality and diversity and one in relation to promoting sustainable behaviours.

Our Board and associated committees are rigorous in probing and testing information. By triangulating college-devised reports effectively with corroborating data and information from third party auditors and agencies such as Investors in People, Education Scotland, SQA, SFC, Audit Scotland and others, the Board ensures that information it receives is accurate and balanced. Managers attending each Board and committee meeting provide high-quality, detailed information that supports effective, well-informed governance.

Individual Board members engage productively with staff through Board meetings, visits to the College, Board Training Days and events such as the *Annual Staff Conference*. The Board regularly reviews progress towards the three priorities set out in our strategic plan. Every 12 months a summary of achievements is published in an innovative and well-received Annual Report. The unequivocal focus on students as customers determines the focus for precise actions for improvement.

Regular one-to-one meetings between the Principal and Student President support active engagement and involvement in the vision and mission of the College. The President and Vice President are highly-valued contributors to the Board of Management, placing student influence at the heart of strategic and subsequent operational planning. The Student Association has a strong and influential voice through membership of groups and committees at all levels including Academic Board; Equality Group; Internal Audit Group; Sustainability Group and the Responsible Futures Audit Group. This powerful and articulate input ensures that the right actions for effective improvement and enhancement activity take place at both strategic and operational levels.

The Principalship and Senior Team lead the College very well, reflecting local, regional and national priorities through clear and appropriate college strategies, communicated very effectively through engaging and attractively-designed corporate documents. The cyclical review of our strategic priorities ensures effective engagement with internal and external stakeholders. The College has been working more closely with South Lanarkshire and East Renfrewshire Councils. Regular joint meetings with Local Authority Directors and Head Teachers are effective in promoting the ambitions of the Developing the Young Workforce policy. A bespoke brochure for schools details clearly four pathways for Senior Phase vocational pupil engagement with progression pathways to employment or further study. School pupil enrolment increased by around 15% over the previous year.

At the beginning of each academic year, strategic direction and key issues are set out clearly to all staff at the enjoyable and focused "All Staff Conference". The conference is valued highly by staff and generates consistently positive staff feedback. The Principal provides concise and engaging regular updates to all staff during the academic session through the "Principal's Address" which takes place four times per year. As a result, staff are keenly aware of the key contribution they make to delivering the vision and direction of the College.

The innovative "2020 Vision" Strategic Plan, developed in collaboration with employers, students, Community Planning Partnerships and other stakeholder groups, sets out clearly the College's three key Strategic Priorities and associated targets. The Board of Management and senior managers have a clear vision for the curriculum, at local, regional and national level**.** The college has a strong emphasis on *Promoting Sustainable Behaviours* across all its activity.

Weekly meetings of the Senior Management Team and College Management Team, with a visiting manager at each, enable clear and effective communication, provide strong operational direction and engage all managers in contributing their ideas and approaches that deliver key outcomes and improvements. The Operational and Curriculum Managers' forum provides middle managers with a setting where they engage directly with the Principalship, discussing key operational matters and priorities which have a direct impact on the areas they manage.

Quality enhancement approaches and Operational Planning processes are well structured and interlinked with the overarching strategic priorities. Planning for continuous improvement is evidence based resulting in a thorough and detailed cross-college action plan monitored regularly by the College Management Team (CMT) to ensure progress towards objectives is delivered.

Strong and effective arrangements engage employers, industry bodies and stakeholders, informing appropriate curriculum change and development. The College delivers bespoke, industry-led courses in Construction, Care and Business and was pioneering in key Scottish Government health initiatives.

Attainment rates for all students have been sustained at a very high level through a period of significant change, growth and implementation of new curricula.

Over the past three years several hundred visitors from colleges, universities, Scottish Government, Isle of Man Government, private companies, and other organisations across Scotland and Europe have visited the College to view and adopt aspects of good practice and pioneering approaches that support consistently-high student outcomes. These visits have been to engage with our:

- IT systems
- Internal verification approaches
- Self-evaluation and improvement activities
- Promoting sustainable behaviours
- Human Resource Management Systems
- Timetabling
- Data management and reporting systems

Areas for development
None.

3.2 LEADERSHIP OF EVALUATION LEADING TO IMPROVEMENT

Areas of positive practice

The College Board of Management undertakes a thorough and rigorous annual evaluation of its strengths and areas for development. The annual 'Board Information Day' and Board effectiveness evaluation, continue to support the development of Board members. This is facilitated by an external highly-experienced specialist, well-versed in the publication of guidance on effective governance and in leading Board evaluations.

