



**NEW
COLLEGE
LANARKSHIRE**

Bringing **Education** Closer



**South
Lanarkshire
College**

East Kilbride

LANARKSHIRE REGIONAL OUTCOME AGREEMENT



As Chair of the Lanarkshire Regional Strategic Board it gives me great pleasure to introduce the Lanarkshire Regional Outcome Agreement for the academic year 2022-23.

I am privileged to work alongside all Board members and College staff to provide high quality, dynamic education for the Lanarkshire Region. We will continue to ensure that partnership working with key stakeholders such as employers, schools, universities, and local communities remains a central focus whilst providing a curriculum that supports the Scottish Government's National Strategy for Economic Transformation and creating a fairer Scotland.

Lanarkshire has demonstrated great agility, creativity and resilience during the pandemic, and through excellent learning, teaching and support we are seeking to deliver increased levels of success, student satisfaction and progression.

Both Colleges in the Region have enjoyed many successes over the past twelve months and I am confident that the Lanarkshire Region, through working collaboratively, will continue to provide high quality learning and teaching for the communities they serve.

STATEMENT FROM THE REGIONAL CHAIR

INTRODUCTION

Welcome to the 2022-23 Outcome Agreement for the Lanarkshire College Region. Our region encompasses the local authority areas of North and South Lanarkshire, as well as parts of East Dunbartonshire. The region comprises New College Lanarkshire (NCL) as the regional college and South Lanarkshire College (SLC).

The Lanarkshire Regional Strategic Board (LRSB) is responsible for ensuring that college provision across the Lanarkshire region is coherent and aligned to regional and national strategy priorities, and that it reflects the needs of the regional economy and communities. The Lanarkshire Regional Strategic Board allocates funding to South Lanarkshire College to enable delivery of national and regional strategies and priorities, and it monitors the achievement of strategic goals and college performance.

The LRSB develops on an annual basis, an Outcome Agreement which sets out how the funding allocated by the Scottish Funding Council (SFC) will be used to fund an outstanding regional learning system which promotes a more equal society, a more successful economy, high-performing institutions and greater innovation in the economy. This document provides the constituent parts of the Lanarkshire Regional Outcome Agreement for 2022-2023 and contains:

A Programme of Action which sets out at a high-level regional commitments and planned outcomes for that academic year, reflecting LRSB's position as a Regional Strategic Body responsible for planning and funding college delivery. A mapping of planned outcomes to SFC strategic priorities is provided at Annex A demonstrating the strong alignment, and contribution, of LRSB's action to national goals.

The Lanarkshire Colleges aim to be Scotland's leading providers of College education and training, delivering a comprehensive, innovative curriculum that meets the needs of our students and the local economy.

The Region's ambition is to ensure students are well prepared by providing future-oriented, high-quality learning for careers, life and success, and to support the people, businesses, economy and sustainable development of our communities and Scotland. As society continue to emerge from the Covid-19 pandemic, the region will continue its collaborative approach to working with each other and the SFC.

THE LANARKSHIRE REGION

Lanarkshire is the second largest college region in Scotland in terms of population, comprising the Local Authority areas of East Dunbartonshire, North Lanarkshire and South Lanarkshire and is only 30 minutes by road from Glasgow city centre and 40 minutes from Scotland's capital, Edinburgh. Its population exceeds 760,000.

New College Lanarkshire and South Lanarkshire College work in partnership with the three councils through Community Planning Partnerships and our schools/colleges programmes as well as other key strategic groupings in the local authority areas such as the local authority economic growth board and task forces to support sustainable local economic growth.

Key priority sectors in Lanarkshire include Health and Social Care, which holds 19.6% of total employment. This is followed by Construction at 13%, Engineering at 5% and Tourism at 4.5%. Key areas of specialism within the region include Civil Engineering as the percentage of employment is three times the national average.

