



HOW GOOD IS OUR COLLEGE EVALUATIVE REPORT

New College
Lanarkshire



Skillsset for life

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THE COLLEGE AND ITS CONTEXT

New College Lanarkshire (NCL), operates over six campuses across the areas of North and South Lanarkshire and East Dunbartonshire. It has main campuses in Coatbridge, Cumbernauld, and Motherwell. There are approximately 1000 employees, 16,000 learners and in 2018/19 will deliver a credit target of 135,900. It is one of two colleges governed by the Lanarkshire Board, with New College Lanarkshire as the Regional College and South Lanarkshire College is the Assigned College. New College Lanarkshire delivers within a challenging educational environment. Many of the areas near the various college campuses feature in the Scottish Government's most deprived areas, based upon the indices of multiple deprivation. From the SFC In fact data source, New College Lanarkshire delivered 19.9% of its credits to MD10 and 37% of its credits to MD20 for 2016/17.

CHALLENGES AND STRATEGY OF THE ORGANISATION

The two Lanarkshire colleges carry out an annual revision and update of the Regional Outcome Agreement (ROA) document, and Regional Strategy. New College Lanarkshire's Strategic Plan is a framework consisting of Regional Strategy, ROA, Regional Business Plan, and Regional and NCL supporting Strategies. The Lanarkshire Board approves key regional documents, such as, the Lanarkshire Regional Strategy 2018-23, ROA 2018-21, Regional Business Plan 2018-23 and supporting strategies.

In 2018/19 the Lanarkshire Region will receive £45,515,440 core teaching funding, of which £34,607,155 is allocated to New College Lanarkshire. With the inclusion of additional income, the annual turnover for New College Lanarkshire is in excess of £50M. The credit target for 18/19 is 135,900 credits.

The underlying financial position of New College Lanarkshire (NCL) has been challenging with financial pressures, parameters and constraints. The Lanarkshire Region Business Plan 2018-2023 has been submitted to the Scottish Funding Council (SFC). The document updated the latest stage of a continuing business planning process and outlined the financial position of NCL, identified six key objectives for sustainable future business delivery and explored the variables capable of affecting any required change. At the end of session 2017/18, the College projects an underlying operating position of break-even / marginal surplus based upon unaudited Management Accounts.

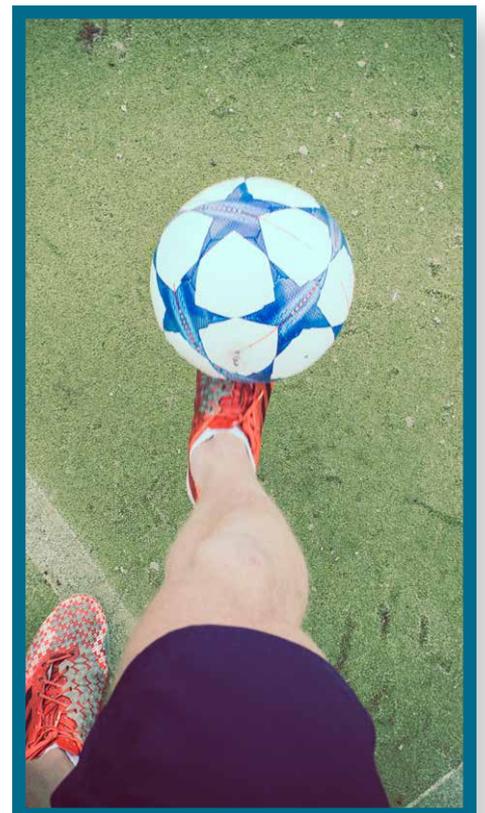
METHODOLOGY USED TO GATHER EVIDENCE AND IDENTIFY GRADES

During the gathering of information to evaluate the quality of provision and services at New College Lanarkshire, all areas including the Lanarkshire Board, Senior Management Team, Academic Faculties and Corporate Services undertook a self-evaluation exercise. Central to this was objective 3 of the Positive Change Team Action Plan 'To build a culture of evidence-based practice' which resulted in the development of tools providing on-line access to data. This online reporting tool accessible through the college intranet provides real time data and performance indicators in all measures, putting learner retention and achievement at the core of our activity and is essential during evaluation against strategic and operational plans.

LEARNER VOICE

Listening and acting upon the voice of the learner is central to the life of the College. The Students' Association, who contribute to the Lanarkshire Board, and many college committees, and classroom representatives are integral to evaluation and action planning that leads to improvements. A range of approaches are used, including: Be Heard Events – three interactive meetings between class representatives and SMT members are organised by Learner Engagement and supported by the Students' Association. In addition, smaller Faculty events for learners are attended by SMT on request.

The College undertakes 2 main surveys each session. The first survey "How Are We Doing" takes place in October, when learners are asked to reflect on the guidance they received prior to commencing college, the induction process and their overall experience of being a learner at New College Lanarkshire. The second survey is our "So Far So Good" survey which takes place in April/May and incorporates the SFC Student Satisfaction Survey that enables the College to benchmark learner satisfaction with others in the sector. All survey data, including comments are embedded within the Annual Curriculum Evaluation (ACE) tool for use by curriculum teams. Corporate Service Teams are also supplied with the comments from these surveys, so that they can use this information for their own self-evaluation.



INTERNAL REVIEW

Following a presentation from an external consultant at the Lanarkshire Board's strategic event, the Board considered the findings from the analysis of the self-evaluation returns from Board Members. This analysis is included in the self-evaluation report to the SFC and will also inform the Board's Development Plan.

Senior Management Team undertook a self-evaluation exercise, facilitated by the Quality Manager. The scoring method used was EFQM RADAR methodology and an action plan was produced. The Positive Change Team comprising of SMT, senior managers, both corporate and faculty and college HMI undertake an annual review of all internal team activity, providing a strategic overview and steering function to those teams. Self-evaluation along with an update of action plan is part of this review process.

Course Team meetings to review curriculum provision takes place three times a year in November, February, and May, as specified in the Course Review and Evaluation Procedure. Various approaches are taken by curriculum teams to engage learners in the review process.

The on-line ACE tool provides course teams with the withdrawal and attainment PIs at course/ class level, with segmentation by protected characteristics displayed graphically.

Buttons in ACE allow direct access to the perception data and comments from the two main learner surveys and the PI Tools provided by SFC annually showing benchmarking data for the course and element PIs, and learner destination data. From the ACE, a Quality Improvement Plan (QIP) is developed and monitored by the course leader, and required actions feed into the overall Faculty Operational Plan. The operational plan template is completed following review of all ACEs and discussion with stakeholders.

Recognising that corporate services play a significant role in supporting learners, a new approach was taken in 17/18 to include them in the evaluative approach. Using the EFQM Radar scoring template, two days were facilitated by the Quality Manager with all corporate services teams reviewing the service delivery, followed by one day facilitated by Quality

Scotland and one validation day which was conducted by Quality Scotland assessors who then provided an external report. Teams then met to consider and discuss the Quality Scotland feedback and college performance data to identify enhancements to provision, with all actions being incorporated into the 18/19 operational plan.

The Quality Team supports curricular staff during the review processes, external verification events as well as undertaking quality audits to maintenance compliance in internal and external procedures. A full review of all Quality Policies and Procedures is carried out annually, with a variety of opportunities for staff to contribute to this review. Once the review has taken place, the Quality Team provides update sessions for faculty staff, with the presentation being made available to all staff on the college Intranet - The Clan for reference. Within the college, there are five Associate Assessors employed, who utilise their current knowledge and expertise in evaluation and enhancement of their own areas as well as cross-college activity.

EXTERNAL REVIEW AND AUDIT FINDINGS

The report Scotland's College 2018, the Auditor General noted that "the benefits of regionalisation in Lanarkshire have come about mainly through the merger of three of the four Lanarkshire colleges (Coatbridge, Cumbernauld and Motherwell colleges) to create New College Lanarkshire. For example, it has been able to review and rationalise the courses provided by its predecessor colleges and harmonise policies and ways of working. New College Lanarkshire provides courses across the Lanarkshire region, including in South Lanarkshire".

Externality plays a key role in providing evidence for use in deployment of the team self-evaluation approaches. During 17/18 the College was subject to eight successful Quality Systems Audits, with 5 areas of good practice identified by SQA. Qualification Verification visits confirmed that NCL continues to meet national awarding body standards. There were 89 external verification events by 13 awarding bodies, with Good Practice identified in numerous reports.

New College Lanarkshire commissioned a 4-day lesson observation, undertaken by Education Scotland, covering several curricular areas including, business, social studies, care, early years, supported programmes, hospitality, beauty and hairdressing. These observations were supported by an additional 3 days of curriculum review by Education Scotland and included professional discussion with staff such as Senior Management Team, Heads of Faculty and Corporate Services, curriculum and support teams. Unfortunately, the Students' Association were unable to attend as the review coincided with another external event. Actions have been developed following engagement with Education Scotland.

The Marketing team has maintained its strong record of success at the CDN Marketing Awards, having won seven gold, two silver and one bronze award in the past three years. These Awards are designed to recognise and celebrate the excellent marketing, internal and external communication practice taking place in Scotland's 25 further education colleges.



New College Lanarkshire was recognised for its ongoing quality improvement by the European Foundation for Quality Management (EFQM) and received the EFQM Committed to Excellence status in May 2018. Feedback received from Quality Scotland on three main areas was very positive and the impact of these projects has contributed to improved performance, including a 10% improvement in learner satisfaction levels in relation to funding issues.

Investors in People feedback in February 2018 advised that overall, staff were positive and remain committed to delivering good service and there is a widespread understanding of the need for innovation. Continuous Professional Development is seen as active and learning and development was found to continue to produce positive outcomes.

WorldSkills events continue to part of NCL review and opportunity to showcase skills of learners. Participating in WorldSkills involves partnership working between businesses and the college which fast-tracks learner's skills development, providing a springboard into future employment. Competitions are held at various levels, local, national and international and assist with showcasing technical and employability skills. In October 2017, a Mechanical Engineering learner competed in the world's largest skills competition, WorldSkills Abu Dhabi and achieved a medallion of excellence and in October 2018 another Mechanical Engineering learner achieved a bronze at Euroskills Budapest.

GRADING METHODOLOGY

Several stages were undertaken to establish the grades for the Evaluative Report. The initial grading discussion involved the Associate Assessors employed in the college, Quality Manager and an elected officer from the Students' Association reviewing the draft report, associated evidence and suggested an indicative grade. A grading meeting was then organised once the Evaluative Report was complete, but prior to submitting it SFC and Education Scotland. This meeting was attended by college HMI, the Regional Outcome Agreement Manager and college SMT. However, the elected officer from the Students' Association was unable to attend on the day, due to factors outwith their control.

SELF-EVALUATION

OUTCOME OF EVALUATION OUTCOMES AND IMPACT

3.1 Wellbeing, equality and inclusion

Areas of positive practice

- The college ensures that it complies with equalities legislation by adopting several supportive approaches that value the protected characteristics of our learners. We provide a fee waiver for part-time learners who are in receipt of a Carer's Allowance, offer financial advice and supply PPE for those learners who experience barriers in accessing education or employment, use Equalities Impact Assessment for all processes and procedures, ensuring decisions take account of possible impact, produce an Educational Learning Support guide to assist learners in identifying appropriate support services and assessment arrangements, provide an in-house information, advice and guidance service as well as specialist counselling provision, and on-site childcare service.
- The college has a Corporate Parenting Team, drawn from across the main college functions, and key external stakeholders, that works proactively to improve the experience of learners who are care-experienced. Guaranteed application interviews are given to care-experienced learners to increase opportunity for those who are experiencing barriers to learning. Applicants applying to college receive a tailored acknowledgement depending on their circumstances, which ensures they get the most appropriate information e.g. on specific care experienced support. This has been recognised externally as the approach clearly demonstrates that the corporate parenting agenda is being given the highest priority. Support is given for follow up and after care if an individual experiences challenges or barriers to remaining on their learning journey.
- ASDAN awarded the college an "ASDAN Centre of Excellence in Inclusive Curriculum" award, which recognises the excellent learning experience of learners in supported programmes. In addition, the college delivers a significant number of ASN classes in schools, to ensure pupils with disabilities have similar vocational opportunities to mainstream pupils.
- There has been an increasing proportion of learners with PLSPs. In 15/16 there were 815 learners (5.18% of learners), in 16/17 1301 learners (7.02%), and in 17/18 1296 learners (8.51%). PLSPs can be accessed electronically via the college infopoint which ensures that up-to-date learner information is available to all who require it. A total of 152 learners who disclosed a mental health condition also had a PLSP.
- The question 'I believe all students at the college are treated equally and fairly by staff' is benchmarked by SFC. In 16/17, 76% of learners agreed with this statement, indicating that there was room for development in this area. In 17/18 this increased to 80% agreement (the college is awaiting the benchmarking data from SFC).
- New College Lanarkshire is committed to helping reduce the number of suicides in our community. We have been working with the ELAMENT team for several years now. In January 2018 we signed our Stigma Free Pledge. In our Stigma Free Action Plan, we committed to raising awareness of Suicide Prevention services.