The arrangements for quality enhancement through self-reflection, are led well by the Senior Management Team and Quality Enhancement Group. The innovative arrangements, developed in consultation with key user groups, are highly-effective, supporting faculties and all support areas very well in improving outcomes for students through rigorous self-evaluation processes. Managers' mature and effective approach to self-evaluation and improvement is reflected at the annual "Round Robin" event which ensures a collective approach to evaluative activities. The event includes involvement and feedback from an external contributor. Improvement actions are cohesive and focus on improving outcomes for learners through the actions by all College faculties and departments.

The in-house-developed College e-Self Evaluation Process (CeSEP), fully integrated with the student record system, enhances the evaluation process by pre-populating standard team reports with accurate, relevant and up-to-date data and information on key performance indicators (KPIs). It enables managers to focus appropriately on analysis rather than data gathering. It also generates a single College-wide Action/Enhancement plan, enabling the College Management Team to actively monitor progress and review the impact of improvement actions on students.

The College Quality Unit, in partnership with sparqs, delivers very effective, bespoke training sessions that support class representatives very well in their role. Managers engage students actively to develop and enhance the curriculum. Students are involved very actively in the evaluation of their curriculum and services at multiple points in the year through their involvement in course teams, focus groups and by completing cross-college student questionnaires and tailored questionnaires for specific initiatives. Students provide constructive and helpful evaluative feedback at the Academic Board and the Board of Management.

The regular meetings of the Academic Board, chaired by the Principal, are pivotal in monitoring trends, analysing outcomes against targets and using past, current and projected student outcomes to inform appropriate action plans for improvement. These action plans are incorporated into the College-wide Action Plan and are monitored regularly for both progress and impact.

Planning for improvement is effective and reflected in very well co-ordinated documentation with direct linkages from self-evaluation improvement plans through to annual operational plans. Strategic and operational themes are well-embedded in operational processes ensuring improvement actions are consistent with the College's ethos and that they contribute to the overall aims and objectives set out in the Strategic Plan 2020 Vision.

In direct response to areas for development identified through the self-evaluation and improvement process, the College has: increased student study space; provided more laptop computers on loan through the library for independent study; employed an additional counsellor; provided Skills for Life Workshops each lunchtime to assist students in essay and report-writing skills and increased communal social space and facilities.

The clear communication throughout the College building of our *vision, aims, ethos, values* supports very effectively the whole-staff culture of continual improvement.

Areas for development
Although outcomes for students are already very high across diverse groups of students, the College would benefit from drawing on best practice from the wider UK college sector to further enhance outcomes.

4. OVERALL GRADES

Key principle	Grade
Outcomes and impact Wellbeing, equality and inclusion Equity, attainment and achievement	Very Good
Delivery of learning and services to support learning Curriculum Learning, teaching and assessment Services to support learning	Very Good
Leadership and quality culture Governance and leadership of change Leadership of evaluation leading to improvement	Excellent

5. CAPACITY TO IMPROVE

Areas of positive practice

South Lanarkshire College's very positive staff culture, evidenced by its Platinum Investor in People accreditation and multiple UK awards, contributes to the College-wide positive engagement in critical self-reflection. It delivers sustained very high outcomes for learners with equity across disadvantaged groups and no perceived "attainment gap".

All faculties and departments engage actively in the well-developed self-evaluation and improvement, risk management and operational planning approaches. These enable incremental development where appropriate, and rapid step change where necessary. Improvements are communicated swiftly to students to let them know their views are valued and acted upon.

Each faculty and department's operational plan links directly to the College's overarching Strategic Plan and supports a robust approach to future capacity-building towards 2019 and beyond.

Bespoke Information Technology Systems provide teams with ready access to data and information. Well-informed and systematic classroom observation processes (PDLT process) enable lecturers to further enhance the learner experience.

The College holds itself publicly accountable by publishing detailed information on key outcomes in the Annual Report, which informs a wide audience. The annual, cross-college action plan, monitored by the College Management Team identifies improvement actions across faculties and departments and progress towards goals. The Academic Board reviews curriculum, student outcomes, feedback and proposed new awards three times per year.

The Development Committee of the Board of Management receives detailed updates on quality arrangements and developments at each meeting and the Board is presented annually with a comprehensive analysis of student outcomes along with action being undertaken to further consolidate high performance as well as improving performance in areas where improvement is needed.

The Board of Management began the process of refreshing the College's Strategic Plan in June 2018. This involved and engaged students, staff and Board members. Further staff, student and stakeholder engagement is planned for Autumn 2018 which will inform the College's new plan, continuing its purpose to be an effective and robust reference point for our development over the next 5 years.

The actions in the Evaluation Report and Enhancement Plan are reviewed at key points throughout the year by our Quality Enhancement Group. The progress on all actions from the previous report have been monitored regularly and a progress report incorporated in section 6 of this report.

Overall, our robust and well-developed processes are designed well to sustain and improve outcomes for learners.