Between 2021-2024 there will be a total of 36,800 job openings, however labour shortages are predicted due to people requiring higher level qualifications, 22% SCQF 5, 14% SCQF 6 and 44% SCQF 7-10. 7% of people in Lanarkshire hold no qualifications. There is an identified need for meta skills as 74% of employees need reskilled in areas such as complex analytical skills (40%), operational skills (54%) and digital skills (50%).

FAIR ACCESS AND TRANSITIONS

The Region deploys funds provided by SFC and the Scottish Government to support students from the most disadvantaged backgrounds. These funds include SFC student support funds, training allowances for SDS funded programmes, Educational Maintenance Allowance for students meeting the eligibility criteria, and discretionary funds for crisis support for students experiencing financial difficulties.

Both Colleges are committed to working with both South and North Lanarkshire Councils as our closest local authority partners to support young adults who wish to leave school at Christmas. Working collaboratively, the Colleges continue to develop and implement bespoke programmes to support pupils disengaged with school and looking to move to employment and/or further education or training. The young people receive wrap around support from both the college and teams within each local authority to transition to a positive destination at the end of the programme.

There is a close working relationship with Skills Development Scotland (SDS) ensuring that the curriculum offer is continually reviewed to support pathways to employment for the young adults of Lanarkshire.

Both Colleges are fully committed to supporting the tertiary sector's targets of increasing the percentage of students from the 20% most deprived SIMD datazones entering degree programmes as set out in the Blueprint for Fairness. To do this, we recognise the important part we play in working in partnership with our higher education institution partners to bring higher education closer to our students and the pupils of Lanarkshire.

The Region works with several external stakeholders and partners to create a future-proof curriculum, designed to address the demands of Scotland's economic aspirations. The colleges use a host of relevant data, from publications such as the Regional Skills Assessment (RSA), to inform curriculum planning and content.

The Region is fully committed to widening access to higher education for our local communities. Across both colleges there are a variety of well-established articulation routes to a diverse range of universities across Scotland. Close working relationships with key university representatives ensures that these agreements are constantly reviewed, and further routes explored using relevant data. In addition to this, there are several degree programmes delivered by both colleges following a franchise model, ensuring that both colleges widen access to degree programmes for the people of Lanarkshire.

The region's ambition is to continue to grow the degree programme provision so that every department, where appropriate, leads to the opportunity for students to maximise their potential and achieve the highest level of qualification possible within their chosen field.

SWAPWest is a partnership between colleges and universities in the West of Scotland which aims to support access to higher education for adults. SWAP programmes have been specifically developed for adults who have no or few qualifications and who have been out of education for some time. A range of Scottish Widening Access (SWAP) programmes are delivered in the region linked to regional priorities such as Nursing, Professional Health Care and Health Sciences.

The Region is committed to its responsibility as corporate parents and recognise the importance of supporting care-experienced students. Both Colleges are committed to working in partnership with other agencies and stakeholders to meet this ambition. We have a strategic commitment to support the development of an inclusive, positive culture in relation to care-experienced students throughout the student journey.

The Region fully recognises that a holistic approach is needed when supporting care-experienced students and both colleges have a named staff contact who provides tailored one-to-one support before, during and after college. This flexible service seeks to support each student in line with their unique needs, issues, and circumstances. Having this point of contact ensures students can access support at the point they need it and lets them know there is always someone to turn to if they experience difficulties or issues.

The Region is committed to providing a range of student support services in order that care-experienced students can achieve their full potential whilst at college. This can include support with childcare arrangements, literacy or numeracy support, learning and study support, emotional support or counselling.

As well as this the Region is also committed to supporting students who have an unpaid caring responsibility outside of college that may impact on their learning experience and ability to make good progress on their course.

The Colleges continue to maintain a coherent, coordinated policy of fair access, with application systems, digital online open days and information sessions, student support and information sessions, online interviews and adherence to monitoring of performance indicators. Transitions are monitored to ensure that there are clear and accessible, with transitions with partial completion facilitated where appropriate and on-going support for all students to achieve the best possible outcomes.