- The college is supporting learners who declare a mental health issue by developing partnership working with Lanarkshire Links, Stigma Free Lanarkshire, See Me Scotland, SAMH and NHS Lanarkshire to promote better mental health and wellbeing, provide resources for learners and to challenge mental health stigma and discrimination.
- The college has adopted innovative ways to gather feedback on how to better support Care Experienced learners. One of the most popular events was the organisation of a fun day to raise awareness of care experienced people, gather feedback as well as identifying additional support options.

Areas for development

- A new approach was taken to support learner mental and well-being, involving all faculties, corporate services and learner representatives. Liaising with external agencies and providing additional resources was of significant benefit to learners and key links are now embedded in the learner My Day App and the co-creation of learner led information packs.
- To ensure a sound, current understanding of equality and diversity issues as well as responsibilities held by staff to minimise barriers to learning, ongoing professional updates required for staff.
- Learners can either self-refer or be referred from Faculty staff to Student Advisers who provide information, advice and guidance. The number of interventions from Student Advisers has increased from 2008 in 15/16 to 3154 in 17/18. Of these interventions 776 in 15/16 and 1050 in 17/18 were for emotional support.
- As part of the NCL Gender Action Plan, there is a requirement to continue to work with key stakeholders to address gender imbalance in a significant number of programmes. This will include extending some of the actions undertaken in 17/18.
- In 17/18 the Students' Association achieved the Healthy Body, Healthy Mind Award. This award highlights the link between sports, physical activity, smoking prevention and mental health.

3.2 Equity, attainment and achievement for all learners

Areas of positive practice

- Overall performance shows a positive trend over the three years with FE-FT, FE-PT and HE-PT all showing three-year positive trends for success rates. Combining all activity together shows improvements in Partial Success and Completed Successful, with Withdrawal remaining static. Partial success declined by a further 0.2%, remaining well below the national average rate. Overall success rates at the College improved for the third year in a row to reach 69.2%, an increase of 1.0% from 16/17. New College Lanarkshire delivered 19.9% of its credits to SIMD10, which is well above the national proportion of the population from the 10% most deprived postcodes of 11.6%. SIMD20 learners make up 30.1% of the national college credit delivery, while our SIMD20 profile is 37%, presenting us with significant challenges in overcoming the social factors which impede success.

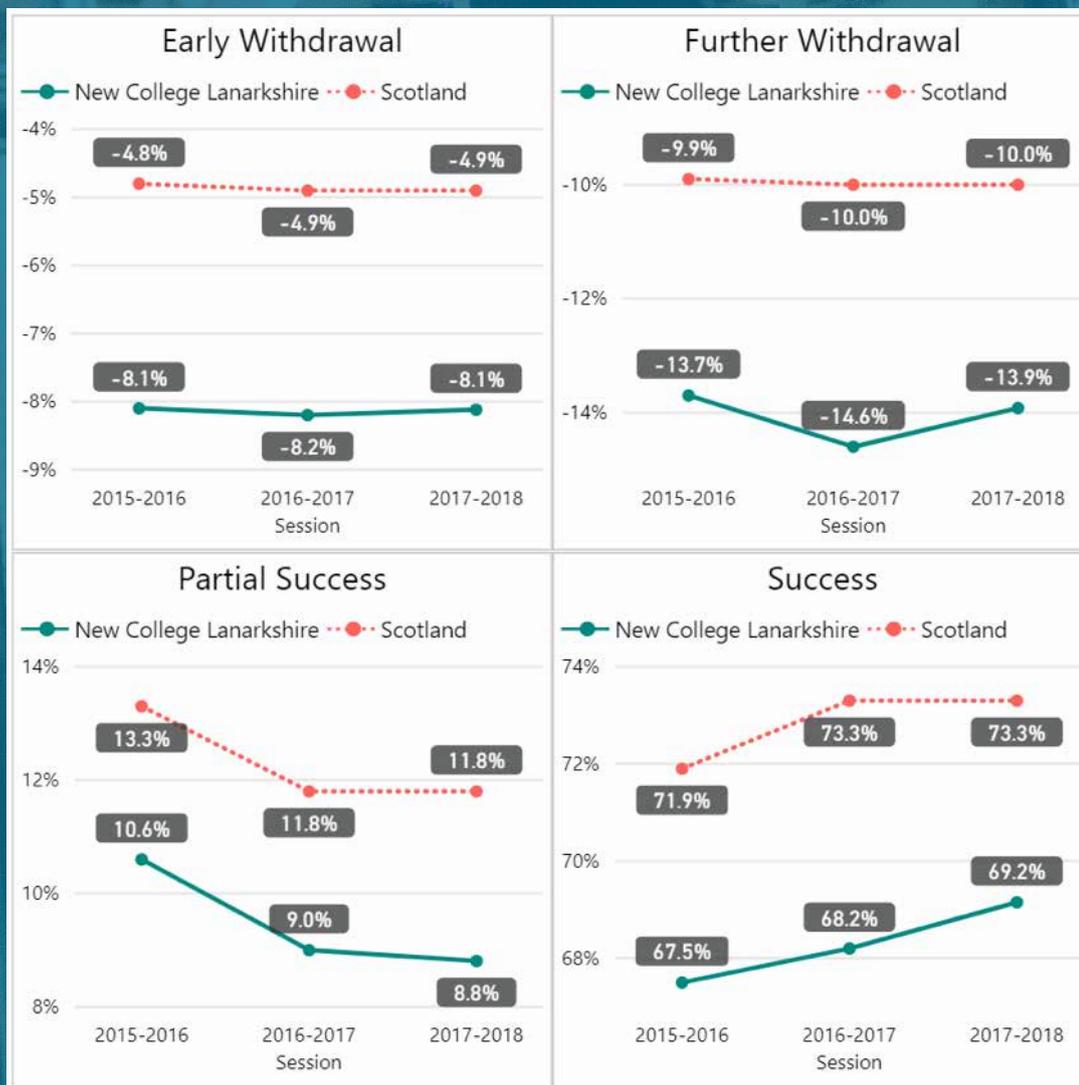


Figure 1 - KPIs for all learners

Note: The 2017/18 national figure is shown as the 2016/17 figure as this is the latest available data

	2015/16	2016/17	2017/18			National average (SFC) published Feb 18 for 2016/17
Category	% Success	% Success	% Success	Enrolled	Proportion of credits	%
Whole College	67.5%	68.2%	69.2%	17,199	100.0%	73.3%
u 16	69.5%	80.9%	62.7%	1,204	2.1%	
16-19	61.7%	63.0%	63.5%	6,797	48.3%	
20-24	69.3%	67.9%	70.6%	3,047	22.1%	
25+	73.4%	72.2%	75.8%	38,060	27.5%	
FE Female*	59.1%	59.3%	61.2%	9,159	56.1%	66.3%
FE Male*	63.0%	64.3%	66.2%	8,036	43.9%	69.6%
HE Female*	70.6%	68.4%	69.3%	9,159	56.1%	66.3%
HE Male*	62.2%	65.4%	65.2%	8,036	43.9%	69.6%
Disability*	61.9%	64.3%	63.2%	3,359	22.3%	66.5%
Care Experienced*	40.7%	47.5%	53.1%	119	0.9%	57.2%
SIMD10*	58.5%	60.3%	59.7%	2,923	18.7%	66.1%
UK & Ireland White*	63.0%	63.6%	65.0%	16,700	97.1%	
Black and Minority Ethnic*	64.7%	57.2%	60.2%	431	2.5%	71.3%

***Excludes enrolments lasting less than 160 hours**

Table 1 – whole college population KPIs segmented by specific groups

- FEFT performance shows a positive trend. Success rates continue to improve for the third year running, reaching 61.4% for 17/18 which is an increase of 2.0% on the previous year. Early withdrawal rates improved by 2.2%, along with further withdrawal rates improving by 0.5%. The partial success of 6.9% remains lower than the national average. The College has set out a plan for improving retention that includes participation in the Scottish Government Improvement Project to prioritise improving FEFT performance, which is supporting delivery of a positive change.

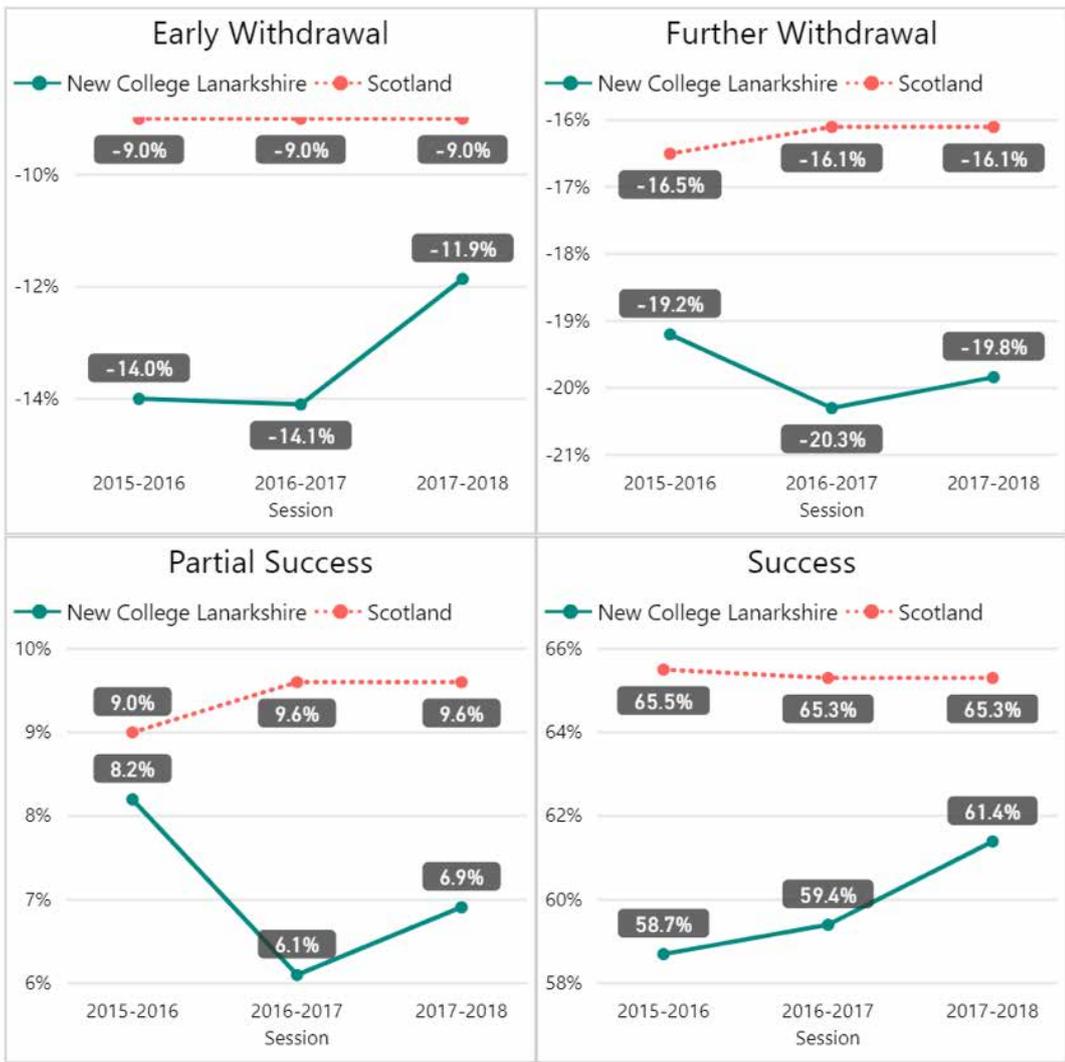


Figure 2 - KPIs for FEFT

Note: The 2017/18 national figure is shown as the 2016/17 figure as this is the latest available data

- FEPT performance shows a positive trend. Early Withdrawal rates remain higher than the national average and have increased by 1.1%. However, further withdrawal rates have shown a clear improvement of 1.9%. Partial success rates reduced by a further 0.7%, which is positive. The improved performance has resulted in the success rates rising significantly by 1.6%, although still below the national average. Improving FE performance was specifically targeted in session 17/18, with plans in place to deliver change.