6. ACTION PLANS – QUALITY ENHANCEMENT PLAN 2017-18

Progress has been made on the detailed actions identified in the 2017-18 Quality Enhancement Plan as follows:

QUALITY ENHANCEMENT PLAN	Academic Year 2017-18			
Areas for Development	Planned actions	To be completed by whom/ timeline	Arrangements for monitoring progress / Impact on students	Progress to date
1. Leadership and quality culture.				
1.3 The College has not been assessed formally yet for Carers Positive Accreditation.	Meet with Carers Positive UK. Review existing policies and practices to meet the standard. Undertake application in preparation for audit against the accreditation criteria	December 2017. Head of Human Resources.	Progress towards accreditation will be reviewed by the HR Committee of BoM.	With various priorities in other areas of work, now aiming for formal accreditation by Easter 2018. The college was accredited in summer 2018 and now has a caring for carers policy in place (see portal) and a Carer's support group.
1.4 The College delivers good practice in many of its activities and has drawn in best practice from sector-leading colleges across the UK in the past. However it has not been active in doing this for over 2 years. The College recognises the need to constantly identify and draw in best practice from the wider UK college sector. Nine programmes designated as being under *Special Measures* by the Academic Board in 2016-17 for not meeting targets, have yet to demonstrate the improvements agreed.	To restore the process of identifying and arranging visits to Ofsted "outstanding" Colleges to identify and implement best practice as appropriate. Review these programmes during the cycle of Academic Boards in 2017-18. If a programme remains on special measures beyond the agreed timescale, the Principalship to review the viability of the programme with the Curriculum Area and Quality Unit.	AY 2017-18. Principal. Curriculum Managers; subject and Quality, AY 2017-18	Academic Boards February and June 2018 on progress. Academic Board February, June and October 2018	Staff visits undertaken to North East College and Cumbernauld Campus, NCL for Good Practice in Hospitality. Dundee College input to forum on improving retention and achievement on 12 October. Telephone discussions took place with Forth Valley College over factors that influenced their high student performance Next Academic Board (October 2018) to review full-year progress on programmes on Special Measures

2. Delivery of learning and services to support learning.				
2.1 The majority of Asist-trained staff are female and the college is considering how to address the gender balance in this team.	Deliver training targeting male staff to engage in ASIST training	Head of HR	Update March 2018 to SMT/CMT on progress.	Additional training course in January – 3 males and 1 female from the college attended and passed.
2.3 To maintain and encourage high standards of learning and teaching the college delivers an Introduction to Learning and Teaching to new staff who are not yet teacher trained. With the recent developments in digital technology available in the college this programme should be updated to cover a wider range of up-to-date learning approaches.	To review and update the programme of Induction to L&T for new teaching staff.	March 2018. Curriculum Manager Quality	Update March 2018 to QEG on progress.	Completed in March Staff Development day. Also re-introduction of the PDA, level 9 in Teaching Practice.
2.5 The new arrangements relating to Senior Phase provision should be reviewed, ensuring they continue to work well.	Seek feedback from Schools, Senior Phase pupils and South Lanarkshire Council about Senior Phase rollout to inform any revision of policy and procedures.	January 2018. Marketing Team.	Monthly update via Principal to SMT/CMT on progress.	Verbal feedback positive, but small numbers in some classes may mean we have to review class sizes for the following year. Meeting Murray Owen, Fairhill 15th March; Sanderson High 19th March; SDS 14th March programme meetings with SL Council co-ordinator for early summer term. Co-ordination with South Lanarkshire Council over the new FA courses and Gradu8 programme is ongoing and very positive. Much larger numbers of pupils on link programmes than previous year
3. Outcomes and impact				
3.1 Although the College's student population represents 50:50 male:female overall in its gender balance, courses in specific subjects such as Hairdressing, Beauty, Construction and Care do not display the same balance. Action is required to help address this and make progress towards meeting national targets.	Develop an Action Plan to promote gender balance in non-traditional subject areas and to make progress towards national targets.	June 2018 SMT	Monthly update on progress	In Care, there has been an increase in males on Hairdressing and in Construction the Surveyors course has a 50:50 male/female balance. Applied Science – majority female (70%). Barbering – primarily male uptake.
3.2 Although attainment for students who complete their programmes is high, retention rates in a few areas across the college are only around average for the sector and require to be improved.	Convene an additional Academic Board meeting to identify and draw on best practice from the sector explore the issues and investigate ways to support higher student retention and outcomes during 2017-18, particularly for students on FEFT programmes.	12 October 2017 Additional Academic Board meeting.	An action plan will be produced during the event and followed up at 2017-18 Academic Board meetings.	Range of cross-college and faculty-specific actions discussed: Progress – changed college year; prompter turnaround on student support; review at February Academic Board.

QUALITY ENHANCEMENT PLANS 2018 ONWARDS

The plan below identifies actions for 2018-19 and beyond from this October 2018 Quality Improvement report. All targets marked * are lifted from the Lanarkshire Region Targets in the Regional Outcome Agreement.