HIGH QUALITY LEARNING, TEACHING & SUPPORT

Learning and teaching is monitored at individual college level with each college having robust approaches to self-evaluation and quality, including the use of business intelligence dashboards. At Board of Management level this is monitored via the relevant learning and teaching committees with representation from both colleges in attendance. Each College works closely with its respective Student Associations who also collaborate and share best practice, helping to nurture the student voice. Both individual colleges also monitor student voice via a series of surveys, class representatives and via their self-evaluation processes.

The Region moved the majority of learning back to a face-to-face model in order to support students who had struggled with social isolation and 'online fatigue'. The colleges are consulting with staff and students to establish a student-centred approach to digital learning.

The Colleges recognise the cost-of-living crisis along with the transition back to campus has meant that students require additional support in order to achieve their qualifications. As such the Colleges are continuing to offer a free breakfast and lunch to all students. The Colleges are working with their local communities to provide warm spaces to mitigate the increase in energy costs. Support Services take an intersectionality approach, where the aim is to provide tailored support which best meets individual circumstances.

Both Colleges work collaboratively across the public and third sector and look to develop shared services and referral pathways to support students. For example, there is joint working with the Child Poverty Action Group (CPAG) to deliver training on student support and benefits to help support disadvantaged students.

To help support digital inclusion the Colleges continue to make laptops and other digital devices available for both long and short-term loan.

Increased resources continue to be made available to help support key vulnerable groups such as Care Experienced, Veterans and Service Leavers, Carers and Estranged Students. The Guidance and Support Advisors take a person-centred, trauma-informed approach when supporting students and understand the wider intersectionality circumstances that need to be taken into consideration when offering support.

The Colleges continue to focus on Staff Development delivering Continuous Professional Development activities, including supporting staff to achieve professional learning and teaching qualifications leading to General Teaching Council of Scotland status.

In addition, the Colleges have been selected to pilot a range of the NextGen Higher National qualifications in partnership with the Scottish Qualifications Authority (SQA). Areas include Childhood Practice, Computing and Television Production.

Both Colleges recognise that attending college can create many exciting opportunities, but there can also be challenges along the way. As a result of the pandemic, the Colleges working with their Student Associations recognise that the availability of support services to students is crucial. As such, the Colleges continue to be involved in a range of strategies such as the NUS Think Positive initiative for 2022-23, to improve upon existing mental health support strategies.

PARTNERSHIP, PARTICIPATION AND STUDENT EXPERIENCE

Supporting and enhancing the 'student experience' throughout the student lifecycle is critical to success for both the student and the Colleges. Both Colleges have a strong commitment to engaging with students and use a wide variety of methods to facilitate feedback from students and applicants through student representation on college committees, including the Student Association (SA), and general feedback via focus group meetings, question time, student representative events, student surveys and feedback forms.

Students from both Colleges are also represented on several working groups including the LRSB and Board of Management Committees. Communication expectations have changed following the Pandemic and the Colleges have a range of new communication strategies to promote student mental health and wellbeing. The Student Associations have developed a collaborative working relationship leading to the sharing and development of best practice.

Joint College/Sparqs class representative training is provided annually to class representatives to ensure that class representatives are prepared and supported in their role. Student input into course team meetings continues to provide valuable feedback and impact on change, which is a vital part of the self-evaluation processes.

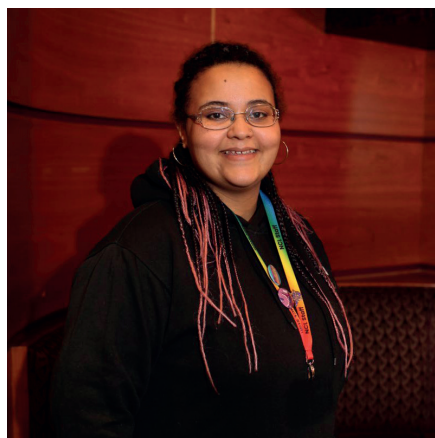
As Board of Management members, the four Student Association Presidents play an influential role within Governance structures, participating in Board strategy days and input into the strategic direction of the Colleges.