Figure 3 - KPIs for FEPT

Note: The 2017/18 national figure is shown as the 2016/17 figure as this is the latest available data

- HEPT performance shows a positive trend for Success. However, Early Withdrawal rates have risen to their highest in three years. Further withdrawal rates have declined significantly to 6.7%, a reduction of 3.2% and the lowest rate in three years, which is an improving picture. Partial success is now 5.6%, below the national average rate. Success rates have improved by 6.4%, which is 0.2% above the national average.

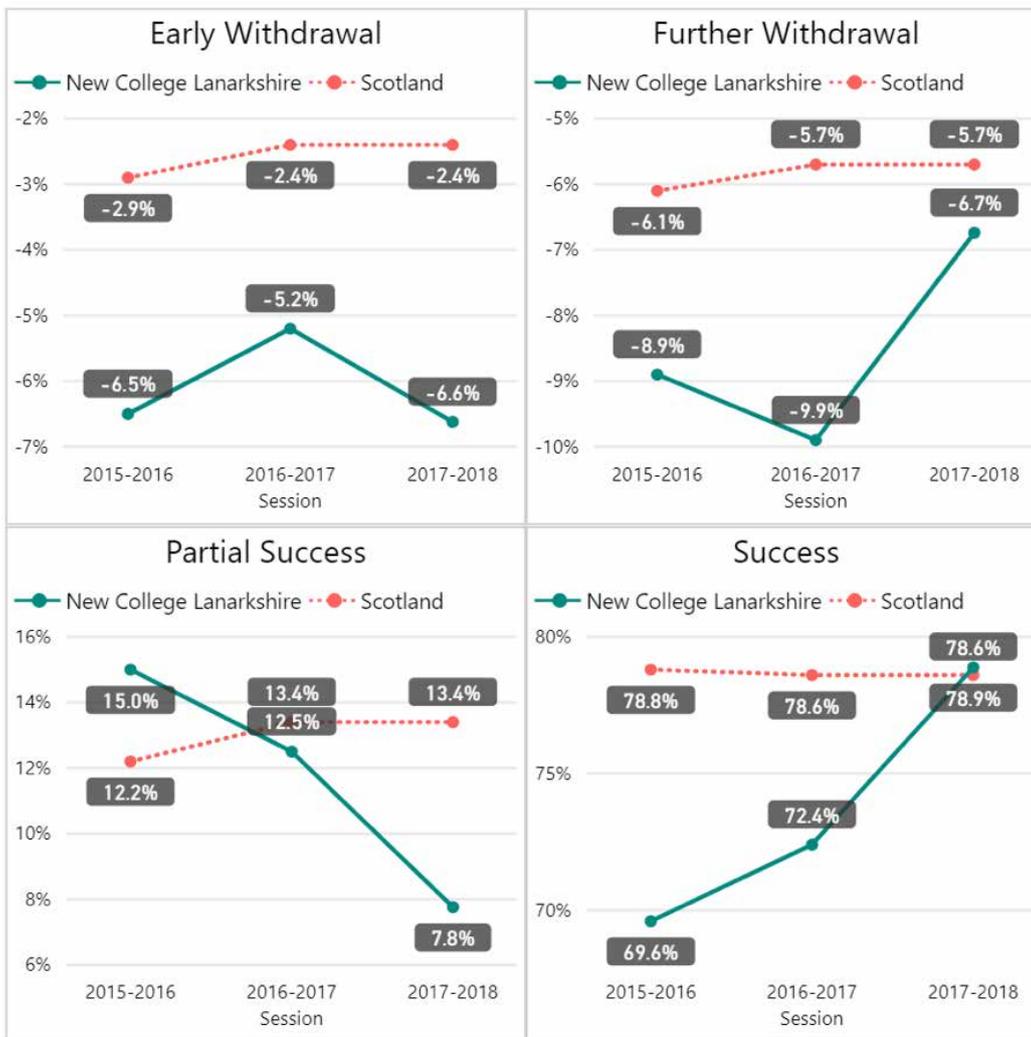


Figure 4 - KPIs for HEPT

Note: The 2017/18 national figure is shown as the 2016/17 figure as this is the latest available data

- NCL had 92 learners who had caring responsibilities in 17/18, 53 were FEFT. Early Withdrawal was higher for this group (13.73%) compared to other learners for FEFT and for HEFT (13.33%). However, success rates were higher for FEFT (74.51%) and HEFT (66.67%) for this group.
- There has been a 3-year positive trend for overall attainment of Care Experienced Learners, from 39.76% in 15/16 to 58.93% in 17/18, which is above the sector average of 57%. The number of Care Experienced Learners increased from 88 in 15/16 and has remained high between 16/17 (79 FTE – 119 learners) and 17/18 (81 FTE – 119 learners). Early indications are that this has more than doubled in 18/19 session (approx. 252 learners).
- Early Withdrawal (EW) has improved from 16/17 for all age groups and is also below the rates for 15/16. Males and Females have a similar EW rate, with improvements across almost all modes of attendance from 17/18. Those with disabilities have a better EW rate than in 16/17, in HEFT, HEPT and FEPT. EW for those with disability is similar to or lower than for those with no disability in FEFT, FEPT and HEPT. Learners from MD10 have lower EW in 17/18 than 16/17 for all modes of attendance, although still higher than learners from other areas. Those with Minority Ethnic backgrounds have a lower EW than other non-Minority Ethnic learners, which is positive for this group.

Success rates in 17/18 for all age groups has improved from 16/17 levels in HEFT, HEPT and FEPT. For gender, females and males are similar for almost all modes of attendance, with females doing marginally better in HEFT and HEPT. Success rates for those learners with a disability has improved for HEFT, HEPT, with a marked improvement in FEPT rates (up 9.4%). Learners from MD10 have improved success rates in FEFT, FEPT and HEPT in comparison to 16/17, the trend from 15/16 is positive. The overall trend for Minority Ethnic groups is positive, with a 15% rise in success for this grouping.

Subject groupings for FE (160 hours +) delivered by NCL in 2017/18 that performed above the 2016/17 sector average figures (the most recent sector averages available at time of writing) are Computing and ICT, Hairdressing and Complementary Therapies, Business Management and Administration, Art and Design, Sport and Leisure. Subject groupings for FE (160 hours +) delivered by NCL in 2017/18 that performed within 1% of the sector average figures are Special Programmes, Education and Training and Land based Industries.

Subject groupings for HE (160 hours +) delivered by NCL in 2017/18 that performed above the 2016/17 sector average figures (the most recent sector averages available at time of writing) are Construction and Science. Subject grouping for HE (160 hours+) delivered by NCL in 2017/18 that performed within 1% of the sector average figures is Hairdressing, Beauty and Complimentary Therapies.

Achievement rates for Modern Apprenticeships have remained stable. In contract year 15/16 achievement rate was 72%, which increased to 75% in 17/18. When compared to the overall achievement trend rate for the college, the trend for achievement Modern Apprenticeships mirrors the positive progression made and reflects the sector average.

Almost 93% of 4512 full-time learners who responded to the College Leaver Destination survey in 16/17, moved onto a positive destination which includes employment, progression onto another college programme and further study at a university. This is above the national figure of 84.5%.

For those learners who participated in competitions, this has been used to good effect to support the development of skills across a wide range of programmes. These have resulted in successful attainment and recognition for many learners at both international and national levels. Recognition has been positive in the gaining of skills and accolades.

Discrete delivered core skills are completed above national averages for Communication at SCQF Levels 5 and 6; ICT at SCQF Levels 4 and 6 and Numeracy at SCQF Levels 4, 5 and 6. This is of benefit to learners for future employment.

The College 'Be Engaged' programme continues to provide a robust and appealing range of extra-curricular activities for learners. In 17/18, 1967 awards were claimed, which was an increase from 365 awards in 16/17.

Initiatives that led to improvements in retention and attainment included a full review of Student Funding (bursaries) processes, with actions taken to improve, pre- registration and 'Transition to College' events targetting FEFT learners and targetted 'Plan, Do, Study Act' (PDSA) interventions for specific low performing areas and specific changes to structure of programmes. NCL is one of 5 colleges taking part in a Scottish Government Retention and Attainment Project, which has already led to sharing of good practice related to retention activity.

Areas for development

- Although progress has been made on improving early withdrawal rates further action is required to improve retention for all areas.
- Although progress has been made on improving success rates further action is required to improve success rates for specific identified low performing curricular areas.
- Emphasis will be in 16-19 yr olds for FEFT, as analysis shows lower attainment than for other learners.
- Core skills development plan required to improve specific core skill attainment – below in ICT at SCQF level 5 by 2.1%, WWO at SCQF level 4 by 15.1%.
- HEFT shows a marginal decline in performance over the three years. Success rates have fallen to 66.1% in 17/18, down by 0.4% on the previous year. Early Withdrawal rates are at their lowest in three years, improving by 1.4%. However, further withdrawal rose slightly 0.4%. Performance was impacted by the sharp rise of 1.4% in partial success. Plans are in place to target learner withdrawal and attainment, which aims to deliver a change in performance.

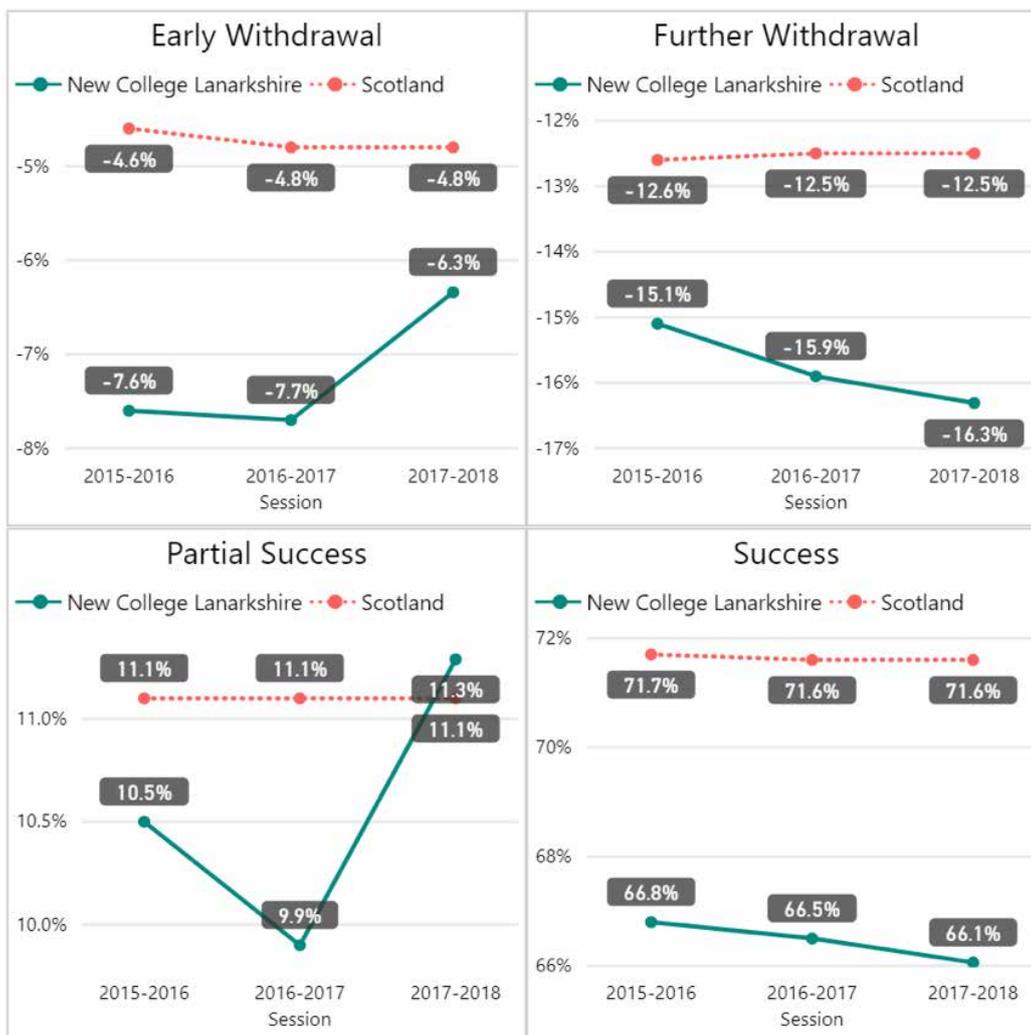


Figure 5 - KPIs for HEFT

Note: The 2017/18 national data is shown as the 2016/17 data as this is the latest available data