QUALITY ENHANCEMENT PLAN	2018 onwards					
Areas for Development	Planned actions	To be completed by whom/ timeline	2018-19	2019-20	2020-2021	Progress monitoring
1. Outcomes and impact						
Although the College's student population has an overall gender balance 50:50 male:female, courses in specific subjects such as Hairdressing, Beauty, Construction and Care do not all reflect this balance. Further action is required to address this and make progress towards meeting national targets.	Engage with schools, including Primary schools to promote gender balance and opportunities for all early in the education systems. Aim for a balanced gender mix at the annual Primary School Science/Engineering challenge held in the college. Aim to achieve a 75:25 balance across 30% of the college's courses by the third year of this plan.	Head of Marketing

Associate Principals | 75:25 balance in 28% of programmes

Overall gender balance not more than 6 percentage points difference either way (44:56/56:44) | 75:25 balance in 29% of programmes

Overall gender balance not more than 6 percentage points difference either way (44:56/56:44) | 75:25 balance in 30% of programmes

Overall gender balance not more than 6 percentage points difference either way (44:56/56:44) | Equality Group; Academic Board; SMT. |
| Although attainment rates are very high across all student categories and subjects, well above regional targets and generally at or above 70% across the various groups, there is further potential to improve outcomes to maintain consistently very high attainment rates across all groups and subjects. | Continue to monitor progress on delivering equity of attainment at high attainment levels across all groups. Continue with Special Measures procedures and other linked support procedures for those courses where attainment does not reflect the high average for the college. Aim to exceed Scottish norms in all subjects and groups and continue to be high performing across almost all groups | Associate Principals | Put improvement plans in place for any subject or group where attainment is low compared to the sector average. Aim for all courses in special measures to achieve the national average attainment rate for that subject area. Aim, overall to exceed Regional targets of >66.5%* attainment for FEFT and >72.7%* attainment for FTHE Aim to achieve college targets of 70% for FEFT and attainment of 74.4% for HEFT. | Aim to exceed Regional targets of >66.5%* attainment for FEFT and >72.7%* attainment for FTHE

Aim to achieve college targets of 70% for FEFT and attainment of 74.4% for HEFT. | Aim to exceed Regional targets of > 68.5%* attainment for FEFT and >73.9%* attainment for HEFT

Aim to achieve college targets of 70% for FEFT and attainment of 74.4% for HEFT. | Academic Board. |

2. Delivery of learning and services to support learning.					
The College needs to monitor the effectiveness and impact of implementing new approaches for Learning support and Extended learning support,	Monitor the impact on student outcomes, benchmark with current data and share with SMT.	Associate Principals	Aim for attainment rates for learners with support to equitable to those learners not requiring support. See targets* in 1 above for FEFT and HEFT	Aim for attainment rates for learners with support to equitable to those learners not requiring support. See targets* in 1 above for FEFT and HEFT	Aim for attainment rates for learners with support to equitable to those learners not requiring support. See targets* in 1 above for FEFT and HEFT	SMT. Academic Board
The College needs to monitor its effectiveness and impact of the development of a new British Sign Language Plan.	Monitor the impact on student outcomes, benchmark with current data and share with SMT.	Equality Group	Record and set baseline data for BSL learners. (See actions in BSL Action Plan on College website)	Taking due account of statistical anomalies as a result of small numbers, aim for BSL learners to achieve at similar rates to non-BSL learners – see FEFT and HEFT attainment targets above.	Taking due account of statistical anomalies as a result of small numbers, aim for BSL learners to achieve at similar rates to non-BSL learners – see FEFT and HEFT attainment targets above.	SMT
3. Leadership and quality culture.					
Although outcomes for students are already very high across diverse groups of students, the College would benefit from drawing on best practice from the wider UK college sector to further enhance outcomes.	Arrange visits to sector-leading Colleges across the UK to identify and implement best practice as appropriate.	Principal.	Best practice visit to one college to pick up and disseminate sector-leading and innovative practices to positively influence continuing high attainment rates.	Best practice visit to one college to pick up and disseminate sector-leading and innovative practices to positively influence continuing high attainment rates.	Best practice visit to one college to pick up and disseminate sector-leading and innovative practices to positively influence continuing high attainment rates.	Academic Board

7. APPENDIX A

Regional Outcome Agreement Self-evaluation Report 2017-18

Appendix A is the Regional Outcome Agreement Self-evaluation Report. It combines the outcomes of the two colleges in Lanarkshire into a single overarching document.

Scottish Funding Council
Promoting further and higher education

Education Scotland
Foghlam Alba

SLC South Lanarkshire College
East Kilbride

HOW GOOD IS OUR COLLEGE?

Quality Improvement through self-evaluation