The Students' Association organise extensive events to support the sharing of ideas, feedback and information between students and the College senior team. The transfer of these sessions to online Q&As has operated effectively and have supported an expansion in engagements of this type which will be developed further as the year progresses.

Student Presidents



Kellyann McGraith
Student President of
Resource and Wellbeing



Alexandra Romeo Imade
Student President of
Sustainable Partnership



Hannah Carragher
Student President
of Curriculum and
Engagement



Rahela Calin
SLC Student President

LEARNING WITH IMPACT

Student progression and completion is supported through a combination of factors in addition to in-class support, including self-reflection and evaluation being embedded into the learner journey as part of guidance and progress review sessions to aid progress and successful completion. Wider cross-college services available through the key support and learner engagement teams can be accessed and supports those students identified at risk of disengagement.

The Colleges work with Skills Development Scotland (SDS), employers and local authorities to understand the needs of business and industry, to ensure there is a pipeline of appropriately skilled students going out into the labour market. They offer vocationally based courses incorporating work placements, and all courses focus on the necessary employability and meta skills required for students to progress onto their chosen destinations.

The Region works with a variety of employers spanning the central belt and beyond across a wide range of sectors. Students are supported to progress onto their chosen destinations.

Emerging from the pandemic has created new opportunities to support local communities within the Region and the Colleges are reviewing a range of labour market intelligence data including from Skills Development Scotland to make informed choices about their curriculum offer.

Examples include:

- North and South Lanarkshire Councils delivering senior phase activity including Foundation Apprenticeships.
- Glasgow Caledonian University, Strathclyde University and the University of the West of Scotland offering articulation routes into key priority sectors such as Nursing and Education and Social Services Degrees.
- NCL have recently launched the UWS University Centre at Cumbernauld campus for Advanced Skills.
- SLC have re engaged with community partners and working to create a multi-agency referral plan for South Lanarkshire and beyond.

Emerging from the pandemic has created new opportunities to support local communities within the Region and the Colleges are reviewing a range of labour market intelligence data including from Skills Development Scotland to make informed choices about their curriculum offer. For example, NCL's enhanced partnership with the University of the West of Scotland and SLC's closer working relationship with its local community learning and development teams.

EQUALITIES AND INCLUSION

Across the Region equalities and inclusion measures are monitored closely and discussed, as well as being reported at relevant committees. Wherever possible planned coherent interventions are put in place to mitigate adverse impact, including partnership working with other agencies to provide tailored support to students. Equality Impact Assessment approaches are in place across the region.

The Region recognises its role as an anchor institution in improving life chances by ensuring access to high quality education that is appropriate to Lanarkshire's priorities enabling its residents to reach their full potential and equipping them with the vocational and essential skills necessary to move onto their chosen destinations.

The Colleges are longstanding 'Disability Confident' employers and offer a range of flexible support and opportunities to support engagement within the workforce.

Both Colleges are active supporters of the Gender Based Violence (GbV) campaign delivering their GbV strategies and policy guidance for staff and students on preventing and eradicating gender-based violence. The Region also adheres to the SFC's Gender Action Plan and aims to have a gap of less than 5% for male and female participation.

Mental health issues are a significant issue for the Colleges and remain one of the main reasons cited for students withdrawing from their studies. Effective use has been made of the additional funding for mental health allowing the Colleges to add further resource to their core teams such as additional counsellors. Togetherall, an anonymous posting service that provides a community for shared experiences and mutual support has enabled students to access specialist support services. The platform promotes a sense of belonging and connection through community and is accessible 24 hours.

RESPONSIVE INSTITUTIONS

The Region continues to deliver on Scottish Government's economic transformation and labour market strategic drivers to upskill/reskill Scotland's existing workforce through the development and delivery of Flexible Workforce Development Fund (FWDF) and Modern Apprenticeship (MA) opportunities. The Colleges consult with employers to understand their business ambitions and skills needs to develop and deliver on a workforce development plan to address skills gaps, increase business productivity and economic growth.

The Region actively seeks to develop effective pathways for individuals furthest from the labour market supporting them into education and employment.