DELIVERY OF LEARNING AND SERVICES TO SUPPORT LEARNING

2.2 Curriculum

Areas of positive practice

- The college increased specific programmes in response to Scottish Government identified priorities, offering additional full-time places to support local labour market needs well. Of the activity delivered, 76% is specifically targeted to regional and national industry employment leaders and growth sectors, 10% of activity is targeted at additional growth sectors and 14% of activity is targeted at social and community need.
- As a result of consulting with partners in the review of the portfolio, effective changes were made to ensure that the curriculum meets the needs of local communities, as well as meeting national agenda and local and national labour market needs and demand. Consultation is carried out with a range of partners, including Skills Development Scotland, Community Planning Partnerships, and employer groups. NCL offers programmes from SCQF National 1 level through to SCQF Level 9 Degree Level to widen access and ensure needs are met at all levels. Three new degree programmes have been offered through partnerships with HEIs (Accounting, Acting and Musical Theatre). New first years of Foundation Apprenticeships were offered, including in Engineering, IT Software and Children and Young People.
- As part of the Supported Learning Faculty's Operational Plan for 17/18, the Head and Assistant Head of Faculty, undertook a curriculum portfolio review, which involved consulting all ASN establishments across Lanarkshire. This involved visiting Senior Management and staff who had responsibility ASN within schools. A total of 22 establishments were involved in the evaluation exercise.
- Successful articulation arrangements are in place for adult learners through NCL has increasing the number of useful widening access routes to degrees that are taught in college in partnership with HEIs, which benefits learners across Lanarkshire. This include offering a broad range of 9 SWAP Access programmes, with good progression to HEIs from these evident.
- NCL delivers across the Apprenticeship family, with provision for Foundation Apprenticeships, Modern Apprenticeships and Graduate Apprenticeships. Actual enrolments for Modern Apprenticeships exceeded the initial enrolment target by 47 apprentices for 2017/18. This trend has continued into contract year 2018/19 with the college requesting an additional 25 funded places. These courses have been viewed positively within the sector as it gives wider opportunities to produce skilled workers for the future.
- Effective arrangements are in place, via North Lanarkshire and South Lanarkshire Councils and SDS to develop and deliver Foundation Apprenticeships to meet local needs and gives wider opportunities to senior phase pupils. The college delivers 5 Foundation Apprenticeships, with plans for further starting in 2018/19. 46 learners started in the 2017/19 cohort, 32 returned for year 2, with positive outcomes for those who did not return. This year's cohorts for 2018/20 has 142 learners yr 1 learners, 24% of which are female in predominantly STEM subjects. This shows it is a growing opportunity for school-college partnership.

- NCL has the largest Erasmus+ mobility contract in Scotland and the whole of the UK, having been awarded the largest VET mobility contract in the UK in 2018. 14 curricular areas make good use of the programme to develop work placement and work experience, as well as widening our learners' world view. Learners give very positive feedback on being able to visit and work in European countries, for example, Malta, Italy, Spain, Lithuania, France. Positive feedback also comes from sharing experiences with partners from Europe who visit NCL.

Erasmus Participants on NCL's Contract (each contract is for 2 years)	15/17	16/18	17/19
F/T NCL Learners	148	227	262
Partner learners	84	70	61
NCL Staff	40	63	79
Partner Staff	15	10	8
Total	287	370	410

Table 2 – Erasmus Participants on NCL's Contract

- There are well developed links with industry across almost all curricular areas, which not only helps guide the curriculum but also widens work experience and employment opportunities for learners.
- The College has embedded Workplace Standards to FT courses, with many courses developing employability skills well.
- Large numbers of ASN Learners benefit from learning employability skills and participating in work placements, which are built into courses for learners with ASN. 128 learners have reported positive outcomes such as increased happiness, increased structure and purpose in life, improved social skills and confidence as well as a sense of improved physical and mental wellbeing.
- In 17/18, 88% of learners reported that college had helped develop knowledge and skills for the workplace, an increase of 2% from 16/17 and higher than the national average of 83%.
- Staff development 'Food for Thought' lunches and TeachMeet events, open to staff as well as external stakeholders, promote the use of e-technology/digital skills to enhance learning and teaching. These events have been successful in engaging staff and leading to improvements in practice as well as building links with the community, with 50 teaching staff attending each of the 2 Teachmeets (more than is usual for college events – CDN). The content demonstrates the latest digital technology resources and incorporates innovative approaches to learning, teaching and assessment that enhances learner engagement and learner experience. 74 teaching staff attending specific e-learning events during the session.
- The College supported 393 CPD requests, with 263 (67%) received from teaching staff and 130 (33%) received from support staff. As in 16/17, the College supported cohorts for the TQFE and PDA, as well as ILM Intro to Teaching Practice and Teaching in Colleges Today. 38 staff engaged within NCL's 'Pathways to Enhance Learning and Teaching'- (11 on PDA, 9 on TICT, 13 on ILM and 19 on TQFE). Some CPD related to curriculum development, some to statutory requirements. All staff who needed to have knowledge of GDPR completed an online module, and those who are frontline completed an online module in Safeguarding. A wide range of opportunities and conference network attendance was supported, with positive benefit to staff and learners in terms of sharing of knowledge gained.

- The college delivers a strong school-college vocational programme that meets the needs of learners and local authorities, based on market research and employer needs. This involves 20 curricular areas, with approximately 2000 pupils taking part. NCL works with North Lanarkshire, South Lanarkshire and East Dunbartonshire Council to offer relevant vocational options to Senior Phase pupils, including ASN provision, taught in college or in purpose-built school premises. There is also a strong ASN school-link programme with ASN schools taught within Supported Learning provision, to aid transition from school to college.
- total, in 17/18 2465 learners took part from 49 schools across 3 local authorities.
- Increase partnership working with local authorities and employers to enhance the number of Foundation Apprenticeships delivered.
- The use of the language of career management skills across staff is not strong, even where work experience is fully embedded.
- Work experience is positive for many learners, but it is not well developed in some curriculum areas.
- Inconsistent attendance patterns at college-devised CPD events leads to different approaches and practices across the college in a few areas in relation to quality arrangements and other key quality assurance procedures.

Areas for development

- Implementation of the newly introduced online Master Pack System for all Faculties.
- Faculty for Supported Learning to establish a short life working group of school staff and college staff to look at the curriculum/DYW to ensure it meet the needs of current and future learners.
- There should be more evidence of employer engagement in course review to ensure courses are suitable for progression. There is some evidence contained within the ACE, but the approach is not consistent.

2.3 Learning, teaching and assessment

Areas of positive practice

- In 17/18, 93% of learners reported that learning and teaching on their course was good (4% above the external benchmark for 16/17) - SFC Student Satisfaction & Engagement (SSE) Survey.
- College induction has improved, with 91% of learners identifying in 17/18 that it helped them settle into college life (5% above the external benchmark for 16/17).
- In 17/18, 92% of learners agree or strongly agree that they are encouraged to take responsibility for their learning. This is an increase from 90% in 16/17.
- NCL has a large number of staff that can quickly respond to need, as they have recently completed the ASIST training. A list of ASIST trained staff is now held at each campus reception, which supports well the capacity for a swift response.
- The question in the SFC (SSE) Survey 'I am able to influence learning on my course' achieved an increased level of satisfaction at 84%, up 1% on 16/17.
- Staff and learner usage of digital technologies has increased significantly in the past 2 years. This is enhancing delivery of learning, with positive feedback from most staff and learners.
- Effective arrangements are in place to increase teaching staff knowledge and understanding of methods to engage learners, using e-technology/digital skills for learning, with positive feedback – 74 staff took part in specific sessions, plus 38 staff engaged within NCL's 'Pathways to Enhance Learning and Teaching'.
- Most teaching staff use a variety of interesting and innovative teaching approaches, which engage their learners well and lead to good understanding and attainment of skills in both practical and theory classes.
- Many teaching staff are fully engaged in the college's evaluation of learning and teaching processes, using a wide range of formal and informal tools to evaluate. This leads to actions to improve learning and teaching overall, as well as changes to specific lessons.
- Software is purchased and used well by staff undertaking professional development awards in learning and teaching with learners to enhance their practice. Positive feedback from staff and learners shows this approach is innovative and engaging.
- NCL's Students' Association signed a Partnership Agreement with the Board of Management and NCL, which up-skilled the Student President and Vice President to work with the institution to shape the direction of learning.
- Effective procedures are in place to support Assessment Arrangements, with evaluation by both the Educational Learning Support Team and learners, with further improvements made, if required.
- 38 staff engaged within NCL's 'Pathways to Enhance Learning and Teaching'- (11 on PDA, 9 on TICT, 13 on ILM and 19 on TQFE). Initial Teacher Training (ITT) programmes incorporate classroom observations for those engaged in the programme, with the total of 82 classroom observations carried out for these across the college. The classroom observations assessment criteria requirements involve the demonstration of a range of learning, teaching and assessment approaches and resources to exhibit tutor knowledge and understanding of the diversity of learner needs to enhance the learner experience. This was met well by the participants.
- Good practice across curriculum teams is shared through an end-of-year showcase of the innovative digital technologies used by those engaged in the PDA Teaching in Scotland's Colleges, demonstrating technical skills that enhance learning and teaching.

- Staff responsible for the delivery and assessment of the ITT programmes supported the revamp of the 'Professional Standards for Lecturers in Scotland's Colleges'.
 - In 17/18, 35-40 observations were carried out by Education Scotland across several subject areas in 3 campuses over 4 days. Overall, almost all learners were motivated to learn and were engaging well with their learning. Most lessons were found to be well planned to take good account of individual learning needs. Tutorial sessions are used in most curriculum areas to support individual learning needs. Almost all teaching staff provide helpful support and guidance to meet individual needs, with very positive learner relationships evident. Questioning techniques are used effectively in allowing lecturers to confirm learner understanding, affirm progress and identify where further support or improvement is required. All learners were comfortable asking questions for clarification.
 - Large numbers of learners benefit from overseas placements, which are used to good effect to support experience of international work practices, building confidence and developing self-esteem. NCL has the largest Erasmus+ programme in the UK, giving positive opportunities to many learners. 262 learners will take part between 2017 and 2019, as well as many others benefitting from contact with overseas visitors to NCL.
 - Within many subject areas core skills is delivered in a vocational context and this supports learners to engage in numeracy and literacy in a meaningful context.
 - Effective arrangements are in place for the sharing of good practice, using various methods, such as via an annual showcase of good practice in learning and teaching takes place in June to demonstrate methods of delivery used with learners, by those undertaking a college PDA Teaching Practice, which has enhanced learning and teaching. Members of the Senior Management Team, Faculty Managers, as well as other teaching staff attend.
- Specific examples are then further showcased in Faculty meetings. Good practice is discussed and noted as part of each course's Annual Curriculum Evaluation and is shared in a downloaded report available under the Quality section on The Clan.
- Innovative ways of sharing good practice include using focussed groups of teaching and support staff to undertake a specific project to enhance professional practice. This led to a successful pilot in one campus of an online Academic Staff Induction programme, being implemented in 2018/19 session across all campuses. In another campus, useful videos were created in conjunction with the Film & TV staff and students, covering the library resources (with subtitles and signing for Deaf students), alongside curriculum specific videos for Engineering and Hairdressing. The 3rd campus project was an innovative approach to collecting data for SVQs and similar qualifications using Twitter and Instagram to gather onsite evidence and assessment.
 - Learners (and staff) are successful in national competitions, such as Association of Hairdressers and Therapists, British Institute of Professional Photography and World Skills. Opportunities to compete at the highest levels are welcomed by learners, and training for these competitions enhance confidence and develop worthwhile skills. The preparation for these also develops staff knowledge of the needs of industry.
 - Almost all lecturing staff thread their own industry relevant experience throughout their lessons, linking the topics to real situations, stimulating learners' interest and providing supplementary knowledge on current issues. This contributes well to the view that learners have that their learning and teaching experience is positive – 90% confirm this in 2017/18 (1% higher than national benchmark for 2016/17), and that the college has helped develop knowledge and skills for the workplace – 88% confirm this in 2017/18 (again 1% higher than national benchmark for 2016/17).

Areas for development

- A few curriculum teams do not use learner performance data or learner feedback at unit and programme level adequately to improve achievement.
- Some curriculum areas should improve the use of e-technology/digital skills in learning and teaching sessions.
- In a few subject areas, core skills are delivered discretely through completion of generic workbooks and these learners do not find these approaches stimulating or motivating.

2.4 Services to support learning

Areas of positive practice

- Lean Analysis of Admission process led to quicker 'application to interview' times and 'application to offer' conversion rate prior to end of session 16/17, which enabled applicants to plan for start of academic year earlier. The effectiveness of this process was recognised by Quality Scotland (EFQM). The following data was extracted from NCL Admissions Dashboard May 2017:

Session	Count of Applications	Count of Students	Average of Days of Application to Interview	Average of Days of Interview to Offer	Offers	No. of courses
2017/18	15061	10667	23.77	11.75	4624	300
2016/17	14822	10487	43.01	20.69	1106	302
2015/16	15999	10814	46.56	19.41	1161	298

Table 3 – Average days of Interview to Offer as of May 2017 showing improvement in 2017/18

- Bursary Review led to pre-registration for new learners taking place in June 2017. This resulted in a significant increase in bursary applications being completed early and more than doubled the amount processed by September 2017 compared to September 2016, improving one of the identified barriers to retention.
- All perception data shows improvement, indicating that learners are more satisfied with services to support learning. Improvements include gathering of learner feedback via survey, lean analysis and improvement of admissions and funding improvement project.

Question	Comment (Perception data for 2015/16, 2016/17, 2017/18)
The overall college facilities are excellent	Positive trend 74%, 79%, 83%. No external benchmark but the data shows that the facilities continue to improve.
Received info/guidance progressing from course	83%, 83%, 86%. Lower than the QDP external benchmark but maintaining a high percentage and an improvement in 17/18
Equipment and Resources for my course	81%, 82%, 86%. Positive trend, getting closer to QDP external benchmark.
Effectiveness of college VLE	81%, 84%, 88%. Positive trend. Tracking the QDP external benchmark
Advice and support on student finance, including bursaries and discretionary funds	64%, 66%, 76%. Significant jump in 17/18 as a result of the improvement projects in Admissions and Funding.
Library Services and any support provided	87%, 86%, 91%. Consistently 4% above the QDP external benchmark.
Availability of ICT equipment and software	82%, 82%, 87%. Below the QDP external benchmark, but an increase in 17/18 was achieved despite continued pressure on ICT budget.
Range and suitability of catering facilities	68%, 71%, 73%. Within 2% of QDP external benchmark and showing consistent improvement. This is traditionally a challenge to satisfy learners across the sector.

Table 4 – Learner perception data positive trend in satisfaction with services to support learning

- Learner and staff feedback in the evaluation of Admissions and Student Funding processes led to significant improvements in admission conversion rates and in bursary applications processed at the start of term. This combined with a new pre-enrolment process resulted in improved early retention for FEFT learners. The effectiveness of these processes was recognised by Quality Scotland (EFQM).
- Learners can either self-refer or be referred from Faculty staff to Student Advisers who provide information, advice and guidance. The number of interventions from Student Advisers has increased from 2008 in 15/16 to 3154 in 17/18. Of these interventions 776 in 15/16 and 1050 in 17/18 were for emotional support.
- Various opportunities are provided that ensures learners are aware of additional support services, which leads to earlier support being provided. Guides produced by Educational Learning Support enables learners to access appropriate support services quickly, which is having a positive impact and can be evidenced from the increasing numbers of learners with PLSP, up to 1296 learners (8.51%) in 17/18 from 815 (5.18%) in 15/16.
- The College received an award from SDS in recognition and appreciation for their involvement of “My World of Work” Ambassadors, as it was viewed as supportive and positive for 1573 learners who registered. Along with enterprise activities with external partners and Moving On events organised by Learner Engagement, learners are provided with and take up opportunities to develop career management skills.

- More learners are supported to apply to HE via a new drop-in service promoted at all main campuses. Development was based on learner feedback and by the 2018 UCAS deadline, 755 applications were sent, an increase of 192 from the previous session.
- Almost all learners use the log-in that provides live access to attendance, enrolment and funding information via a range of mobile devices. Feedback from learners shows it is very useful to them.
- The college Key Support Team makes a positive impact on supporting learners to remain on their course, as this service enables learners to seek an early intervention if they are unable to attend for a variety of reasons. It also encourages learners to take ownership of their attendance.

Areas for development

- There is limited evidence of whether turnaround times in learner interactions with Corporate Services Teams meet the needs of learners, teams and the college. Services Standards for Corporate Services Teams will be agreed and implemented.
- There are two high profile whole-college learner surveys per year and a range of locally devised surveys, but there may be some gaps in perception gathering of the full range of college customers and stakeholders. A review of feedback mechanisms is being carried and improvements will be implemented where required.
- Attendance monitoring arrangements are inconsistent. Some staff pro-actively use the services of the Key Support Advisers to contact absent learners. However, some curriculum areas are less proactive and do not make effective use of these services.

LEADERSHIP AND QUALITY CULTURE

1.1 Governance and leadership of change

Areas of positive practice

- To enable Board members to contribute to governance of Lanarkshire Region and NCL, ongoing Board training is in place, including a mentoring scheme that has been very successful in maximising the skills and experience of the Board members.
- There are effective arrangements in place for membership of the student body at Boards. They attend the Lanarkshire (and College) Board's Curriculum and Student Affairs & Outcomes Committee and make a positive contribution to the discussion, as well as providing feedback on activities/events undertaken. Actively involving the Students' Association, ensures good governance and input that includes the learners' views, issues, opinions and barriers that will influence change and planning for continuous improvement. The Board benefits from their experiences and this leads to improvements in outcomes for learners.
- NCL is at the forefront of recognising opportunities for partnership working with other educational providers as well as developing links with industry, in relation to the STEM agenda, as the Principal is a member of the Scottish Government STEM Strategy Implementation Group and chairs the national STEM Hub Steering Group as well as the regional hub.
- Effective arrangements are in place to work with external stakeholders in various national groups. Members of the Senior Management Team maintain good links and participate on various external organisations such as DYW Board, Focus West, and Community Planning Partnership Board in North Lanarkshire and East Dunbartonshire.
- Effective arrangements are in place through the college's Positive Change Team, to build a shared vision, communicate college values and aims relevant to the college and its community, and reflect on progress-to-date planning appropriately for the future.
- To support communication, Senior Managers regularly Chair key college groups and meeting with staff, such as Head and Assistant Head of Faculty meetings, Curriculum and Quality Leader meetings, Learning and Teaching team, Academic Standards, and Corporate Services. This facilitates appropriate feedback and consistency of message across the college.
- Effective planning arrangements are in place that take account of national priorities related to the Regional Strategy, as well as college strategies, encouraging management teams to ensure their objectives meet the requirements.

Areas for development

- Elected Student Association Officers work inconsistently, so need ongoing development to ensure that they are effective and represent learners.
- There is a need to clarify aspects of professional flexibility and how it should operate effectively. There has been variable practice and a variety of interpretations made by staff and managers relating to the flexible working arrangements and this requires to be addressed.

1.4 Evaluation leading to improvement

Areas of positive practice

- New arrangements for self-evaluation of Corporate Services are effective. This includes externality with Quality Scotland and uses a more integrated approach.
- Faculty Management teams are making good use of data and are supporting curriculum and corporate services teams to do so. All staff now have access to a series of real-time dashboards that include learner data in relation to enrolments, funding, results and withdrawals. Links to learner surveys, destination statistics and good practice are easily available within the college Intranet.
- There has been a significant increase in the return rate of the two whole-college learner surveys per year. The initial survey in 17/18 achieved a completion rate of 64.5%, up from 46.84% in 16/17 and 9% in 15/16. End of year return rate has also shown improvement from 24.61% in 15/16, 41.88% in 16/17 and 43.91% in 17/18.
- There are effective arrangements in place in order to provide the Student Association with opportunities to influence improvements from learner survey findings.
- The college uses effective face-to-face and written methods of gathering learner views, for example, facilitated meetings with SMT members (Be Heard events) and a range of localised and college wide surveys, all of which contribute to the ability to make appropriate changes to programmes and processes that benefit learners.
- The Corporate Services Teams and Course Teams learn from complaints to lead to improvements in services, for example, an improved nursery application process, and improvements to the way in which assessment dates are communicated to learners.
- Effective arrangements are in place to improve ICT provision for learners, using feedback mechanisms, such as surveys and information from Faculties. This has led to improvements, such as, increased lending laptops provision through the libraries for Care Experienced Learners.
- Improvements have been made in the timetabling of learners and communication with schools through close working between NCL, local authority and school staff in evaluating school-college vocational programmes.
- Evaluation of Learning and Teaching leading to improvements in the learner experience has been enhanced by improving accessibility of recording logs and more effective monitoring of completion by Faculty Management Teams.
- The Auto Pay method was adopted by the bursaries/funding team to provide improved attendance information, as a result of benchmarking with other colleges.
- Managers benefit from the discussion and share ideas for improvement relating to KPIs. The resulting improvement actions are monitored by The Academic Standards Planning and Monitoring Committee for courses where performance is of concern.
- Effective arrangements are in place to ensure staff have access to the improved PI tools now being issued by SFC. These have been promoted for use within the faculties, with PowerPoint tutorials with voice-overs available on CLAN and demonstrated to staff in the 17/18 CPD and Staff Information sessions, easily accessible from links in ACE.
- Operational Plans now contain trend data for the Faculty, which now enables managers to review progress and develop appropriate plans for improved retention and attainment.
- SQA Systems Verification identified five areas of good practice in management of a Centre which contributes to continuous improvement.

Areas for development

- Maximise the support provided for learners by documenting the learner journey from initial interest to successful certification and destination, identifying key documents and performance targets, and implement regular monitoring against targets.
- There is inconsistent understanding by teaching staff of the range of dashboard information and key performance indicators. Deliver a programme of CPD and support to provide staff with the data that they need to develop improvements to delivery of learning and teaching.
- Some staff need to engage better in college 'Evaluation of Learning and Teaching' processes.
- Review the effectiveness of the Annual Curriculum Evaluation tool and improve or replace it to increase the impact of course team evaluations leading to enhanced learner experience and success.
- There is variable understanding of DYW terminology and targets by course teams, reducing their ability to evaluate and improve accordingly. CPD and support is required in order to provide the required level of understanding and impact across the college.
- Targets for a range of learner groups, including protected characteristics groupings, SIMD10 and Care Experienced learners need to be cascaded to Corporate Services Teams so that they can implement specific improvement actions in order to contribute to the ROA targets.
- Improvements to liaison with a range of external stakeholders will be facilitated by identifying all stakeholders, creating a register with main contacts, and identifying their needs from the college.
- While there are very good examples of Corporate Services Teams learning from benchmarking with other organisations, the development of a college-wide benchmarking strategy and further development of inter-college benchmarking groups is likely to result in further improvements

CAPACITY TO IMPROVE

New College Lanarkshire is recognised for leading in skills development both locally and nationally, however in the key areas of retention and attainment the college has been significantly below the national benchmarks in most areas of delivery. Action such as participation in the Scottish Government Improvement programme focusing on FEFT learners, working with other colleges, the establishment of a retention and attainment project team that closely monitored actions taken and related activities has resulted in some improvement. In 15/16, early withdrawal for NCL FEFT learners was 14.0% compared to the national average of 9.0%. Improvements have been achieved by NCL in 17/18 as the early withdrawal levels achieved are now 11.9% compared to 9.0% nationally, which is a reduction in the gap to 2.9%. A similar pattern can be noted in relation to success of FEFT learners. In 15/16 the gap between the national success rate of 65.5% compared to NCL success of 58.7% was 6.8%. This difference has narrowed in 17/18 with NCL achieving an FEFT success rate of 61.4% compared to national average of 65.3 %, which is a reduction in the gap to 3.9%. Reviewing overall KPIs for all NCL learners also shows an improvement of 1%. Whilst recognising that improvements have been made, this is only the first step in the journey.

For the 3756 learners who completed the SFC Student Satisfaction & Engagement (SSE) Survey in 17/18, 93% of learners reported that learning and teaching on their course was good (4% above the external benchmark for 16/17) and 91% of learners identifying that college induction had helped them settle into college life (5% above the external benchmark for 16/17). This would tend to suggest the reason for learners leaving does not directly relate to learning and teaching nor the induction process. As identified in the evaluative report a full review of the learner journey, from initial interest to successful certification, as well as a curriculum review will have to be undertaken to establish what are the reasons for learners leaving and not achieving their qualifications. In-house faculty groups have been established with the principal focus on retention and attainment, and the college will continue to participate in the Scottish Government.