For example SLC is engaging with unemployed residents in rural South Lanarkshire through the Rural Academy. A team of dedicated employability experts have supported an average of 100 participants every year since 2018 progress to positive destinations. Working from premises in Lanark, the Rural Academy provides employability support and delivers accredited courses linked to job opportunities.

NCL have developed a close partnership with the Department of Work and Pensions and have established a regular presence at Job Centres across Lanarkshire and East Dunbartonshire, working together to raise awareness of and match needs to the various progression opportunities available.

The Region has adopted fair work practices which are captured under responsible procurement and forms part of the invitation to tender process. This also is part of the technical scoring, and both organisations include the following seven criteria of Fair Work:

- Appropriate channels for effective voice;
- Investment in workforce development;
- No inappropriate use of zero hours contracts;
- Action to tackle the gender pay gap and create a more diverse and inclusive workplace;

- Providing fair pay for workers (for example, payment of the real Living Wage);
- Offer flexible and family friendly working practices for all workers from day one of employment; and
- Oppose the use of fire and rehire practices.

Therefore, organisations submitting a tender must demonstrate their organisation's commitment to fair work practices and support for Fair Work first for workers (including any agency or sub-contractor workers) engaged in delivery. They must include information such as addressing the Fair Work First criteria in delivery and providing fair pay for workers, taking a positive approach to rewarding staff at a level that helps tackle inequality (e.g., through a commitment to paying at least the Living Wage) and action to tackle the gender pay gap and create a more diverse and inclusive workplace.

CONFIDENT AND HIGHLY CAPABLE WORK READY GRADUATES

The Colleges have sought to identify emerging skills gaps across the Region and have effective support in place, in partnership with SDS, for students to receive advice and guidance helping them to make informed choices on their future careers. They work closely with university partners to facilitate coherent pathways to advanced level study.

Vocational courses all have work placements to ensure that students become industry ready meeting the needs of employers. The vast majority (~95%) of students across the Lanarkshire region progress onto positive destinations.

In partnership with the University of the West of Scotland (UWS), NCL has opened The University Centre for Advanced Skills in the Cumbernauld Campus. This development provides a flexible learning and teaching facility to support the delivery of the wide range of validated and franchise degree programmes delivered in partnership between the two institutions. The launch of this new facility coincides with the introduction of four new degree awards validated by UWS: BA Business, BA Music Performance, BA Music Industries and BA Sound Production.

At SLC, the Life Science students are now able to articulate directly onto year two of the undergraduate degree in Life Sciences at Glasgow University after completion of the HNC in Applied Science. In addition there is a new articulation route for Health and Social Care students where they can articulate onto year two of the University of Strathclyde's Degree in Education and Social Services.

KNOWLEDGE EXCHANGE AND INNOVATION / CLIMATE EMERGENCY

Climate change is globally recognised as the greatest environmental and economic threat faced by national governments and individuals, and the Region is determined to play a full part in delivering on our collective responsibility to reduce carbon emissions.

The Colleges are signatories to the University & Colleges Climate Change Commitment for Scotland, a member of the EAUC and also a signatory to the Official Global Climate Letter and part of the 'Race to Zero' and have pledged to become net-zero by 2042. We plan to do this by contributing to Scottish Government carbon reduction targets, monitored by measuring the Gross Carbon footprint of both Colleges and reported annually in the Public Bodies Climate Change Duties (PBCCD), stemming from the Scottish Climate Change Act.

In addition, the Region works with the Energy Skills Partnership to support the development of a strong supply chain to deliver on the Scottish Government's decarbonisation ambitions.

The Colleges are committed to effective staff and student engagement, partnership working through internal and external networks, and ensuring students develop the understanding of environmental and social sustainability required for the world and workplaces of tomorrow.