Retention and Attainment Improvement Project, sharing the incremental changes with other colleges and within the college, building upon these partnerships which will accelerate improvement in retention and attainment, thus ensuring that our learners are well prepared for the world of work. The college has already had input from Education Scotland as part of a curriculum review and observation of teaching and learning but intends to work more closely with Education Scotland as part to their improvement role.

There has been an element of self-selection in relation to CPD for both corporate services and teaching staff. Many of our staff have been employed within the legacy colleges for considerable time and it is now evident that a targeted programme of ongoing and detailed programme of CPD will need to be planned and delivered. This will include upskilling for digital delivery of learning, raising the awareness of equality, diversity as well as mental health and well-being. Likewise, bespoke programmes for newly appointed first-line managers based upon need will be required going forward. All these developments will ensure that our corporate services and curriculum teams continue to meet the needs of all learners and enhance the quality of provision within NCL.

Realignment of the Senior Management Team and related responsibilities for session 18/19, will ensure a consistent approach with curriculum and planning leading to positive action in areas of underperformance. It is the intention to secure the services of Education Scotland, Associate Assessors to focus on subject areas that have had been less successful in the past and agree targeted interventions for improvements. Where there is consistent underperformance, managers will work to realign curriculum to ensure it is fit for purpose and successful outcomes are realised. Overarching of this process will be the establishment of a refreshed, more robust monthly monitoring arrangement, involving SMT members monitoring performance of curricular areas to bring about improvement.

New College Lanarkshire, working closely with Education Scotland, SFC and Scottish Government Improvement Group has identified areas that still require to be addressed to ensure that improvement made is consolidated and built upon to our capacity to improve. Going forward, leadership teams within NCL, in conjunction with others will continue to build upon the positive work that is being undertaken at all levels in the college, ensuring that it is reviewed monthly at the SMT meeting and updates at the Positive Change meeting. Operational plans and ACEs completed by Faculties and Support areas will be monitored to ensure that there is a focus on improving retention and attainment rates fully utilising equality information to plan actions to improve outcomes for all learner groups. Robust internal monitoring through revised and refreshed arrangements will be key to ensure appropriate improvements are made

GRADING

Key Principle	Grade
<p>Outcomes and Impact: How good are we at ensuring the best possible outcomes for all our learners?</p> <ul style="list-style-type: none"> • 3.1 Wellbeing, equality and inclusion • 3.2 Equity, attainment and achievement for all learners 	Satisfactory
<p>Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver?</p> <ul style="list-style-type: none"> • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 2.4 Services to support learning 	Good
<p>Leadership and quality culture: How good is our leadership and approach to improvement?</p> <ul style="list-style-type: none"> • 1.1 Governance and leadership of change • 1.4 Evaluation leading to improvement 	Good

APPENDIX 1

Lanarkshire Outcome Agreement Self Evaluation Report Progress and Outcomes for Academic Year 2017/18.

This ROA progress report is provided as a supplement to each college's Quality Evaluation Report and Enhancement Plan and uses the most recently published guidance from SFC in its preparation.

The Evaluation Reports and Enhancement Plans for each college use the Education Scotland "How Good is our College" framework and supplementary guidance from SFC as their key reference point.

OVERVIEW

The two Colleges made good progress in the overall delivery of a range of outcomes set out in last year's Regional Outcome Agreement (ROA) (published April 2017) and are working towards longer term outcomes as detailed in the 2018 ROA (published April 2018).

The Colleges continue to build productive partnerships with a wide range of local and national groups and committees linked to Scottish Government, Local Authorities, employer groups, SDS, CPP and other working groups. These effective partnerships help to enable appropriate new developments, inform suitable new curriculum delivery, maintain existing employment-focused courses and deliver new initiatives such as Developing the Young Workforce (DYW); Science technology Engineering and Maths (STEM); Early Education and Childcare; and Foundation Apprenticeships.

A common key strength is the strong links built with industry. This results in the Colleges often being the first point of call for employers seeking to strengthen and develop their workforces. This has been supported by a concerted drive to optimise opportunity through the Flexible Workforce Development Fund (FWDF).

This short report is a supplement to the Colleges' Quality Evaluation and Enhancement Reports in order to cover wider areas of the ROA not covered by those reports.

OVERALL REFLECTION ON AVAILABLE AUDITED STATISTICAL DATA AND PROGRESS IN THE PRECEDING YEAR WITH REFERENCE TO SPECIFIC MILESTONES.

SFC Priority 1 - Efficient and sustainable:

The Regional combined carbon footprint for 2017/18 is currently being compiled and will be available by the end of November 2018.

SFC Priority 2 - Right learning in the right place:

Credits delivered:

The delivery of 187,638 credits is 168 credits (0.09%) higher than the SFC Regional target of 187,470.

Credits delivered to learners aged 16-19 and 20-24:

The target for the proportion of credits delivered to all 16-19 year-old learners was 46.6%. The outturn of 46.3% is in line with a projected modest decrease from the 2015/16 baseline and accurately reflects our projected volume and rate of reduction.

The target for the proportion of credits delivered to all 20-24 year-old learners was 22.2%. The outturn of 21.8% is in line with a projected modest decrease from 2015/16 baseline and accurately reflects our projected volume and rate of reduction.

Demand still remains predominantly for full time provision in these age bands with full time only figures reflecting the same modest reduction at projected rates.

This reflects positively on the profile changes the region had predicted and provided for during this period.

Both Colleges have policies that contribute to the delivery of the overall Regional Aims on Equality and have overarching shared Equality Outcomes.

Both colleges have an Access and Inclusion strategy and action plan and a British Sign Language action plan

SMID 10:

The region set a very ambitious target for the proportion of credits delivered to learners in the most deprived 10% postcode areas of 18.9%. The delivery of 18.2% is marginally below our target, however this remains above the national average and national Scottish Government aspirations.

The proportion of enrolled MD10 students successfully achieving a recognised qualification across all levels and modes of attendance have improved considerably from the 2015/16 baseline figures. From 2.6% increase for FE full time to 12.5% increase for HE part time. Ambitious targets were set for 2017/18 with all part time success targets being exceeded by more than five percent. FE full time success rates fell short of target marginally by 0.8% with HE full time being 2.8% below target. This is still a very positive movement towards very ambitious targets.

Gender:

The target proportion of credits delivered to students by gender was 45.5% male, 54.5% female and less than 0.1% other. The resulting 44.6% male, 55.3% female and 0.1% other is very close to target. This is broadly in line with projections. It is encouraging to see that 0.1% (approximately 9 FTE learners) have declared as other. Again this reflects positively in building the confidence of individuals.

The following subject categories have seen a positive movement towards addressing historic gender imbalance. This has involved a movement in gender balance of between two and nineteen percent.

1. Education / Training / Teaching (Historic female dominant profile)
2. Information Technology and Information (Historic male dominant profile)
3. Family Care / Personal Development / Personal Care and Appearance (Historic female dominant profile)
4. Health Care / Medicine / Health and Safety (Historic female dominant profile)

All but one (Business/Management/Office Studies) of the categories below have seen a very modest positive movement towards addressing historic gender imbalance at less than one percentage point.

1. Construction and Property (Built Environment)
2. Engineering
3. Sports, Games and Recreation
4. Catering / Food / Leisure Services / Tourism
5. Politics / Economics / Law / Social Sciences
6. Business/Management/Office Studies

Gender profiles are moving in the right direction however there is a considerable distance to travel. The colleges continue to drive this change.

Overall success rates by gender for full time learners have improved equitably for FE learners with targets being exceeded by 1.1%, however, HE has seen a massive 8.3% improvement in female success from our 2015/16 baseline which is 2.4% above target compared to a 4.4% reduction in male success rates from our 2015/16 baseline which is 6.9% below target. Male success rates are a major focus for curriculum teams in 2018/19.

Ethnicity:

The target for the proportion of credits delivered to BME learners of 2.4% was exceeded with the delivery of 2.5% of credits being delivered to BME learners. This is a reflection of effective engagement through the application of Access & Inclusion and equality strategies and policies.

Overall success rates for BME full time learners have improved for FE learners, however, HE has seen a 66.4% success rate which is 1.6% below target. It is however a 1.3% improvement on our 2015/16 baseline figure. Therefore all BME full time success rates continue to improve with FE success rates exceeding target.

Disability:

The target proportion of credits delivered learners reporting a disability was 17.0%. The delivery to 18.5% is a very positive achievement which reflects effective engagement through the application inclusion and equality strategy, policy and planning.

Overall success rates by disability for full time learners have exceeded targets and improved considerably from the 2015/16 baseline figures. Again this demonstrates very positive success for our disabled learners

Care Experienced:

The target proportion of credits delivered to students with Care Experience was 1.0%. The delivery to 1.2% is a positive movement reflecting a growing number of care leavers disclosing and engaging. This is a reflection of the enhanced support in place and reflects the confidence of individuals in the colleges to be sensitive and supportive in their actions. The increase equates to 295 credits. This represents approximately 19 Full Time equivalent (FTE) additional learner places.

Overall success rates of our care experienced learners have exceeded targets and improved considerably from the 2015/16 baseline figures for FE fulltime learners. This is not the case for those studying HE full time programmes. This is the first year we have had HE full time data available for our care experienced learners. There has been below target success rates for all HE full time learners this year, however, there will be further focus on the support for this vulnerable group at HN level.

SHEP Schools:

The target for the 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) was set at 11.3%. The proportion of credits delivered was 2.9%, 8.4% below target. This represents 4,879 credits (73.7% below target). Targeted projections set in 2017 were based on different school listings from those used now. It should be noted that this a projection and is a target which is out with the college's direct control. This is a dramatic shift within the region and both colleges will continue to monitor the situation. This target will be reassessed and restated for 2019. This still represents a significant contribution to widening access to HE for our local young people.

Overall success rates of HE full time learners from SHEP schools successfully achieving a recognised qualification are 70.1%. This is 2% higher than the percentage of all HE full time enrolled students achieving a recognised qualification at 68.1%. This a very positive reflection of the success of young learners progressing to college from SHEP schools.

STEM:

The target proportion of credits delivered to learners enrolled on STEM courses was 27.5%. The delivery of 25.5% of credits is due to significant increase in demand from our partner employers for Services to Industry programmes including security systems, CAD etc; a Scottish Government focus of resource towards Early Education and Childcare and an increased demand for creative industries programmes including TV, Radio, photography etc. These areas are not administratively classified as STEM.

Overall success rates for STEM delivery exceeded targets in all categories with the exception of FE full time which was 0.5%, marginally below target. This does however represent a 2.7% improvement on our 2015/16 baseline. This is positive progress and in line with our targets overall.

The profile shown above is in line with our ROA targets overall. An increase in the representation of a number of characteristics can be interpreted as a positive reflection of widening access strategies across the region.

SFC Priority 3 - High quality learning:

Attainment rates in the Region have shown improvement from 2015/16 baseline figures with the exception of HE full-time learners. FE full-time learners have seen considerable increase from 2015/16 baseline figures of a 2.6% increase. This was marginally below our ambitious target by 0.5%.

For FE full-time learners, the target was 64.1% and the combined outturn at 63.6% is 0.5% below target.

For FE part-time learners, the target was 74.7% and the combined outturn at 76.0% is 1.3% above target.

For HE full-time learners, the target was 71.0% and the combined outturn at 68.1% is 2.9% below target.

For HE part-time learners, the target was 71.5% and the combined outturn at 78.4% is 6.9% above target.

Both colleges aspire to be consistently in the top quartile for student attainment. This will remain a focus for improvement action during the current 3-year cycle of the ROA. To that end, New College Lanarkshire is engaged in a Scottish Government Pilot looking at ways to improve student retention and attainment.

SFC Priority 4 - A developed workforce:

Direct contracted apprenticeships:

The target for number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT) was 280. There were 369 starts in 2017/18 which is 81 above target. This is as a result of our strategy to expand all forms of Apprenticeship.

Work placement experience:

The target for the proportion of full-time learners with substantial 'work placement experience' as part of their programme of study was 40.9%. The delivery of 37.2% is 3.7% below target. This is primarily due to the change in delivery profile caused by the removal of a significant number of employability programmes due to the loss of match funding from Skills Development Scotland (SDS).

Senior phase pupils studying vocational qualifications delivered by colleges:

The number of senior phase pupils studying vocational qualifications delivered by colleges is 50 pupils (9.1%) below target.

The target for the proportion of credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges was 2.8%. The delivery of 1.4% represents a delivery of 3,176 credits (60.2%) below the target of 5,278 credits. This is as a result of changes in local authority policy with regards to senior phase provision and to a lesser extent the introduction of Foundation Apprenticeships which are fully funded by Skills Development Scotland (SDS) and are therefore no longer accounted for within this statistic.

The target for the proportion of Credits delivered to earners at S3 and above as part of 'school-college' provision was 6.4%. The delivery of 5.6% represents a delivery of 1,432 credits (12.0%) below the target of 11,914 credits. Again this has been impacted by changes in local authority policy with regards to S3 and above provision and to a lesser extent the introduction of Foundation Apprenticeships which are fully funded by Skills Development Scotland (SDS) and are therefore no longer accounted for within this statistic.

Overall success rates of senior phase age pupils successfully completing a vocational qualification delivered by colleges have exceeded targets by 0.8% and Improved from the 2015/16 baseline by 7.0%. This is a positive reflection of the effective delivery of the regions senior phase programmes.

Overall success rates of learners at S3 and above as part of 'school-college' provision successfully achieving a recognised qualification have come under target by 1.8%. This may be due to the change in provision highlighted above.

Progress in the current year (recruitment, retention)

Both colleges are well through the August recruitment process and have already recruited to planned levels.

The colleges aim to meet the planned core and ESF credit targets agreed with SFC. This demonstrates the continuing strong demand in Lanarkshire. The colleges are in regular dialogue in order to ensure that credit targets are met for 2018/19.

Both colleges have undertaken a significant review of their quality assurance and improvement systems in line with SFC guidance, the new "How Good is our College?" framework and the associated model for reviewing and improving the quality of provision. By 31st October both colleges produced an Evaluation Report and Enhancement Plan (EREP) in conjunction with Education Scotland and the Scottish Funding Council. This report is a common appendix to them.

The EREP reports, approved through the respective Boards and Committees will be shared with Education Scotland (ES) and the Scottish Funding Council (SFC).

Rationale for changes to targets

The colleges reviewed and updated the targets for the 2017-18 academic year to ensure they were realistic and achievable. However, in light of the most recent letter of guidance from the Scottish Government and through dialogue with SFC, targets for the 2019-20 Outcome agreement process may be amended to reflect changing Scottish Government priorities.

The delivery of commitment to DYW including growth in senior phase pathways and widening access and progression targets.

Both colleges have reported to SFC the progress in delivery of DYW programmes. Both colleges have engaged with a range of local authorities in respect of delivering programmes to Senior Phase pupils and both colleges have made returns in relation to the priority for funding to support Childcare provision. The Colleges, jointly with the local authorities, published information on provision available to school pupils to broaden their Senior Phase experience and engage pupils directly with vocational pathways.

With increasing awareness amongst pupils and parents regarding what a Foundation Apprenticeship Award constitutes, both colleges have offered FAs for the year 2018-19 and have recruited well. There are four main ways in which pupils may broaden their curriculum through the colleges as follows: Winter leavers programmes, Core Senior Phase Programmes, Foundation Apprenticeships and Independent Senior Phase Vocational Pathways that encourage pupils to develop independence skills in preparation for their next steps beyond school.

Both colleges deliver programmes from access level through to degree level and have strong partnerships with Universities and employers. This provides students with suitable progression opportunities within each College, between colleges, to a career or to University. Please see the Colleges' online prospectuses for the full range of access through to degree level provision at:

<http://www.nclanarkshire.ac.uk/>

<http://www.south-lanarkshire-college.ac.uk/>

Learners from the most deprived 10% postcode areas (SMID 10)

Figures based on National Records of Scotland (NRS) Mid-2017 Small Area Population Estimates show the proportion of population from the 10% most deprived postcode areas (SIMD 10) in South Lanarkshire is around 10.1% and 13.4% in North Lanarkshire.

The Lanarkshire Colleges have delivered a high consistent proportion of their SFC-funded curriculum to learners from these postcodes as follows.

- 18.4% in AY 2013/14;
- 18.6% in AY 2014/15
- 18.9% in AY 2015-16
- 18.9% in AY 2016-17
- 18.2% in AY 2017-18

In this respect the Colleges are already delivering the Scottish Government and SFC future target in relation to engaging with the potentially most disadvantaged learners in the population.

Improved support to increase completion of courses and progression to university and progress with curriculum development to align with regional economic need

In Lanarkshire, the number and proportion of successful learners who achieved HNC or HND qualifications articulating to degree level courses with advanced standing in AY 14/15 was well above the aspirations in the Colleges' regional targets. This steadily increasing number of learners was an upward trend from 237 learners in AY 2011/12 to 337 learners in AY 2014/15, a 42.2% increase that contributed to the overall national increase of 29.0% over the same period. This has been a positive outcome from the Colleges' investment in partnership work with Universities, a reflection of the success of the SFC Assisted places scheme for College students and the commitment from the colleges to provide suitable options for successful students at the end of their programme.

Articulation to with advanced standing:

We currently await the latest data which is provided by the Scottish Funding Council.

Source: SFC's National Articulation Database; SFC College data

Industry-linked provision with a focus on employer needs, including involvement of employers in curriculum design

The analysis in the ROA of the Regional Skills Assessment identifies the way the colleges develop their curriculum in alignment with the needs of employers. 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.

Work, training and/or further study:

The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying 92.3% this is 3.8% below our ambitious target for 2017/18 of 96.0%. This is 2.6% below the Scottish average which reflects a reasonable performance for the Region, however there is still scope for improvement.

The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying 95.1% this is 1.3% below our ambitious target for 2017/18 of 96.4. This is 0.2% below the Scottish average which reflects a good performance for the Region, however there is still scope for improvement.

Each year during the development of the ROA the Colleges use the following as key reference points to ensure the curriculum aligns with economic needs: The Regional Skills Assessment documents; Skills Investment Plans from a wide range of industry and employer sectors; Local Outcome Improvement Plans from our Community Planning Partnerships; key local labour market information from Local Authorities and national sources; information regarding future employment opportunities from employers and Sector Skills bodies and local intelligence from working closely with employers.

Learner Satisfaction

Learners overall, satisfied with their college experience:

The target for the percentage of students overall, satisfied with their college experience (SSES survey) was 90.2%. The regional average was 89.5% which is marginally below our regional target by 0.7%. It is however a 0.3% improvement on our 2015/16 baseline.

REGIONAL OUTCOME PROGRESS TABLE

Annex A – Summary of Baselines and Targets for National Measures

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

Ref	National Measure	Baseline	Target	Actuals			Variance
		2015-16 (*2014/15)	2017/18	NCL	SLC	Lanarkshire	(actual / target)
1(a)	The volume of Credits delivered						
	The Volume of Credits target (Core+ESF) <i>Original target at date of ROA publication 185,733</i>	185,733	187,470	138,849	48,621	187,470	-
	The volume of Credits delivered (Core + ESF)	186,185	-	138,601	49,037	187,638	-
	% towards Credits target (Core+ESF)	100.20%	100.00%	99.82%	100.86%	100.09%	▲ 0.09%
	The Volume of Credits target (Core)	170,967	172,077	129,989	42,088	172,077	-
	The volume of Credits delivered (Core)	171,419	-	129,741	42,504	172,245	-
	% towards Credits target (Core)	100.30%	100.00%	99.81%	100.99%	100.10%	▲ 0.10%
	The volume of Credits target (ESF)	14,766	15,393	8,860	6,533	15,393	-
	<i>The volume of Credits delivered (ESF)</i>	14,766	-	8,860	6,533	15,393	-
	% towards Credits target (ESF)	100.00%	100.00%	100.00%	100.00%	100.00%	▬ 0.00%
1(b)	Volume and proportion of Credits delivered to learners aged 16-19 and 20-24						
	Volume of Credits delivered to learners aged 16-19	87,618	86,479	66,958	19,956	86,914	▲ 435
	Proportion of Credits delivered to learners aged 16-19	47.10%	46.60%	48.31%	40.70%	46.32%	▼ -0.28%
	Volume of Credits delivered to learners aged 20-24	41,758	41,142	30,638	10,224	40,862	▼ -280
	Proportion of Credits delivered to learners aged 20-24	22.40%	22.20%	22.11%	20.85%	21.78%	▼ -0.42%
	Volume of Credits delivered to full-time learners	146,930	133,693	112,519	38,886	151,405	▲ 17,712
	Volume of Credits delivered to full-time learners aged 16-19	71,332	63,888	54,890	16,476	71,366	▲ 7,478
	Proportion of Credits delivered to full-time learners aged 16-19	48.50%	47.80%	48.78%	42.37%	47.14%	▼ -0.66%
	Volume of Credits delivered to full-time learners aged 20-24	34,569	30,999	26,538	7,901	34,438	▲ 3,439
	Proportion of Credits delivered to full-time learners aged 20-24	23.50%	23.20%	23.59%	20.32%	22.75%	▼ -0.45%
1(c)	Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas						
	Volume of Credits delivered to learners in the most deprived 10% postcode areas	35,270	35,183	25,936	8,231	34,167	▼ -1,016
	Proportion of Credits delivered to learners in the most deprived 10% postcode areas	18.90%	18.90%	18.71%	16.79%	18.21%	▼ -0.69%
1(d)	The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers						

Ref	National Measure	Baseline	Target	Actuals			Variance
		2015-16 (*2014/15)	2017/18	NCL	SLC	Lanarkshire	(actual / target)
	Gender - The volume and proportion of Credits						
	Volume of Credits delivered to male learners	83,321	84,518	60,870	22,797	83,667	▼ -851
	Proportion of Credits delivered to male learners - All	44.80%	45.50%	43.92%	46.49%	44.59%	▼ -0.91%
	Volume of Credits delivered to Female learners	102,865	101,215	77,691	26,141	103,832	▲ 2,617
	Proportion of Credits delivered to female learners - All	55.20%	54.50%	56.05%	53.31%	55.34%	▲ 0.84%
	Volume of Credits delivered to Other learners	0	0	40	99	139	▲ 139
	Proportion of Credits delivered to other learners -All	0.00%	0.00%	0.03%	0.20%	0.07%	▲ 0.07%
	Proportion of Credits delivered to male learners - Health Care / Medicine /Health and Safety	9.50%	10.90%	8.26%	8.29%	8.27%	▼ -2.63%
	Proportion of Credits delivered to female learners - Health Care / Medicine /Health and Safety	90.50%	89.10%	91.74%	91.44%	91.65%	▲ 2.55%
	Proportion of Credits delivered to other learners - Health Care / Medicine /Health and Safety	0.00%	0.00%	0.00%	0.27%	0.08%	▲ 0.08%
	Proportion of Credits delivered to male learners - Family Care / Personal Development / Personal Care and Appearance	18.60%	20.00%	26.30%	10.78%	22.48%	▲ 2.48%
	Proportion of Credits delivered to female learners - Family Care / Personal Development / Personal Care and Appearance	81.40%	80.00%	73.70%	88.95%	77.45%	▼ -2.55%
	Proportion of Credits delivered to other learners - Family Care / Personal Development / Personal Care and Appearance	0.00%	0.00%	0.00%	0.27%	0.07%	▲ 0.07%
	Proportion of Credits delivered to male learners - Construction and Property (Built Environment)	94.80%	93.40%	90.82%	96.66%	95.03%	▲ 1.63%
	Proportion of Credits delivered to female learners - Construction and Property (Built Environment)	5.20%	6.60%	9.18%	3.18%	4.85%	▼ -1.75%
	Proportion of Credits delivered to other learners - Construction and Property (Built Environment)	0.00%	0.00%	0.00%	0.17%	0.12%	▲ 0.12%
	Proportion of Credits delivered to male learners - Engineering	95.00%	93.60%	94.91%	0.00%	94.91%	▲ 1.31%
	Proportion of Credits delivered to female learners - Engineering	5.00%	6.40%	5.09%	0.00%	5.09%	▼ -1.31%
	Proportion of Credits delivered to other learners - Engineering	0.00%	0.00%	0.00%	0.00%	0.00%	▬ 0.00%
	Proportion of Credits delivered to male learners - Information Technology and Information	86.50%	85.10%	82.02%	20.55%	80.02%	▼ -5.08%