The Region's priorities include:

- Next stages:
- Solar Car Ports with Battery Storage.
- Additional Heat Pumps to take over 100% heat provision.
- Battery Wall Storage.
- Water Conservation via Taps, Cisterns etc.
- Air Tightness of building.
- Central BMS system.
- Introduction of ground source/air source heat pumps to contribute towards the phasing out of fossil fuels for heating/hot water.
- Installation of LED lighting
- Installation of more Photovoltaic (PV) panels
- Heat de-carbonisation across all campuses

Examples of the Region's commitment to the Net Zero agenda include:

SLC's main building has been adapted to incorporate 70Kwp solar Photovoltaic system, Air Source and Ground Source Heat Pumps within the construction area over the last eight years. In 2022 it has secured funding from the Scottish Government Energy and Climate Change Directorate for the installation of 150Kwp Photovoltaic panels as part of the drive towards Net Zero. In addition, as part of sustainability plans and reducing waste going to landfill the College has installed equipment which takes waste wood and turns it into briquettes. These are being sold with 60% of proceeds going to charities.

SLC is key host to an exciting new venture in partnership with the Energy Skills Partnership and Energy Savings Trust to deliver a remote training and assessment facility to reach rural Scotland in meeting the demands of domestic renewable energy targets. The purpose of this mobile training facility is to increase the number of qualified heat pump installers across Scotland with particular emphasis in the remote and rural areas of the country, which in turn will develop a strong supply chain to deliver on Scottish Government's decarbonisation ambitions.

This resource provides additional flexibility to the supply chain and colleges where there are clear gaps in heat pump training across Scotland. This will be a shared resource available to all Scottish colleges, giving priority to those colleges that do not currently have heat pump training facilities (e.g. Highlands and Islands) to support the development of supply chains in rural and remote areas of Scotland. Colleges who are currently delivering heat pump training may also use this resource as an expansion to their current training facilities when their demand for heat pump training has been exceeded.

NCL has committed to the installation of reverse vending machines (RVMs) within each of its main campuses. The early adoption of this technology prior to the Deposit Return Scheme being implemented in August 2023 represents an important step forward in the College's recycling ambitions.

COLLABORATION

The Region is firmly focussed on partnership and collaboration and this is at the centre of both Colleges' strategic priorities. The Colleges have an established reputation across Lanarkshire for delivering high quality vocational education and training including senior phase provision which provides a platform for meaningful engagement with a wide range of partners.

Key examples include the excellent work with Developing the Young Workforce, via the STEM Lanarkshire Group, which has reintroduced the Step into STEM events for young people across Lanarkshire following the pandemic. In addition, the Colleges shared staff on a BA Accounting Programme and worked together to support the upskilling of employees to deliver SmartMeter training.

Over the past twelve months both Colleges have reinvigorated their strategic relationship through developing closer working relationships with Board members and senior leadership teams. This has laid the foundations for future partnership work to best serve the people of Lanarkshire. This includes:

- Potential expansion of curriculum portfolio for the care sector and working more closely with local and national providers of care services.
- Co-creation and collaboration in relation to the development of a digital curriculum offering.
- Corporate initiatives such as procurement and shared services.

College Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21 (SLC)	2020-21 (NCL)	2021-22 (Combined figures)	2021-22 (SLC)	2021-22 (NCL)
A Credits Delivered (Core)	189,322	171,418	170,966	172,077	171,910	169,047	158,971			175,835	46,815	129,020
Credits Delivered (ESF)	0	14,766	14,826	15,561	12,217	14,837	14,011			6,498	3,166	3,332
Credits Delivered (Core + ESF)	189,322	186,184	185,792	187,638	184,127	183,884	172,982			182,333	49,981	132,352
B Volume of Credits Delivered to 10% most deprived postcode areas	35,205	35,360	35,181	34,292	33,685	33,948	31,962			31,555	7,376	24,179
Proportion of Credits delivered to 10% most deprived postcode areas	18.6%	19.0%	18.9%	18.3%	18.3%	18.5%	18.5%			17.3%	14.8%	18.3%
C Volume of credits delivered to care-experienced learners	880	1,101	3,274	2,178	4,363	6,842	5,935			9,287	2,198	7,089
Proportion of credits delivered to care-experienced learners	0.5%	0.6%	1.8%	1.2%	2.4%	3.7%	3.4%			5.1%	4.4%	5.4%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	254	452	647	503	708	1,333	707			2,599	1,336	1,263
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	64.2%	61.0%	62.1%	63.4%	65.1%	64.7%	58.8%			53.9%	58.4%	52.10%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	3,631	3,522	3,770	3,694	3,624	3,247	2,557			2,408	722	1,686
Total number of FTFE students	5,660	5,770	6,067	5,822	5,567	5,021	4,346			4,471	1,237	3,234
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	78.8%	73.7%	74.3%	76.2%	80.2%	70.8%	77.2%			69.7%	74.0%	67.2%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	10,392	7,978	7,278	6,284	7,985	6,227	6,319			4,955	1,966	2,989
Total number of PTFE students	13,188	10,822	9,791	8,248	9,960	8,799	8,181			7,109	2,658	4,451
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	68.2%	69.3%	68.4%	68.0%	69.2%	73.3%	68.7%			62.4%	68.1%	60.3%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	2,382	2,534	2,525	2,594	2,436	2,702	2,513			2,077	620	1,457
Total number of FTHE students	3,495	3,654	3,690	3,815	3,521	3,688	3,659			3,327	910	2,417
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	79.2%	71.6%	75.5%	78.6%	77.6%	80.9%	81.2%			74.4%	72.1%	75.7%
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	1,197	811	908	868	863	794	996			581	204	377
Total number of PTHE students	1,512	1,133	1,203	1,104	1,112	980	1,227			781	283	498
F Number of students achieving an HNC/D qualification articulating to degree level courses	0	678	658	720	796	649	741				n/a	
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	355	326	369	409	346	395				n/a	
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	52.4%	49.5%	51.3%	51.4%	53.3%	53.3%				n/a	
G Total number of full-time FE college qualifiers (in confirmed destinations)	3,251	3,063	3,445	3,369	3,208	2,636		442	2058		n/a	
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	3,107	2,888	3,178	3,157	3,021	2,383		425	1921		n/a	
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	95.6%	94.3%	92.2%	93.7%	94.2%	90.4%		96.10%	93.00%		n/a	
Total number of full-time HE college qualifiers (in confirmed destinations)	2,021	1,998	2,189	2,154	2,161	2,247		558	1376		n/a	
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	1,941	1,914	2,081	2,049	2,022	2,022		539	1318		n/a	
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	96.0%	95.8%	95.1%	95.1%	93.6%	90.0%		96.40%	95.00%		n/a	
H Percentage of students overall satisfied with their college experience (SSES survey)	-	89.2%	88.7%	N/A - see note	88.4%	-	85.1%			87.7%	85.2%	88.00%

Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years

*Unpublished data - based on draft submission from SFC

BRINGING EDUCATION CLOSER



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College Outcome Agreement Impact Framework: Supporting Data

													Projected Figures		
Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 (Lanarkshire)	2020-21 (SLC)	2020-21 (NCL)	2021-22 (Lanarkshire)	2021-22 (SLC)	2021-22 (NCL)	2022-23 (SLC)	2022-23 (NCL)	2022-23 (Lanarkshire)
A Credits Delivered (Core)	189,322	171,418	170,966	172,077	171,910	169,047	158,971			175,238	46,815	129,020	48,812	122,000	170,812
Credits Delivered (ESF)	0	14,766	14,826	15,561	12,217	14,837	14,011			7,567	3,166	3,332	0	0	0
Credits Delivered (Core + ESF)	189,322	186,184	185,792	187,638	184,127	183,884	172,982			182,804	49,981	132,352	48,812	122,000	170,812
B Volume of Credits Delivered to 10% most deprived postcode areas	35,205	35,360	35,181	34,292	33,685	33,948	31,962			31,568	7,376	24,179	6,672	20,500	27,172
Proportion of Credits delivered to 10% most deprived postcode areas	18.6%	19.0%	18.9%	18.3%	18.3%	18.5%	18.5%			17.3%	14.8%	18.3%	13.7%	16.8%	15.9%
C Volume of credits delivered to care-experienced learners	880	1,101	3,274	2,178	4,363	6,842	5,935			9,127	2,198	7,089	1,916	6,000	7,916
Proportion of credits delivered to care-experienced learners	0.5%	0.6%	1.8%	1.2%	2.4%	3.7%	3.4%			5.0%	4.4%	5.4%	3.9%	4.9%	4.6%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	254	452	647	503	708	1,333	707			1,042	1,336	1,263	230	1,350	1,580
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	64.2%	61.0%	62.1%	63.4%	65.1%	64.7%	58.8%			53.9%	58.4%	52.1%	61.3%	57.0%	58.2%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	3,631	3,522	3,770	3,694	3,624	3,247	2,557			2,408	722	1,686	769	1,813	2,582
Total number of FTFE students	5,660	5,770	6,067	5,822	5,567	5,021	4,346			4,471	1,237	3,234	1,255	3,180	4,435
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	78.8%	73.7%	74.3%	76.2%	80.2%	70.8%	77.2%			69.7%	74.0%	67.2%	76.3%	70.0%	71.6%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	10,392	7,978	7,278	6,284	7,985	6,227	6,319			4,955	1,966	2,989	1,609	4,428	6,037
Total number of PTFE students	13,188	10,822	9,791	8,248	9,960	8,799	8,181			7,109	2,658	4,451	2,109	6,326	8,435
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	68.2%	69.3%	68.4%	68.0%	69.2%	73.3%	68.7%			62.4%	68.1%	60.3%	72.1%	64.0%	68.5%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	2,382	2,534	2,525	2,594	2,436	2,702	2,513			2,077	620	1,457	557	1,374	1,931
Total number of FTHE students	3,495	3,654	3,690	3,815	3,521	3,688	3,659			3,327	910	2,417	773	2,047	2,820
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	79.2%	71.6%	75.5%	78.6%	77.6%	80.9%	81.2%			74.4%	72.1%	75.7%	81.3%	76.0%	77.7%
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	1,197	811	908	868	863	794	996			581	204	377	217,071	429	646
Total number of PTHE students	1,512	1,133	1,203	1,104	1,112	980	1,227			781	283	498	267	565	832
F Number of students achieving an HNC/D qualification articulating to degree level courses	0	678	658	720	796	649	741				n/a				
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	355	326	369	409	346	395				n/a				
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	52.4%	49.5%	51.3%	51.4%	53.3%	53.3%				n/a				
G Total number of full-time FE college qualifiers (in confirmed destinations)	3,251	3,063	3,445	3,369	3,208	2,636		442	2058			n/a			
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	3,107	2,888	3,178	3,157	3,021	2,383		425	1921			n/a			
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	95.6%	94.3%	92.2%	93.7%	94.2%	90.4%		96.10%	93.00%			n/a			
Total number of full-time HE college qualifiers (in confirmed destinations)	2,021	1,998	2,189	2,154	2,161	2,247		558	1376			n/a			
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	1,941	1,914	2,081	2,049	2,022	2,022		539	1318			n/a			
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	96.0%	95.8%	95.1%	95.1%	93.6%	90.0%		96.40%	95.00%			n/a			
H Percentage of students overall satisfied with their college experience (SSES survey)	-	89.2%	88.7%	N/A - see note	88.4%	-	85.1%			87.7%	85.2%	88.00%		88.00%	88.00%

Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years

*Unpublished data - based on draft submission from SFC



Scottish Funding Council

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A' brosnachadh foghlam adhartach agus àrd ìre

Outcome Agreement between Lanarkshire Region and the Scottish Funding Council for AY 2022-23

On behalf of:

New College Lanarkshire:

Signed:

Print name: Professor Christopher Moore

Position: Principal

Date: 12 May 2023

South Lanarkshire College:

Signed:

Print name: Stella McManus

Position: Principal

Date: 12 May 2023

Lanarkshire Regional Board

Signed:

Print name: Ronnie Smith

Position: Chair, Lanarkshire Board

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 26 July 2023

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