Ref	National Measure	Baseline	Target	Actuals			Variance
		2015-16 (*2014/15)	2017/18	NCL	SLC	Lanarkshire	(actual / target)
	Proportion of Credits delivered to female learners - Information Technology and Information	13.50%	14.90%	17.80%	79.45%	19.81%	▲ 4.91%
	Proportion of Credits delivered to other learners - Information Technology and Information	0.00%	0.00%	0.18%	0.00%	0.17%	▲ 0.17%
	Proportion of Credits delivered to male learners - Education / Training / Teaching	5.30%	6.70%	23.49%	0.00%	23.49%	▲ 16.79%
	Proportion of Credits delivered to female learners - Education / Training / Teaching	94.70%	93.30%	76.51%	0.00%	76.51%	▼ -16.79%
	Proportion of Credits delivered to other learners - Education / Training / Teaching	0.00%	0.00%	0.00%	0.00%	0.00%	▬ 0.00%
	Proportion of Credits delivered to male learners - Business/Management/Office Studies	31.50%	32.90%	27.04%	36.22%	31.12%	▼ -1.78%
	Proportion of Credits delivered to female learners - Business/Management/Office Studies	68.50%	67.10%	72.96%	63.78%	68.88%	▲ 1.78%
	Proportion of Credits delivered to other learners - Business/Management/Office Studies	0.00%	0.00%	0.00%	0.00%	0.00%	▬ 0.00%
	Proportion of Credits delivered to male learners - Sports, Games and Recreation	75.90%	74.50%	75.11%	0.00%	75.11%	▲ 0.61%
	Proportion of Credits delivered to female learners - Sports, Games and Recreation	24.10%	25.50%	24.89%	0.00%	24.89%	▼ -0.61%
	Proportion of Credits delivered to other learners - Sports, Games and Recreation	0.00%	0.00%	0.00%	0.00%	0.00%	▬ 0.00%
	Proportion of Credits delivered to male learners - Catering / Food / Leisure Services / Tourism	39.00%	40.40%	34.99%	51.36%	39.29%	▼ -1.11%
	Proportion of Credits delivered to female learners - Catering / Food / Leisure Services / Tourism	61.00%	59.60%	65.01%	48.12%	60.58%	▲ 0.98%
	Proportion of Credits delivered to other learners - Catering / Food / Leisure Services / Tourism	0.00%	0.00%	0.00%	0.52%	0.14%	▲ 0.14%
	Proportion of Credits delivered to male learners - Politics / Economics / Law / Social Sciences	32.80%	34.20%	33.40%	31.31%	33.16%	▼ -1.04%
	Proportion of Credits delivered to female learners - Politics / Economics / Law / Social Sciences	67.20%	65.80%	66.60%	68.69%	66.84%	▲ 1.04%
	Proportion of Credits delivered to other learners - Politics / Economics / Law / Social Sciences	0.00%	0.00%	0.00%	0.00%	0.00%	▬ 0.00%

Ref	National Measure	Baseline	Target	Actuals			Variance
		2015-16 (*2014/15)	2017/18	NCL	SLC	Lanarkshire	(actual / target)
	Ethnicity -						
	Volume of Credits delivered to BME learners	4,432	4,542	3,432	1,336	4,768	▲ 226
	Proportion of Credits delivered to BME learners	2.40%	2.40%	2.48%	2.72%	2.54%	▲ 0.14%
	Disability -						
	Volume of Credits delivered to students with a known disability	31,014	31,529	31,034	3,637	34,671	▲ 3,142
	Proportion of Credits delivered to students with a known disability	16.70%	17.00%	22.39%	7.42%	18.48%	▲ 1.48%
	Care Experience -						
	Volume of Credits delivered to students with Care Experience	1,617	1,883	1,208	970	2,178	▲ 295
	Proportion of Credits delivered to students with Care Experience	0.90%	1.00%	0.87%	1.98%	1.16%	▲ 0.16%
2(a)	The number of senior phase pupils studying vocational qualifications delivered by colleges	540	550	441	59	500	▼ -50
2(b)	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges						
	Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	5,293	5,278	1,988	114	2,102	▼ -3,176
	Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2.80%	2.80%	1.43%	0.23%	1.12%	▼ -1.68%
2(c)	Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision						
	The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	11,715	11,914	9,326	1,156	10,482	▼ -1,432
	The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	6.30%	6.40%	6.73%	2.36%	5.59%	▼ -0.81%
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) (Based on 2016/17 in-year data)						
	Volume of Credits delivered at HE level	58,654	58,512	45,413	15,478	60,891	▲ 2,379
	Volume of Credits delivered at HE level to learners from SHEP schools	6,684	6,618	1,531	208	1,739	▼ -4,879
	Proportion of Credits delivered at HE level to learners from SHEP schools	11.40%	11.30%	3.37%	1.34%	2.86%	▼ -8.44%
3	Volume and proportion of Credits delivered to learners enrolled on STEM courses						

Ref	National Measure	Baseline	Target	Actuals			Variance
		2015-16 (*2014/15)	2017/18	NCL	SLC	Lanarkshire	(actual / target)
	Volume of Credits delivered to learners enrolled on STEM courses	51,025	51,068	35,518	12,316	47,834	▼ -3,234
	Proportion of Credits delivered to learners enrolled on STEM courses	27.40%	27.50%	25.63%	25.12%	25.49%	▼ -2.01%
4(a)	Proportion of enrolled students successfully achieving a recognised qualification						
	The percentage of FT FE enrolled students achieving a recognised qualification	61.00%	64.10%	61.38%	70.10%	63.56%	▼ -0.54%
	The percentage of PT FE enrolled students achieving a recognised qualification	78.70%	74.70%	74.58%	81.25%	76.00%	▲ 1.30%
	The percentage of FT HE enrolled students achieving a recognised qualification	69.40%	71.00%	66.11%	73.97%	68.06%	▼ -2.94%
	The percentage of PT HE enrolled students achieving a recognised qualification	71.60%	71.50%	78.65%	77.78%	78.40%	▲ 6.90%
4(b)	Proportion of enrolled MD10 students successfully achieving a recognised qualification						
	The percentage of MD10 FT FE enrolled students achieving a recognised qualification	56.90%	60.30%	57.20%	67.24%	59.53%	▼ -0.77%
	The percentage of MD10 PT FE enrolled students achieving a recognised qualification	65.50%	68.60%	66.63%	80.65%	69.18%	▲ 0.58%
	The percentage of MD10 FT HE enrolled students achieving a recognised qualification	62.70%	67.50%	62.69%	71.33%	64.71%	▼ -2.79%
	The percentage of MD10 PT HE enrolled students achieving a recognised qualification	62.30%	69.70%	76.00%	72.73%	74.79%	▲ 5.09%
4(c)	Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges						
	The percentage of PT FE enrolled senior phase age pupils studying vocational qualifications delivered by colleges achieving a recognised qualification	52.30%	58.50%	61.37%	42.31%	59.28%	▲ 0.78%
4(d)	Proportion of learners at S3 and above as part of 'school-college' provision successfully achieving a recognised qualification						
	The percentage of PT FE enrolled learners at S3 and above as part of 'school-college' provision achieving a recognised qualification	63.00%	64.30%	63.57%	55.52%	62.53%	▼ -1.77%
4(e)	Proportion of learners enrolled on STEM courses successfully achieving a recognised qualification						

Ref	National Measure	Baseline	Target	Actuals			Variance
		2015-16 (*2014/15)	2017/18	NCL	SLC	Lanarkshire	(actual / target)
	The percentage of FT FE learners enrolled on STEM courses achieving a recognised qualification	60.90%	64.10%	61.38%	70.10%	63.56%	▼ -0.54%
	The percentage of PT FE learners enrolled on STEM courses achieving a recognised qualification	73.80%	74.40%	74.58%	81.25%	76.00%	▲ 1.60%
	The percentage of FT HE learners enrolled on STEM courses achieving a recognised qualification	61.90%	66.10%	66.11%	73.97%	68.06%	▲ 1.96%
	The percentage of PT HE learners enrolled on STEM courses achieving a recognised qualification	73.00%	74.90%	78.65%	77.78%	78.40%	▲ 3.50%
4(f)	Proportion of HE level learners from SHEP schools successfully achieving a recognised qualification						
	The total number of FT HE enrolled learners from SHEP schools	-		94	13	107	
	The number of FT HE enrolled learners from SHEP schools achieving a recognised qualification	-		66	9	75	
	The percentage of FT HE enrolled learners from SHEP schools achieving a recognised qualification	-		70.21%	69.23%	70.09%	
4(g)	Proportion of enrolled students achieving a recognised qualification - by gender						
	The percentage of FT FE enrolled male students achieving a recognised qualification	59.10%	62.80%	61.47%	70.30%	63.93%	▲ 1.13%
	The percentage of FT FE enrolled female students achieving a recognised qualification	57.80%	61.80%	61.31%	69.90%	63.24%	▲ 1.44%
	The percentage of FT FE enrolled other students achieving a recognised qualification	69.90%	70.00%	0.00%	66.67%	66.67%	▼ -3.33%
	The percentage of FT HE enrolled male students achieving a recognised qualification	68.00%	70.50%	62.45%	68.28%	63.64%	▼ -6.86%
	The percentage of FT HE enrolled female students achieving a recognised qualification	62.10%	66.00%	68.19%	76.14%	70.36%	▲ 4.36%
	The percentage of FT HE enrolled other students achieving a recognised qualification	70.40%	71.00%	100.00%	100.00%	100.00%	▲ 29.00%
4(h)	Proportion of enrolled students achieving a recognised qualification - by BME						
	The percentage of FT FE enrolled BME students achieving a recognised qualification	61.50%	64.50%	60.61%	80.00%	65.12%	▲ 0.62%
	The percentage of FT HE enrolled BME students achieving a recognised qualification	65.10%	68.00%	62.79%	74.36%	66.40%	▼ -1.60%

Ref	National Measure	Baseline	Target	Actuals			Variance
		2015-16 (*2014/15)	2017/18	NCL	SLC	Lanarkshire	(actual / target)
4(i)	Proportion of enrolled students achieving a recognised qualification - by Disability						
	The percentage of FT FE enrolled students with a known disability achieving a recognised qualification	56.70%	60.00%	61.49%	71.30%	62.34%	▲ 2.34%
	The percentage of FT HE enrolled students with a known disability achieving a recognised qualification	59.80%	64.00%	63.90%	67.69%	64.35%	▲ 0.35%
4(j)	Proportion of enrolled students achieving a recognised qualification - by Care Experience						
	The percentage of FT FE enrolled students with Care Experience achieving a recognised qualification	36.10%	46.00%	55.77%	81.25%	65.48%	▲ 19.48%
	The percentage of FT HE enrolled students with Care Experience achieving a recognised qualification	-	67.50%	45.83%	66.67%	55.56%	▼ -11.94%
5	The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	280	288	325	44	369	▲ 81
6	Number of full-time learners with substantial 'work placement experience' as part of their programme of study						
	Number of full-time learners	9,423	9,423	7,252	2,407	9,659	▲ 236
	Number of full-time learners with substantial 'work placement experience' as part of their programme of study	3,772	3,856	2,174	1,421	3,595	▼ -261
	Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	40.00%	40.90%	29.98%	59.04%	37.22%	▼ -3.68%
7	The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing						
	The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	*752	771	TBC ***	TBC ***	TBC ***	TBC ***
	The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	*338	346	TBC ***	TBC ***	TBC ***	TBC ***
	The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	*44.9%	44.90%	TBC ***	TBC ***	TBC ***	TBC ***

Ref	National Measure	Baseline	Target	Actuals			Variance
		2015-16 (*2014/15)	2017/18	NCL	SLC	Lanarkshire	(actual / target)
8	The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying						
	The total number of full-time FE college qualifiers (confirmed destinations)	3,251	3,260	2,646	799	3,445	▲ 185
	The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	3,107	3,130	2,414	764	3,178	▲ 48
	The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	95.60%	96.00%	91.23%	95.62%	92.25%	▼ -3.75%
	The total number of full-time HE college qualifiers (confirmed destinations)	2,021	2,025	1,723	466	2,189	▲ 164
	The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,941	1,952	1,644	437	2,081	▲ 129
	The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.00%	96.40%	95.41%	93.78%	95.07%	▼ -1.33%
9	The percentage of students overall, satisfied with their college experience (SSES survey)	89.20%	90.20%	88.00%	96.10%	89.49%	▼ -0.71%
10	Gross carbon footprint	4,722	4,628	3,320	971	4,290	▼ - 338

*** We currently await the latest data for 2017/18 which is provided by the Scottish Funding Council.

This publication is available in alternative formats on request.

Please note: The information contained within this report was correct at the time of printing (November 2018). Whilst every effort is made to ensure the accuracy of the information given in this report, New College Lanarkshire reserves the right to make modifications without prior notice.

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